EFFECT OF TEACHER MOTIVATION ON STUDENT PERFORMANCE IN K.C.S.E IN PUBLIC SECONDARY SCHOOLS IN MANGA SUB COUNTY, NYAMIRA COUNTY, KENYA

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

DECEMBER 2015
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/ institution. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other projects- including the internet, the sources are specifically accredited through referencing by anti-plagiarism regulations.

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To my beloved husband, Wilfred Ariga, my children, Nyamusi and Francis, thank you for the love and support that you accorded me during this study.
ACKNOWLEDGEMENT

The preparation of a project calls for co-operative efforts from several individuals. While it might be impossible to mention all of them, some minimum crediting is inevitable.

First and foremost gratitude goes to my supervisors Dr. George A. Onyango and Dr. Charles M. Magoma both of Department of Educational Management, Policy and Curriculum Studies, School of Education, Kenyatta University for patiently taking me through this process.

Secondly, I convey my sincere gratitude to the Kenyatta University administration that availed the facilities used during this study.

Thirdly, sincere gratitude goes to the Teachers’ Service Commission for granting me a study leave that has enabled me to undertake this study.

I would like to absolve all individuals and institutions mentioned above for any errors of omission and/or commission of interpretational error(s). For all these I remain solely responsible.
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<td>BOM</td>
<td>Board of Management</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>TSC</td>
<td>Teacher’s Service Commission</td>
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ABSTRACT

Education is considered as the key to success in many countries. As a result, in Kenya most parents take pride in their children when they perform well in educational matters, this should be inclined towards passing examinations, since the Kenyan education system is examination oriented. With this in mind, the researcher investigated how the teacher’s motivation influences the student’s performance. The student’s performance in this research was based on the scores in the Kenya Certificate of Secondary Education (K.C.S.E.) examinations. The research was guided by two objectives: to find out the effect of conducting seminars, conferences and workshops for teachers on teacher motivation in Manga sub-county, Nyamira county, Kenya, determine how the personal characteristics of teachers influences teacher motivation and its effect on students’ performance and to determine the effect of teacher motivation on learner motivation towards performance. The researcher answered four main questions: does the conducting of seminars, conferences, and workshops on teacher motivation in Manga sub-county, Nyamira county, Kenya? To what extent is teacher motivation influenced by personal characteristics? Does the level of motivation influence student academic performance? What strategies could be employed by secondary school principals to ensure a motivated staff? The study also did employ the use of Hertzberg’s two factor theory of motivation. The researcher used the descriptive survey design. The study was carried out in Manga sub county of Nyamira county, Kenya. The 28 public secondary schools in Manga sub-county and 340 teachers together with the 28 principals of the secondary schools formed the target population. The researcher employed simple random selection so as to give all the schools in Manga and the whole target population equal chances of participation. Questionnaires were used as data collection instruments before proceeding to the field, the researcher acquired all the necessary research permits. Both quantitative and qualitative data was collected, the quantitative data was presented by use of tables and analyzed using percentages and ratios while the qualitative data was analyzed by narratives. Several factors were found to influence the level of teacher motivation. The factors included: level of training, job security, student performance, promotions among others. The researcher also found that in the highly performing schools, all the teachers including those hired by the Board of Management were trained while the schools with low performance had hired teachers some without training. The researcher did conclude that an intrinsically motivated teacher can perform way above the expectations of the educational stakeholders but the extrinsic motivators cannot also be ignored because the extrinsic motivators do determine an individual’s behavior. The researcher suggested that the same research be carried out on national level as well as the relationship between class-size and school performance since most of the schools with good performance had large class-sizes.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of motivation and specifically for teachers. This is followed by the statement of the problem, purpose of the study, objectives of the study and research questions. The chapter also presents limitations, delimitations, and assumptions, significance of the study, theoretical framework and conceptual framework.

1.1 Background of the Study

Motivation may mean different things to different people depending on the field of application. Velez (2007) thinks of motivation as a push or inspiration given to a person so that he or she can bring out his or her best. It is that type of behavior needed that enables one to achieve anything desired in life, without which a person would give up so easily with the first sign of adversity. Snowman, Mcown and Biehler (2008) observe that teacher motivation is a concept that assists us understand why teachers behave the way they do. According to Snowman, Mcown and Biehler (2008) motivation is “a complex construct easier to define than to understand.” Motivation cannot be observed directly but rather deduced from the observable behavior such as gestures, task presentation and goal-directed activities (Bennel, 2004).

Bennel (2004) defines teacher motivation as all the psychological processes that drive the teacher towards achieving the educational goals. However, according to Bennel, these psychological processes are immeasurable and at the same time cannot
be observed directly since the process of achieving the educational goals is influenced by other external factors including the environmental and organizational challenges. In the education sector, educational goals have always been set at the national level and passed to the teachers to achieve them it is therefore right to conclude that the teacher plays a key role towards the achievement of the educational goal.

Internationally, a collection of research on motivation (Agezo, 2010; Coagneau, 2003; Dolton et al., 2011) has found out that teacher motivation is associated with student learning outcomes. In a cross-country analysis of the relationship between teacher motivation and learner performance, Dolton (2011) observed that most countries that lacked teacher motivation indicated to have teachers who performed poorly and in turn, the educational performance results were poor.

Cogneau (2011) indicates that the issues facing teacher motivation in Africa have historical origin in that the colonial powers both French and British had different policies for the education sectors for the continent. According to the French colonist for example, education was provided in the French language only and the education was also secular. The teachers in rural areas and those in the urban region took home the same pay according to the French policy.

On the other hand, countries that were under the British colony considered missionary education as an integral part of their curriculum. The payable cost of education was given a subsidy by the state which helped the British colony attain a higher primary schooling rate than the French colony. In the British colony, teachers
working in the rural areas were given a different pay from those working in urban regions (Cogneau, 2003).

The key mandate of the teacher is to assist the learner to use and apply concepts by giving instructions and presentations in the classroom. This role is always formal and continuous that usually happens in a school setting or in any other place where formal education is disseminated. There are more duties that are associated with being a teacher than just executing lesson plans, other responsibilities that teachers attend to include being surrogate parents, disciplinarians, mentors, counselors, role models, planners and many more. As a result of these responsibilities teachers play an important part in shaping the behavior and future educational successes of learners. For the teacher to exhibit enthusiasm while executing these responsibilities he/she must be attracted to the teaching profession and be well trained.

It is generally assumed that motivation influences people’s attitude and performance at work the workplace. Hence, it is right to say that the motivation level of the teacher directly influences his/her desire to participate in the instructional processes and urge to share the already acquired knowledge with their learners. It really does determine whether or not the teacher gets involved in the teaching – learning process. It is constructive to embrace the fact that teacher's motivation is affected by a diverse range of factors including compensation, classroom performance, the training they receive, future prospect of promotion, the perception of the community about them among others.

The teacher is mainly responsible for the learners’ attention and interest towards classwork and as a result he/she is key to the formation of the desired academic
behaviors in the learners; formation of such behavior in the learners can be attributed to the level of teacher motivation. The educational performance of any generation is directly proportional to teacher’s performance. It is therefore mandatory for any country that pays attention to its economic growth to have a keen interest on the factors that affect teacher motivation as this has direct influence on the quality of the educational results which in turn will influence the country’s human resource.

Bennell (2004) in his study of teacher motivation and incentives in sub-Saharan Africa cities that teachers’ absenteeism from schools in Sub-Saharan Africa can highly be attributed to poor teacher motivation as well as lack of accountability from the teachers; thus leading to reduced syllabus coverage and academic performance in most of the schools that were measured. He also got concerned with the teachers’ compensation in Sub-Saharan Africa which he emphasized was very little forcing teachers into side hustles like going into entrepreneurship in addition to the teaching job.

According to the research by Bennel in Malawi, the overall levels of teacher job satisfaction and motivation were low both in primary and secondary schools. Mainly, the dissatisfaction was about remuneration and working conditions. Most stakeholders; members of the community, parents and students included agreed to the fact that poor incentives and working conditions had reduced the morale to work in teachers that made them perform poorly in their teaching job.

The study also noted that absenteeism and attrition were highly attributed to the factors affecting teacher motivation with poor pay and unfriendly working conditions taking the lead among these factors. By the time of the study, the Malawi
government had proposed to have houses constructed for teachers especially those working in the rural regions and also hardship allowance for those in hard to reach areas. The Malawi government also proposed new and transparent criteria of promoting teachers that depended on the professional career path.

In Kenya, the Teachers’ Service Commission (T.S.C) is mandated to perform teacher management functions including registration of teachers, recruitment, deployment, remuneration and discipline of teachers among others. It is also the duty of the commission to maintain professionalism, integrity and quality teaching standards in the teaching service.

According to the T.S.C Act (Cap 212).The commission has the mandate to formulate policies to achieve its mandate of ; providing strategic direction, leadership, and oversight to the Secretariat, ensure that teachers comply with the teaching standards prescribed by the commission, manage the payroll of teachers in its employment, facilitate career progression and professional development for teachers and lastly monitor the conduct and performance of teachers in teaching service among others. The primary role of teachers is teaching while the principal and Board of Management (BOM) are primarily responsible for administration and management of the school. The principal and BOM play a fundamental role in motivating teachers to achieve sustained higher academic standards in the schools.

A well-motivated teacher shows goal- directed behavior with actions and activities directed in one way so as to achieve the required results, makes deliberate effort to achieve the set targets, persistent in actions and behavior that produce results, committed and consistent, is a team player, relates well with learners and colleagues among other characteristics.
The Kenyan constitution gives T.S.C the mandate to manage the teachers’ salaries, it is notable that remuneration is one and critical factor among human resource motivation factors, other than the basic wages the Commission has acknowledged the extra efforts employed by some teachers and has therefore come up with various allowances like the responsibility allowance for head teachers and deputy head teachers, hardship allowance for teachers working in arid and semi-arid Kenya among others. The Commission also encourages the teachers to develop their profession by mounting various workshops all over the country, and it also offers a two-year study leave to the graduate teachers to further their education where possible.

With this background, the researcher sought to undertake this study while appreciating that many other variables may have had an effect on the learning of learners in the location of study. These variables included: political, economic, religion/sponsorship, social and infrastructure among others. The KCSE results for Manga sub-county for the years 2011-2013 indicate impressive performance in the schools in the southern region with the lowest mean score of 5.12 while those from the north of the country reported a dismal performance with the highest average score of 3.7.

1.2 Statement of the Problem

The overall research problem addressed in this study is that despite the dismal academic performance in Manga sub-county from the years 2011-2013, little had been done to analyze the effect of teacher motivation on students’ performance in secondary schools in the sub-county. Studies carried out in some regions on teacher motivation, and its impact on students’ performance indicates that the results of a
motivated teacher are exponentially higher than a demotivated teacher. Other than teacher motivation, some other factors contribute to the academic performance of learners within and without the school institution. However, a well-motivated teacher has the greatest influence on the academic performance of learners within the school and its environs. If the issue of teacher motivation in Manga sub-county is not treated with the seriousness it deserves, then the good results and opportunities that could otherwise be available for deserving learners will go to waste. This in the long run will make it difficult for the region to achieve equity in education and resource mobilization.

1.3 Purpose of the Study

The purpose of this study was to investigate the effect that the teachers’ level of motivation has got to the students’ level of academic performance in Manga sub-county, Nyamira County, Kenya. The student’s academic performance was tied to the school mean scores attained in K.C.S.E national exams.

1.4 Objectives of the Study

The following objectives guided this study:

i. To find out the impact of conducting seminars, conferences and workshops for teachers on teacher motivation in Manga sub-county, Nyamira County, Kenya.

ii. To determine how the personal characteristics of teachers influences teacher motivation and its effect on students’ performance in Manga sub-county and

iii. To assess the impact of teacher motivation on learner motivation towards performance in Manga sub-county.
1.5 Research Questions

The following research questions formed the basis for the study:

i. How do the conducting of seminars, conferences, and workshops for the teachers influence teacher motivation?

ii. How is teacher motivation influenced by personal characteristics like age, gender and qualification?

iii. Does teacher motivation affect learner motivation?

1.6 Significance of the Study

The study will be significant to the field of education in that it will build on the available body of knowledge relating to teacher motivation and its effect on students’ academic performance. The study will go a long way to assist the school principals and school Boards of Managers (B.O.M) to be able to strategize on alternative methods of staff motivation which will lead to enhanced performance of the institution. It is important to notice that research provides the basis upon which most operational and planning problems in organizations are solved.

The study will also be of great importance to the school systems where the study was performed because it will serve as a means of feedback to the teachers on the effect of their input to students’ performance. This is particularly important as research as shown that proper feedback can serve as a means of personal motivation. It is true that decision making may not be part of the research, but research certainly facilitates the decisions taken by policymakers in educational institutions.
Due to the findings from this research the educational policy makers can foresee and forecast the future performance of the institution, forming grounds upon which the future strategies can be formed.

1.7 Assumptions of the Study
The study took the following assumptions into account:

i. That respondents could be genuine and truthful about student performance and their level of motivation;

ii. That the KCSE results could be used as clear indicators of student performance;

iii. That no other factors influence the students’ performance in examinations other than the teachers’ level of motivation and

iv. The schools in the area operated under similar conditions except for the degree of teacher motivation.

1.8 Limitations of the study
The following factor limited the study:

i. Inadequate finances affected the study. Hence, the sample size was small and

ii. Limited time available to the researcher also influenced the research. This is because the research was carried out during the school academic program.

1.9 Delimitations of the Study
The scope covered by the researcher was limited due to the following fact;

i. The study was limited to public secondary schools; its results will therefore not apply to private secondary schools in the same area and

ii. The student performance was only determined by the level of teacher motivation when many other factors influence student performance.
1.10 Theoretical Framework

This study was guided by the Hertzberg’s ‘hygiene’ theory of motivation. Frederick Hertzberg (1923-2003) who was clinical psychologist and pioneer of ‘job enrichment’ is regarded as one of the great original thinkers in management and motivational theory. Even if Hertzberg is most known for the famous hygiene theory, his major concern was to improve the employees’ well-being at the workplace; he tried to advocate for working conditions that are more humane. He explained how employees can be well managed at the workplace to foster maximum performance.

Hertzberg argued that employee satisfaction and dissatisfaction resulted from two distinct set of factors; motivation and hygiene factors respectively. He called motivation factors, satisfies and hygiene factors, dissatisfiers. He did argue that the opposite of satisfaction cannot be dissatisfaction. He brought out the fact that the best way to gratify the higher order needs (motivators/satisfiers) is to provide employees with enriched jobs, as distinguished from tasks that are merely enlarged.

Although Herzberg focused on satisfiers (motivators), he recognized that lower order needs, which he called dissatisfiers or hygiene factors, were also important; every supervisor must ensure their satisfaction by providing sound company policy and administrative procedures, supervisors and managers equipped with technical and human relation skills, acceptable working conditions, competitive salaries and wages and harmonious interpersonal relations at the workplace. Improving those lower order needs from a basic acceptable level may not be productive, but permitting them to deteriorate will cause morale and performance problems.
Table 1.1: Herzberg theory of motivation

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<th>Hygiene factors</th>
<th>Motivation factors</th>
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<td>Company Policy and Administration</td>
<td>Achievement</td>
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<tr>
<td>Supervision</td>
<td>Recognition</td>
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<tr>
<td>Relationship with supervisors</td>
<td>Work itself</td>
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<td>Work conditions</td>
<td>Responsibility</td>
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<td>Salary</td>
<td>Advancement</td>
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<tr>
<td>Relationship with peers</td>
<td>Growth</td>
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<td>Security</td>
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Hertzberg explained that people will strive to achieve hygiene needs because they are unhappy without them, but once satisfied the effect soon wears off meaning that satisfaction is temporary. According to Hertzberg, poorly managed organizations fail to understand that people are not motivated by addressing ‘hygiene’ needs but by enabling them to reach for and satisfy the factors that Hertzberg identified as real motivators such as personal growth, development and many others that provide a far deeper level of fulfillment.

Hygiene factors are necessary and important to establish a level of satisfaction with an employee’s work and if any of them were absent or underserved they could act to de-motivate employees and undermine morale. According to Hertzberg, though the hygiene factors are important, they cannot serve to drive employees to higher performance. Hertzberg argues that those factors in the motivators’ category were actually what could serve to inspire employees to higher performance.
Based on this theory, it was hoped that solutions concerning teacher motivation could be suggested. This is because Herzberg looks at factors of employee motivation widely bringing both intrinsic and extrinsic factors on board.

1.11 Conceptual Framework

![Conceptual Framework Diagram]

**Figure 1.1: Conceptual Framework**

From the conceptual framework above, it is indicated that if both the ‘hygiene’ and motivating factors are well addressed by the authorities (school administration and the employer) then teachers will be encouraged and motivated to report to their workplaces. This will lead to proper utilization of class hours and, as a result, students will experience excellent academic performance making the teachers have a feeling of satisfaction with their job.
The hygienic factors are mainly extrinsic while motivation factors are intrinsic. Although external factors like higher remuneration and good working conditions tend to attract the most attention, attempts to improve the substance of teachers’ work such as improvement of teaching material, or in-service training can also be significant incentives (Bennel & Akyeampong, 2007). Competitive salaries and benefits for teachers are paramount in attracting and retaining high-quality teachers. Levels and criteria for awarding salary increases determine who goes into teaching, who stays in teaching and for how long (Dolton & Marcenaro, 2011). Without motivated and qualified teachers, the positive impact of teaching on student learning will be affected. The only condition that would attract qualified teachers to the profession is the payment of attractive remuneration (Dolton & Marcenaro, 2011). Even though working conditions alone do not guarantee high-quality education but poor pay in teaching cannot guarantee the attraction of high-quality teachers and secure favorable pupil academic performance.

It is important to note that crucial policy decisions in education rest on the relationship between teacher salaries and the quality of teachers (Chiresha & Shumba, 2010). If teachers were paid well they would undoubtedly be motivated to give of their best thereby bringing about good performance in students. Chiresha & Shumba (2010) observe that once teachers receive attractive remuneration they would be satisfied with their job and this in turn is tied to their work performance including involvement and commitment.

Discipline in schools emanates from the administrative processes in the school. Discipline calls for sacrifice, perseverance, tolerance and recognition of human dignity. Kochhar (2001) perceives indiscipline as a breach of the social order, good
moral behavior, self-accepted and self-maintained social values of life. In today’s world, most schools virtually have no safety and orderliness let alone talks of harmony that is crucial for every learning environment (Salifu, 2008). Farkas, Foleno and Johnson (2000) express their opinion that teachers are willing to sacrifice higher remuneration if they can work in a school with well-behaved students, supportive parents and motivated colleagues and supportive staff. According to Farkas (2000), students are a central source of professional enthusiasm to teachers which is enough to boost their morale.

Teachers working conditions include the physical and material environment such as classroom space and appropriate number of class size, electricity, availability of enough furniture and teaching and learning materials. Teachers’ working conditions include also the opportunity to participation in decision making, opportunity for promotion, gain recognition and have access to decent housing as well as appreciable incentive packages aside regular remuneration. Adelabu (2005) argues that when teachers have conducive working environments such as light workload in terms of class size and number of teaching hours, good relationships amongst themselves and with students and good leadership from principals they are likely to be motivated to have job satisfaction.
1.12 Operational definition of key terms

Class-size - Number of learners in one stream

Educational policies- Specific and determined decisions and actions which affect the direction and development of education usually made by a body of policy makers including stakeholders like the government, parents and other interest groups.

Occupational status- Esteem and recognition teachers have in the society as professionals.

Principal – A trained teacher who has been appointed by the Teacher’s service commission to manage a public secondary school.

Public secondary school – school build by the community for the community but gets policy directions from the Ministry of Education which is presently defined by the department of education.

School outcome – The attitude and character development in an individual as a result of his / her interaction with the school.

Student discipline- Readiness or ability to respect school authority, have self-control, restraint, respect for self and others.

Students’ performance – The scores in the national examination attained by the student.

Teacher motivation –Anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

Teachers’ working conditions- Needed atmosphere created for teachers at the workplace to motivate them to greater performance.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives a summary of related literature used to conceptualize the research theme. It involves examining documents such as books, magazines, journals, scholarly articles and dissertations that have a bearing on the study being concluded. Literature was reviewed under the following subheadings: sources of teacher motivation, importance of motivation, motivational strategies for teachers and effect of motivation on teacher’s and student performance.

2.1 Sources of Teacher Motivation

Organizational managers employ several strategies to ensure effective job performance; key among them is employee motivation. Most writers explain that motivation is a process of an individual’s psychology. It is a process that arouses, energizes, directs and sustains behavior and performance. People can be aroused and energized by ensuring that they are effectively motivated, which will in turn make them experience a higher satisfaction with their jobs making them to be more committed to their job. Consequently, teachers like any other employees are assumed to be motivated with their work performance in exchange for incentives that correspond to or enable them to reach personal goals.

The factors that influence the motivation of teachers are mainly intrinsic and extrinsic factors. Intrinsic factors are those which come from a person whereas extrinsic motivation factors are those which are determined by the level and type of external rewards that are available (Bennel & Akyeampong, 2007). Claeys (2011)
has identified a third factor and she calls it altruistic. She defines this factor as “a love for and desire to work with children and/or young persons and an inclination to serve society” (p.4).

There are various extrinsic factors that influence teacher’s performance and they include attractive remuneration, student discipline, good working conditions, favorable educational policies and high occupational status. Teachers are very important in creating the quality of education given to learners in schools, since they set most of the educational activities and spend highest amount of quality learning time with the learners not forgetting that the motivation levels of the learners towards their academic achievement is mainly determined by the teachers. It is through teachers’ commitment that the success of the implementation of educational reforms can be guaranteed (Dolton, 1999). It isn’t debatable that an attractive remuneration improves the living standards of the employees, teachers included.

The living standard of teachers in most African countries is low since their remuneration is less than other professionals (Olantuji, 2011). Olantuji also appreciates that teachers have heavy workloads and a better pay would only be a way of recognizing their good work and place them in a better position in the society. Olantuji (2011) observes that sustainable pay not only improves the living standard of the teachers but also serves as a source of intrinsic satisfaction to the teacher as an employee and as an individual.

According to Javaid (2009) the teachers’ morale and level of motivation can be attributed to both their living and working conditions which in turn will influence their performance in the classroom. The key factors are workload (number of pupils
and working hours), general classroom conditions, management support, location, living arrangements and distance to work. Basing on his argument “housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major teachers’ headache for most teachers. Means of transport to work tends to be a much bigger problem for urban teachers” (p.9).

It is possible to make the teaching profession enticing and competitive by ensuring working conditions that offer relevant incentives such loans and scholarships as well as opportunity for promotions. However, this is not the case in most situations since the teaching profession does fails to offer the above incentives. At the same time when the incentives come, they are in poor packages for example there are limited opportunities for career advancement, the housing provided to teachers is poor, the levels of supervision are also wanting in the sense that they are full of selective justice and ‘witch hunting’ (Adelabu, 2005). Teachers are scarcely involved in decision-making process in their institutions which does not provide a conducive school working environment which may lead to high teacher turn-over (Ingersoll, 2001).

Bennel (2004) observes that both in Africa and South Asia the academic qualifications of teachers is lower than other professions like medicine, law, engineering and many others which makes teaching have lower occupational status as compared to the other professions. He further argues that teachers are slightly more educated than their students. According to Bennel, teachers from these regions i.e. Africa and South Asia are considered as “semi-professionals” since they are a
large group with small professional standards, he also observes that teaching profession has got easy entry with many trade unions that are weak.

Johnson, Berg and Donaldson (2005) recognize that extrinsic factors like recognition by the public due to his/her achievement, being assigned individual responsibilities and intrinsic factors like enjoying the time spent with children, being excited by the duty of contributing to the learners’ knowledge, loving to teach one’s subject matter, opportunity to have new experiences all do add to the level of teacher’s motivation. The three scholars explain that the extrinsic and intrinsic factors of motivation do interact. They argue that pay does not draw anyone to the teaching profession but when other factors like the working conditions are poor, then pay as a factor takes a greater importance. Mathew (2005) agrees by explaining that most teachers in Singapore take teaching as a calling and as a result they acknowledge their intrinsic benefits over their extrinsic benefits. In such situations good working environment like manageable workload, good staff relations, good teacher-student relations and proper administration do contribute a lot to the teachers’ job satisfaction.

Teaching involves interactions that go a long way into changing people’s lives and it is therefore a wonderful and beautiful profession. To be a teacher in Kenya however is at times a tall order given the working conditions which range from overcrowded classrooms to handling many lessons a week which can add to thirty five hours a week. The roles of a teacher are overwhelming as he/she assumes the role of a second parent to the students. He/she is expected to plan for instruction supervision, pass instruction to students, maintain discipline as well as be a role model. Administrators need to work towards having a well-motivated teachers’ staff since the responsibilities of teachers are many and can at times be overwhelming. These
responsibilities involve being surrogate parents, instructors, disciplinarians, time planners as well as being role models. Frase (1992) cited recognition of good work done and correct, prompt feedback as major motivating factors for teachers.

Student: teacher ratio is the number of students who attend a school divided by the number of teachers in the school. For example a student: teacher ratio of 10:1 indicates that there are 10 students for every one teacher to give individual attention hence students benefit more with low ratios than classes with high rates. While the student: teacher ratio and class size impact teacher workload, other factors such as the number of classes for which a teacher is responsible also count.

In Kenya, the approved classroom size is 45 students per class in secondary schools. However with the introduction of subsidized secondary school education, the numbers are higher. It can be very taxing, frustrating and stressing to a teacher who handles an over-crowded classroom. Even the most efficient teachers may be impacted on negatively in terms of the quality of education that they deliver in such circumstances. Derrick Meador (1997) concluded that both the learners and the teachers are always de-motivated by over-crowded classrooms.

Mungunyu (2010) observes that the introduction of the subsidized secondary school education in Kenya brought about over-enrolment of learners to the existing secondary schools and the over-stretching of both the physical and learning resources which according to him has affected the teachers’ job satisfaction. Further findings showed that teachers were highly dissatisfied with the number of students they had in class. He concludes that the Kenyan teachers were not well prepared
before the subsidized secondary school education was introduced and they therefore require an urgent and regular in-service training.

Chepkwony (2010) carried out a study on factors influencing teacher turn-over and he concluded that remuneration, work conditions, teacher background and availability of better paying jobs were the key factors. He however agreed that it is very difficult to discover things and issues that matter in the lives of the teachers in order to have the best motivation for sustained teacher performance. This is because the extrinsic rewards that have been tried in the past have proved unfruitful.

Self–respect, responsibility and sense of accomplishment some of the intrinsic factors that are likely to impact highly on teacher motivation. In organizations, pay or money may be used to motivate high performance for different reasons. However, Hertzberg has shown money is never in fact a motivator, but only a hygiene factor which can just demotivate people if it is thought to be inadequate.

2.3 Effect of Motivation on the Teacher’s Performance

Performance is what the organization hires one to do, and do well (Campbell et al, 1993). Therefore, performance cannot be evaluated by the activities of an individual but several evaluative processes account for one’s performance, hence only those activities that are measurable make up for one’s performance. The consequences of one’s behavior are called the outcome but important to note is that the outcome is also influenced by other factors that do not make up the individual’s behavior. These other factors include the working conditions, the relations with other workmates and the community as well.
Charlton (2000) argues that any organization’s performance is impacted positively by effective leadership. The achievement of organization’s goal is always work and performance of several individuals added together since leadership influences each individual’s performance effective leadership contributes a lot towards the performance of the whole organization. There are very many existing leadership theories that can be employed in the competitive business world, but it is important that the organizations choose the theories that promise them survival given that the environment they work in is dynamic (Maritz, 1995).

Motivation helps to direct and regulate both the teacher and learner behavior. A motivated student is always directed, exhibits purposeful and persistent behavior. For instance, when a motivated child is given an assignment to the school, he puts every effort to ensure that he gets the assignment correctly. Even when he fails the task, he does not get discouraged but rather puts more effort towards the achievement of his goals (Maritz, 1995).

### 2.4 Influence of Teacher Motivation on Student Performance

Ofoegbu (2012) argues that the teacher’s attitude towards work naturally affects the teacher’s motivation. It has a lot to do with the teacher’s desire to take part in the instructional processes in the school environment, his/ her interest in the learners’ discipline and his/ her classroom control. It will therefore, include the teachers’ participation or lack of involvement in the academic activities taking place in the school. The teacher does translate the philosophies involved with education and the objectives of education into knowledge and skills which he/she then passes on to the learners, the classroom climate affects the whole process of giving knowledge to the students since this process takes place in the classroom.
If the teacher perceives the classroom as a safe, happy and healthy place to be in then he/she will have a better participation in the learning process of his/her learners than expected by the school management or even all the other stakeholders and at the end of the process an overall school improvement will be experienced. The teacher exhibits the image of one with the ability to pass knowledge by being orderly, disciplined and controlling. He/she should be able to diagnose both the students’ attitude and feeling by observing their behavior and responses during the classroom lessons. Therefore, depending on how suitable classroom practices are and how tolerating the school environment is the teacher’s activities may work for or against the students’ performance (Ofoegbu, 2012).

Some teachers are intrinsically motivated and they therefore carry out some activities for the feeling of accomplishment and the kind of satisfaction that it provides. While the extrinsically motivated teachers perform a task in order to receive a reward which in most cases is their monthly salaries. As much as the extrinsic motivation factors are considered as hygienic factors by Herzberg they are important since they influence a person’s behavior a lot. Ofoegbu (2012) argues that as much as the policy makers may establish new education centers, change the school curriculum or even recommend most recent teaching methodologies, they are well aware that they depend on the teachers to implement the methods and use the educational facilities and pass knowledge.

Most managers view motivated workers as those that work hard and are consistent with their hard work and have self-drive towards attaining the most important organizational goals. It is important, therefore that all managers aim at satisfying their employees’ needs to have them motivated as this will lead to improved
performance. The principal has to arouse and stimulate teachers to work towards desired goals once motivated; the desire to work has to be nurtured and maintained. Motivation plays a significant role in determining the levels of performance of teachers and students (Olembo, 1992). He argues that if motivation is low, teachers’ and students’ performance will suffer as much as if the ability was low. Studies done on motivation have shown that motivation is influenced positively by; good pay, good relations with management, healthy work environment, recognition and prospect for career advancement.

Griffin (1996) of Starehe Boys Centre did not find sense in the school principals that made teachers to clock in at 8.00 a.m and have them spend the whole day in school with total disregard of their timetables. He cited that some teachers were forced to make holes in the fence through which they sneaked out and this according to him made the teachers lack the moral authority to question students that used the same holes to sneak out of school hence a negative impact on the school’s level of discipline. He observes that such a system is frustrating to the teachers hence negative effects on the teachers’ performance leading to weak learner academic performance.

2.5 Motivation Strategies for Teachers

Smith (1973) conceptualized the economic basis of human motivation. He believes that people work primarily for money and they are motivated to do only that which provide them with the greatest rewards. Other the monetary as a motivating factor according to Herzberg (1978) recognition, achievement, responsibility and the challenge of the work itself are vital parts of the reward system that can be offered by the management as positive motivation irrespective of money.
Jennis (2001) investigated the effects of persuasive communication which attempt to motivate teachers to conform to a set of recommendations by stimulating fear reactions. In this investigation, a sample of 200 students were exposed to three varying degrees of fear and the result showed that fear was successful in arousing active reaction that ascertained that workers perform their task.

Taylor (1911) emphasized on psychological and sociological factors in making a teacher do his work better. For instance, in school if the principal shows appreciation for a teacher’s performance, the act makes the teacher feel that his contribution is valued, and, therefore, he is encouraged to do even more. In such a case, the teacher could have been psychologically motivated to continue his work as efficiently and effectively possible.

### 2.7 Summary and Gap Identification

This chapter looked at the teacher’s job performance, and job satisfaction, and motivation of teachers was covered guided by Hertzberg’s two-factor theory. In this chapter, it was well brought to our knowledge that motivation through job enrichment and participation works better as opposed to the use of incentives as this is an extrinsic form of motivation.

It is important to note that while a lot has been done on how to motivate teachers as well as linking leadership styles to the levels of motivation of teachers; little has been done and researched on linking the teachers’ level of motivation to the students’ performance. While research on this area has been done and documented in other countries like Malawi and New Zealand, there is very little to show in Kenya especially Nyamira County. This research, therefore, aims at addressing and bridging this gap.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This study investigated the effect of teacher motivation on student performance. The study was undertaken in selected schools in Manga sub-county, Nyamira County, Kenya. This Chapter will focus on the methodology and procedure that the study adopted. The Chapter is divided into research locale, research designs, target population, sample and sampling procedures, data collection procedures and methods of data analysis.

3.1 Research Design

The researcher employed descriptive survey design. Orodho (2005) explains that a descriptive survey sample includes the collection of data to answer questions concerning the present status of a subject under study. The researcher intended to bring to the knowledge of the public and leaders in education the opinion of teachers about motivation and the need to motivate teachers effectively, the research also involved studying the teachers’ attitudes, opinions, and habits. This design was also appropriate since the researcher intended to sample a certain percentage of schools in the area of study.

3.2 Research Locale

There is a dismal academic performance in Manga sub-county with the average grade being D+ for the years 2011 and 2012 and C- for the year 2013. Schools with poor performance have consistently performed poorly despite the fact that they are in the same geographical, political and economic setting with those schools that has
consistent impressive performance. The researcher, therefore, chose to carry research in this region due to the reasons given above, bearing in mind that the academic qualification and training of the teachers in this region is the same.

3.3 Target Population

There were 28 public secondary schools in Manga sub-county with 340 teachers at the time of the study. These statistics was according to the Manga sub-county education office.

3.3.1 Schools

All the secondary schools in Manga sub-county formed the target population for schools. They included:

i) Two boys’ high schools,

ii) Two girls’ high schools,

iii) 23 mixed secondary schools and

iv) One secondary for the vulnerable and special children.

3.3.2 Respondents

All the teachers and principals in the public secondary schools in Manga sub-county formed the target respondents; they included:

i. **Principals:** All the 28 principals in Manga sub-county were targeted in this research.

ii. **Teachers:** All the 340 teachers in the sub-county also formed target population for this research.
3.4 Sampling Design

Sampling is a process of selecting some individuals or objects from a population (Orodho and kombo, 2002).

3.4.1 Sampling of Schools

According to Manga sub-county Education office, there were 28 public secondary schools. These schools were stratified to ensure that all categories were represented. These categories were: one boys’ school, one girls’ school, the school of vulnerable and special children and 20% of the remaining public schools. From these categories, a total of three schools were selectively selected while five schools were randomly chosen to cater for all the categories of schools in the sub-county.

3.4.2 Sampling of Respondents

The sampled respondents were as shown below:

i. Principals All the principals of the randomly selected schools were considered as respondents making a total of eight principals.

ii. Teachers A total of 20% of teachers from the selected schools were randomly sampled giving a total of 68 teachers. This ensured that all teachers in the selected schools had the probability to participate.

3.5 Research Instruments

Two sets of questionnaires were used: questionnaires for school principals and questionnaire for teachers. A questionnaire consists of some questions that are printed in a definite order or form (Orodho, 2005). Questionnaires help the researcher collect the bulky amount of information in a large area within a short time.
and with the anonymity that they offer; the respondents are encouraged to give candid responses.

i. **Principals.** The questionnaire consisted of two sections; section (a) sought personal details of the principals while section (b) sought information about school management and its contribution to teacher motivation.

ii. **Teachers** The questionnaire was made up of two sections; section (a) sought personal details of the teachers while section (b) sought information about teacher motivation and its effect on students’ performance.

### 3.6 Pilot Study

A pilot survey was carried out in three selected schools in Manga sub-county; one girls’ school, one boys’ school and one mixed school, these schools were not in the number of schools that formed the research population. It was important for this survey to be carried out in this region as it gave a true picture of the intended respondents. The pilot study was also to ensure validity and reliability of the instruments.

#### 3.6.1 Validity of the Instruments

Shiundu (2005) defines validity as the degree to which the instruments logically measures the intended variable. For the purpose of this study, the researcher designed questions to probe respondents to give their views on teacher motivation and its effect on student performance. The questionnaire instruments were then submitted to the supervisors who then scrutinized the details in the questionnaires, gave their views that were incorporated during the pilot study.
3.6.2 Reliability of the Instruments

This addresses the similarity of the results through repeated trials. The identified problems were supplied with the instruments and were scored manually by the researcher for the consistency of results. The responses were analyzed; the researcher then gave a two weeks period before giving the same questionnaires to the same respondents and did the analysis.

3.7 Data Collection Procedure

Before the actual research, the researcher defined the target population and the kind of data to be collected. This involved identifying the respondents, their accessibility and making sure that both the researcher and the research assistants had clear knowledge on the information to seek for.

The researcher then sought for approval to conduct research from Kenyatta University Graduate School, the researcher then sought for research permits from the following offices in the order given, National Commission on Science, Technology and Innovation, Nyamira County Education office and Manga sub-county Education office, questionnaires were then administered with the help of two research assistants to the actual respondents on the agreed upon time.

3.7.1 Data Analysis

The coded, tabulated and classified data was analyzed both quantitatively and qualitatively. The quantitative data was presented by the use of tables and analyzed using percentages and ratios while qualitative data was analyzed thematically.
CHAPTER FOUR

FINDINGS, DISCUSSION AND INTERPRETATION

4.0 Introduction

In this chapter the findings of the study are presented, interpreted and discussed. The results are presented in tables and analyzed by use graphs and in a descriptive manner according to the research questions. This study aimed at finding out the effect of teacher motivation on student performance in public secondary schools in Manga Sub-county, Nyamira County, Kenya. The findings of the study are presented under the following thematic areas:

i) How the conducting of workshops, seminars and conferences for the teacher influence the teacher’s motivation,

ii) Effect of the length of teaching experience on teacher motivation,

iii) Effect of personal characteristics like age, gender and qualifications of the teacher on teacher motivation and on student performance,

iv) Influence of teacher motivation on learner motivation and performance,

The researcher used questionnaires to collect data from the respondents. Questionnaires were administered to 68 teachers and eight principals in Manga Sub-county. All the questionnaires distributed during data collection were received back by the researcher. Questions were adequately responded to and hence all the questionnaires were considered for analysis.

The analysis was done using descriptive statistics; frequencies and percentages were used to analyze the raw data and occurrence recorded in tables.
4.1 Effect of Conducting Workshops, Seminars and Conferences for Teachers on Teacher Motivation

Organizations with a positive training philosophy understand that they live in a world where competitive advantage is achieved by having high-quality employees than the other organizations (Michael Armstrong, 2001). School administrators need to improve on the quality of their staff by conducting regular in-training services for them.

Table 4.1: Table showing the professional programs that the teachers had attended in the past three years

<table>
<thead>
<tr>
<th>Programs attended by the teachers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Workshops</td>
<td>63</td>
<td>92.6</td>
</tr>
<tr>
<td>Education conferences / seminars</td>
<td>51</td>
<td>75.0</td>
</tr>
<tr>
<td>Observation visits to other schools</td>
<td>38</td>
<td>55.9</td>
</tr>
<tr>
<td>Participation in a network of teachers formed specifically for the professional development</td>
<td>32</td>
<td>47.1</td>
</tr>
<tr>
<td>Mentoring / peer observation</td>
<td>39</td>
<td>57.4</td>
</tr>
</tbody>
</table>

Source: SPSS data (2015)

From the findings a majority of the teachers did attend workshops. Seminars and education conferences were the programs that were most popular among the teachers who took part in the study. It was also evident that teachers from the highly performing schools did attend more programs and more often (termly) as compared to other teachers from lowly performing schools. Most of the programs were sponsored by the school administration. Though the principals of lowly performing
schools did cite lack of funds as a reason why the teachers in their schools did not attend such programs more often. The teachers that attended these programs indicated that the programs helped equip them with the latest methods of teaching which led to high student performance and it was their wish that those programs could be run even more often than it was being done presently.

4.2 Effect of the Length of Teaching Experience on Teacher Motivation

The teachers’ experience was calculated on the length of time the teacher had been teaching without taking into account the nature training of the individual. The researcher came up with the following findings;

Table 4.2: Teacher’s Teaching Experience

<table>
<thead>
<tr>
<th>Length of teaching experience in years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>26</td>
<td>38.2</td>
</tr>
<tr>
<td>5-9</td>
<td>22</td>
<td>32.4</td>
</tr>
<tr>
<td>10-14</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>15-19</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>20 years &amp; above</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>68</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: SPSS data (2015)

Table 4.1 indicates that majority of the respondents had a teaching experience of between 0-9 years while a minority had a teaching experience of 20 years and above. Lord Farington (2006) observed that knowledge based companies made it big by making use of productive employees who explained why the companies gave economic incentives to older workers. He did conclude that most well-performing
organizations placed great value on employees with high-level experience and hence he observed that retaining and motivating experienced workers should be considered has an act of value.

From the findings of the research, however, most of the teachers had a teaching experience of between 0-4 years which according to Lord Farington would maybe explain the low levels of teacher motivation in Manga sub-county hence the poor performance in most of the schools in the sub-county.

**Table 4.3: Length of stay in present station**

<table>
<thead>
<tr>
<th>Length of stay in present station in years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>43</td>
<td>61.8</td>
</tr>
<tr>
<td>5-9</td>
<td>21</td>
<td>32.4</td>
</tr>
<tr>
<td>10-14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15-19</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>20 years &amp; above</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: SPSS data (2015)

From the findings of the majority of the teachers had stayed in their present station for a length of 0 – 9 years. The number of respondents that had remained in the present station for more than ten years was very small. According to the rules and regulation of T.S.C a teacher can only qualify for a transfer after working in a particular station for a length of 5 years.
4.3 Effect of Gender on Teacher Motivation

Behavioral norms do orient men and women to different life strategies and at the same time prescribe them to different roles both in the family and public spheres. As a result, the performance of both men and women both in the family and public spheres is not motivated by similar factors. The researcher sought to find the composition of the male and female teachers in Manga sub-county, and the results are presented in the table below for gender composition of the principals and the pie-chart below for the gender composition of the teachers:

Table 4.4: Gender composition of the Principals

<table>
<thead>
<tr>
<th>Gender</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: SPSS data (2015)

A majority of the principals were male while minorities were female.

Figure 4.1: Pie chart showing the gender of the teachers

Source: SPSS data (2015)
A majority of the teachers were males and minority females. Gender stereotypes are reflections of what people observe in daily life and then perceive to be true. Deaux k. (1974) observed that gender based stereotypes are stronger than racial based ones and that certain social groups, men and women are obliged to submit to them.

According to stereotype gender theory, men and women have different goals and needs and are therefore motivated differently. According to the theory, men are independence oriented longing for power and authority, self-assertion, popularity and success making the primary sphere of men’s occupation public activity.

On the other hand, women value interpersonal relations, environment, life-style and family hence stereotype gender theory prescribes a woman’s occupation mainly to her private sphere. This theory can, therefore, be used to explain the big difference in the percentage of gender composition of the teachers in Manga sub-county where the majority of the teachers were males.

4.4 Influence of the Teacher’s Age on their Level of Motivation

Age can be conceptualized as chronological age, psychosocial age, organizational age or functional age. The researcher took into account the chronological age of the teachers in Manga sub-county, the chronological age referred to the calendar age of the teachers. The results are shown in the table below:
Table 4.5: Teacher’s Age

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 - 29</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>30 – 34</td>
<td>24</td>
<td>35.3</td>
</tr>
<tr>
<td>35 - 39</td>
<td>14</td>
<td>20.6</td>
</tr>
<tr>
<td>40 – 44</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>45 – 49</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>50 &amp; above</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: SPSS data (2015)

From the table, above majority of the teachers were between the ages of 22 – 39 years old. Warr (1992) observed that economic and promotion opportunities are of greater concern among the younger employees. According to him, activities that promote self-concept and identity rises with age hence assuming that the basic needs are achieved then intrinsic rewards such as the satisfaction of a good day work are more motivating to the older employees than to the younger employees. This may, therefore, explain the observation that the teachers of Manga sub-county rated salaries as one of the highest motivating factors; this could be as a result of a majority of the teachers being young with ages of 30-34.

4.5 Extent to which the level of teachers qualification affects their motivation

The quality and extent of the learners’ achievement are determined mainly by the competency, sensitivity, and the teacher’s motivation. Teacher education is a program that develops teacher’s skill, proficiency and professionalism. It is,
therefore, important that all teachers undergo professional training for them to develop the necessary pedagogical skills. The researcher sought to find out if the teachers in Manga sub-county had got the necessary training and the level of the training.

Table 4.6: Level of professional training of teachers

<table>
<thead>
<tr>
<th>Level of professional training</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
<td>14.7</td>
</tr>
<tr>
<td>B.E.D</td>
<td>43</td>
<td>61.8</td>
</tr>
<tr>
<td>B.A OR B.SC</td>
<td>7</td>
<td>8.8</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>5.9</td>
</tr>
<tr>
<td>P.G.D.E</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>68</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the above table it is evident that most of the teachers had a bachelor’s degree in education. However, a minority of the teachers did not have professional training in education but had degrees in arts or sciences. The teachers without training in education were all employed (hired) by the Boards of Management.

Table 4.7: Level of professional training of the principals

<table>
<thead>
<tr>
<th>Level of professional training</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Education</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>B.ED</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>M.ED</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: SPSS data (2015)
A majority of the principals were holders of undergraduate degrees in education. However, 100% of the principals recorded to have attended management courses organized by the ministry of education.

In Manga sub-county, all the teachers that were employed on permanent terms reported that they were satisfied with their salaries. A higher percentage of those hired by the BOM, however, did report to be unsatisfied with their salaries citing that the pay was insufficient and at times it was not paid promptly. All the teachers on permanent terms had training as teachers while some of those hired by the BOM did not have any training as teachers.

4.6 Extent to which Teacher Motivation Influences Student’s Performance

Student’s performance was tied to the scores in the KCSE. The second objective of this research was to find out the effects of teacher motivation on student performance in Manga Sub-county, Nyamira County, Kenya. The researcher sought to find out the levels of motivation of teachers in the sampled schools as well as the performance of the students from the very schools.

In teaching, work-load is viewed as the number of lessons a teacher handles in a week and the number of learners that a teacher handles in a class. The number of learners in a classroom is referred to as class-size
Table 4.8: Class Sizes of the Sampled Schools

<table>
<thead>
<tr>
<th>Class size</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>3</td>
<td>38.0</td>
</tr>
<tr>
<td>25 – 35</td>
<td>1</td>
<td>13.0</td>
</tr>
<tr>
<td>35 – 45</td>
<td>1</td>
<td>13.0</td>
</tr>
<tr>
<td>Above 45</td>
<td>3</td>
<td>38.0</td>
</tr>
</tbody>
</table>

Source: SPSS data (2015)

The recommended class size by the state Department of Education is 45 students; it was however established by the researcher that some of the schools in Manga Sub-county had average class-sizes as low as ten students while others had class-sizes above 60 students. From the findings, it was evident that schools that perform well with a mean of above C+ in K.C.S.E had bigger class sizes than the schools with low performance.

Most principals observed that parents did prefer having their children in schools with good performance, and these explained the large class-sizes in the schools that performed well and small class-sizes in underperforming schools. The principals had the view that the government should, therefore, aspire to improve on the resources of the already existing but poorly performing schools to ease congestion in the highly performing schools.

The teachers’ ideas on class-sizes were very diverse; a minority of teachers from over populated classrooms took it positively with the argument that the big numbers enabled them to form more groups that brought along enriched ideas. On the other hand, most of the teachers felt that the big numbers over-worked them which
demotivated them; it was, therefore, their views that if the classroom sizes were reduced it could lead to even better student performance in the highly performing schools.

**Figure 4.2: Pie-chart showing the employment status of the teachers**

![Pie chart showing employment status](image)

Source: SPSS data (2015)

All the teachers who were unmotivated by their job security were those hired by the B.O.M. A majority of them were also unmotivated by their salaries from table 4.10. The researcher also found out that all the teachers hired by the B.O.M were from the schools whose student performance was not good. A minority of the teachers hired by the B.O.M were also not professionally trained as teachers but instead had training in either Sciences General or Arts General. All of the teachers that were not professionally trained as teachers also tied job insecurity with a sense of being dissatisfied with the teaching work. This also did affect their job performance that reflected in the poor student performance.
<table>
<thead>
<tr>
<th>Motivation Indicators</th>
<th>Very important (f, %)</th>
<th>Important (f, %)</th>
<th>Seldom important (f, %)</th>
<th>Not important (f, %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job security</td>
<td>60 (88.2)</td>
<td>4 (5.9)</td>
<td>0 (0)</td>
<td>4 (5.9)</td>
</tr>
<tr>
<td>Good working conditions</td>
<td>56 (82.4)</td>
<td>8 (11.8)</td>
<td>40 (5.9)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Appreciation of work done</td>
<td>52 (76.5)</td>
<td>14 (20.6)</td>
<td>2 (2.9)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Recommendation for promotion</td>
<td>42 (61.8)</td>
<td>14 (20.6)</td>
<td>12 (17.6)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Sympathetic help with personal problems</td>
<td>24 (35.3)</td>
<td>30 (44.1)</td>
<td>10 (14.7)</td>
<td>4 (5.9)</td>
</tr>
<tr>
<td>Clear definition of what is expected of you</td>
<td>42 (61.8)</td>
<td>22 (41.2)</td>
<td>10 (14.7)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Consideration of local circumstances in reaching decision</td>
<td>30 (44.1)</td>
<td>28 (41.2)</td>
<td>10 (14.7)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Involvement in decision making in school</td>
<td>44 (64.7)</td>
<td>16 (23.5)</td>
<td>4 (5.9)</td>
<td>4 (5.9)</td>
</tr>
<tr>
<td>Appraisal of teaching capabilities</td>
<td>42 (61.8)</td>
<td>16 (23.5)</td>
<td>8 (11.8)</td>
<td>2 (2.9)</td>
</tr>
<tr>
<td>Reward by the school for exemplary performance</td>
<td>46 (67.6)</td>
<td>18 (26.5)</td>
<td>0 (0)</td>
<td>4 (5.9)</td>
</tr>
<tr>
<td>Availing of teaching Materials on time</td>
<td>62 (91.2)</td>
<td>6 (8.8)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

Source: SPSS data (2015)
Working conditions for teachers include both physical and material environment, for example, classroom space and manageable class size, enough furniture, electricity and availability of teaching and learning materials. The working conditions for teachers also include the chance to participate in decision making, potential for promotion and recognition. Adelabu (2005) observes that if the working environments (conditions) are conducive then the teachers are likely to get the motivation towards job satisfaction.

Table 4.9 shows that majority found good working conditions as very important to influence their level of motivation and, therefore, job performance, a majority also found it very important to have their work appreciated. All the respondents rated availing of teaching materials on time by the administration as important with a majority rating this working condition as very important while a minority is rated it as important. This is in agreement with Adelabu (2005) observes that who conducive working conditions for teachers that include the availability of teaching and learning materials do influence on the teacher’s level of motivation.

Edwin Locke (1968) in goal setting theory said that people work hard to achieve goals that they have set. This can be seen from the Table 4.9 where the majority of the respondents found it important to their job performance for them to be involved in decision-making process in their schools. According to Edwin Locke, this is important as the employees tend to own the goals that they have set and hence get more motivated to work towards them as compared to when decisions are imposed on them.
Another factor that most teachers considered as important is the appraisal of teaching capabilities. This is mainly because appraisal serves as a means of feedback on job performance.

Table 4.10: How teachers rate different motivation indicators at their work stations.

<table>
<thead>
<tr>
<th>Motivation factors</th>
<th>Highly un-motivating</th>
<th>Unmotivating</th>
<th>Somewhat motivating</th>
<th>Highly motivating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Recognition e.g. receiving praise from administration or parents</td>
<td>4</td>
<td>5.9</td>
<td>12</td>
<td>17.6</td>
</tr>
<tr>
<td>Potential for professional growth</td>
<td>8</td>
<td>11.8</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Supervision by supervisors</td>
<td>2</td>
<td>2.9</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>Interpersonal relationship with colleagues</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Salary</td>
<td>16</td>
<td>23.5</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>Job security</td>
<td>12</td>
<td>17.6</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Sense of achievement</td>
<td>2</td>
<td>2.9</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Working conditions</td>
<td>4</td>
<td>5.9</td>
<td>22</td>
<td>32.4</td>
</tr>
<tr>
<td>Teacher evaluation</td>
<td>10</td>
<td>14.7</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Work itself</td>
<td>6</td>
<td>8.8</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Sense of accountability</td>
<td>4</td>
<td>5.9</td>
<td>8</td>
<td>11.8</td>
</tr>
</tbody>
</table>

Source: SPSS data (2015)
From the above Table 4.10 it is possible to conclude that most factors were highly motivating to teachers. For example a majority of the respondents did receive recognition for work well done and this resulted in having them being highly motivated. The potential for professional growth is a motivating factor according to Herzberg’s hygiene theory, a minority of the teachers who formed the respondents did not find this factor in their work station which lowered their level of motivation, from table 4.9, a majority of the respondents marked this as a very important factor at the work place which means that when this is not met, the teachers find dissatisfaction at their work place which in turn leads to de-motivation. A half of the respondents did respond that they found their salaries un-motivating. It is important to highlight that of those respondents whose salaries were un-motivating a majority were those hired by the B.O.M on contract. While the other half of the respondents was motivated by the salary, it was noted that all of those motivated by their salaries were employed on permanent and pensionable terms by the T.S.C. According to Herzberg, salary is a hygienic factor. He however asserts the importance of the hygiene factors in the staff motivation by indicating that if the hygiene factors are absent or undeserved they could de-motivate employees.

The majority of the respondents were highly motivated by the level of their job security, however minorities of the respondents were not motivated by the level of their job security, of those that were not motivated by the level of their job security all of them were employed by the B.O.M.

On assessing the motivation got from the working condition, the researcher pegged the working conditions to the physical school plant and availability of teaching materials. It also helps to check that in table 4.9 all of the respondents indicated that
it is important for them to have the teaching materials availed on time but from table 4.10 just a small percentage were motivated by the working conditions in their schools and the remaining majority did not find the working conditions in their schools motivating.

A small percentage of the respondents found the teaching work itself highly un-motivating, all the teachers that found their teaching work highly un-motivating were those whose professional training is not teaching but it is either B.A or B.Sc. However, a majority indicated that they were motivated by the teaching work itself, it was also found out that a majority of those respondents that were motivated by their work were also very satisfied with their work.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of research findings, conclusion and recommendations of the study and suggestions for further research.

5.1 Summary of Research Findings

The purpose of the study was to identify the effect of teacher motivation on student performance in Manga sub-county, Nyamira County, Kenya.

Descriptive survey design of research was employed and random sampling technique was used for the research. The sample size was made up of eight public secondary schools of the 28 in Manga sub-county, eight principals and 68 teachers. The researcher used questionnaire as the research instruments and the instruments were administered to all the sampled respondents.

The responses in the questionnaires were used to answer the research questions and the responses have been summarized according the following research questions;

i) Does the conducting of seminars, conferences and workshops for the teacher influence teacher motivation?

ii) How is teacher motivation influenced by personal characteristics like age, gender and qualification?

iii) Does teacher motivation affect learner motivation?
5.1.1 How does the conducting of seminars, conferences and workshops for the teachers influence the level of motivation of the teacher

A majority of teachers from well performing schools reported that they were highly motivated. Teachers also did report they had a chance of attending workshops and other in-service training programs which they acknowledged kept them informed of the latest teaching methods. The schools that were found to be having unmotivated teachers also reported having very low student performance. Various factors did contribute to teacher motivation and different factors had different levels of influence on teacher motivation.

All the teachers that were not motivated by their salaries were employed by the B.O.M and this also had an effect on their sense of job security. Most of the teachers that were hired by the B.O.M did not have training as teachers instead they had B.A or B.Sc degrees. Teachers who had not gone through teacher training courses did not find the teaching job interesting.

On the other hand, most teachers who were hired by the T.S.C found their salaries motivating and were also motivated by their job security. The teachers that attended workshops were highly motivated by the workshops and wished that the workshops would be carried out more often.

5.1.2 Effect of Teacher Personal Characteristics on the Teacher’s Motivation

The teachers with ages above reported to be satisfied with the teaching job as compared with those that were younger whose higher percentage viewed the teaching job as a stepping stone to better jobs. The level of qualification also did
influence the teacher’s motivation; those with higher qualification had higher hopes of promotion which made them work better towards the promotion.

5.1.3 Effect of Teacher Motivation on the Student Performance

If teachers are not motivated in performing their job, the situation leads into increased frustration, low performance and low job satisfaction, increased work restriction and high turnover. The teachers’ frustration is highly transferred to the learners and manifested in form of inadequate guidance and poor performance. A higher percentage of the teachers that were hired by the B.O.M taught in schools that had poor academic performance.

All the teachers that were hired by the B.O.M and had not gone through any teacher training taught in schools that had poor academic performance. The teachers also recorded their salaries and their job security as un-motivating. The teachers from the well performing schools did attend workshops more often than the teachers from the poorly performing schools.

5.3 Conclusions of the Study

Based on the findings the researcher concluded that:-

i. The establishment of seminars, workshops and conferences to teachers influences the teaching performance to a great extent and hence there will be increased teacher and student performance when the teachers are taken through such programs from time to time.

ii. Inadequate promotion of teachers has a negative impact in disposing their duties effectively and efficiently thus this leads to teachers low standard of living and sometimes, they abandon the teaching work and they look for better paying jobs.
iii. The negligence of teachers’ welfare affect his service (teaching) and it is caused by the attitudes of all that are concerned in the school such as the government, the school administrators and even the society at large who do not encourage teachers to put in their best.

5.4 Recommendations of the Study

As a result of findings the researcher made the following recommendations:

i. School management should aspire to build the capacity of teachers through workshops and seminars. This is because the teachers from well performing schools reported to have attended workshops and they also wished that the frequency of the workshops be increased.

ii. The schools that had shortage of teachers should aspire to hire trained teachers on contract terms since most of the untrained teachers indicated that they did not find the teaching work interesting hence were not motivated by their work. The administrators of such schools should also aim towards improving the salaries payable to the teachers hired by the B.O.M.

iii. Both the school administration and the parents should find a way to recognize and appreciate the good work done by the teachers since the teachers who received such recognition reported to have been motivated by such, while those that did not receive the recognition indicated that it could be of great importance.

iv. School administration should ensure that the teachers receive the teaching materials on time because a majority of teachers cited this as one of the most important motivator to them.
v. Teachers should be held accountable for their students’ performance since a majority of teachers indicated that the sense of accountability should be increased in their schools which will motivate to work towards a particular goal.

5.5 Recommendations for Further Research

i. This research should be replicated on the national level. It would be beneficial to look at the bigger picture and to determine the various variables that influence teacher motivation in Kenya and

ii. The relationship between class-size and performance since all the well performing schools had class-sizes larger than the recommended size by the Ministry of Education which is 45 students per stream and the teachers also gave conflicting observations about the class-sizes.
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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

The researcher is a student at Kenyatta University. This questionnaire will investigate teacher motivation’s effect on student performance.

Instructions

1. Please answer all questions

2. All information given will remain confidential and for anonymity no names are required but for the ease of analysis please indicate your personal details as presented in the questionnaire.

Section A: personal details

1. Name of the school

2. a) Department

   b) Position; class teacher ( ), head of subject ( ), head of department ( )

   others (specify)

3. Your age (please tick (✓) one)

   22 – 29 ( )  30-34 ( )  3  5 – 39 ( )

   40-44 ( )  45 – 49 ( )  50 and above ( )

4. Your gender. Male ( ) Female ( )

5. Level of professional training

   P1 ( ) Diploma ( ) B. Ed ( )

   B. A or B. Sc ( ) Masters ( )

   Others (specify)
6. a) Total number of years you have been employed as a teacher (count the present year as a full year)

- 0 – 4 years (  )
- 5 – 9 years (  )
- 10-14 years (  )
- 15 – 19 years (  )
- 20 years and above (  )

b) Total number of years in the current station

- 0 – 4 years (  )
- 5 – 9 years (  )
- 10 – 14 years (  )
- 15 – 9 years (  )
- 20 years and above (  )

7. What is your employment status as a teacher?

Employed by the Board of Management (B.O.M.) (  )

Employed by Teachers Service Commission on permanent and pensionable terms (  )
Section B: Teacher motivating factors

1. a) In the following table indicate how true the following indicators are in your school.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Highly unmotivating</th>
<th>Somehow unmotivating</th>
<th>Somehow motivating</th>
<th>Highly motivating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition e.g. receiving praise from administrators, parents, students or others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential for professional growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision by superiors e.g. overall competence of superiors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal relationship with colleagues e.g. interaction with other teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary e.g. financial compensation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of achievement e.g. experiencing success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working conditions e.g. building conditions e.g. building conditions, amount of work, facilities available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher evaluation e.g. appraisal of classroom instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work itself e.g. aspects of teaching on one’s personal life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal relationships with students e.g. interaction with students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of accountability e.g being held directly responsible for student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) What are some of the factors about your school that demotivate you? 


2. Different teachers want different things from their work. Here is a list of things which a teacher could get from school administration. How important is each of these things to you? Please tick (√) the most appropriate in your case.

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Important</th>
<th>Seldom important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security of job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good working conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation of work done</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendation for promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sympathetic help with personal problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear definition of what is expected of you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consideration of local circumstances in reaching on decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement in decision making in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraisal of teaching capabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reward by the school for exemplary performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availing teaching materials on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. a) Feedback can serve as a means of self – assessment on your job. How specific is the feedback you receive on your job performance from your immediate supervisor?

Quite specific    (    )
Moderately specific (    )
Not too specific   (    )
Not specific at all (    )
No feedback       (    )

b) What is your opinion about your answer in (a) above ..............................................................
........................................................................................................................................
........................................................................................................................................

4. a) How can you rate your job performance?

Excellent     (    )
Good          (    )
Average       (    )
Below average (    )

b) What probably is the factor that motivates you to display the job performance as per your answer in (a) above? .................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

5. How many lessons do you handle in a week? And how does it affect your level of motivation? ..............................................................................................................................
........................................................................................................................................
........................................................................................................................................
6.  a) Approximately what is the number of students in a class? __________________________

b) How does the student population above influence your level of motivation? __________________________

7.  a) Have you participated in any of the following kinds of professional development activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses / workshops (e.g. on subject matter or methods and / or other education related topics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education conferences or seminars where teachers / researchers present their research results and discuss educational problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation visits other schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in a network of teachers formed specifically for the professional development of teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring and / or peer observation and coaching as part of a formal school arrangement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) What was the impact of the activity that you participated in on your level of motivation as a teacher? __________________________
c) How was the professional development activity you participated in initiated?...

Own initiative ( )
Initiative of the school administration ( )
Initiative of the employer ( )

8. What is your overall level of satisfaction with your job as a teacher?

Very dissatisfied ( ) Somehow dissatisfied ( )
Somehow satisfied ( ) Very satisfied ( )

9. a) To what extent do the student’s good scores in national exams sustain your good job performance or even improve it?

I admire good scores and therefore I am motivated to work harder ( )
I appreciate good scores but do not solely rely on them for motivation ( )
I do not care about the scores since they heavily depend on the student’s attitude ( )
Not sure ( )

b) How do you rate your student performance in national exams?

Excellent ( ) Good ( ) Average ( )
Below average ( )
10. a) Do you enjoy teaching as your profession?

Yes ( ) No ( )

b) Give reason (s) for your answer in (a) above

11. In your opinion what do you think could be done by both the school administration and the employer in order to increase the level of motivation of teachers?

a) School administration

b) Employer

‘THANK YOU FOR YOUR RESPONSES’
APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

The researcher is a student at Kenyatta University. This Questionnaire will be used to investigate teacher motivation’s effect on student performance.

Instructions
1. Please answer all the questions
2. All the information given will remain confidential and to maintain anonymity no names are required but for the ease of analysis please indicate your personal details as presented in the questionnaire.

Section A: personal details
1. Name of the school

2. Professional qualification
   - Diploma in Education ( ) B.Ed ( )
   - M.Ed ( ) Others (specify).................................

3. Years of experience as a principal
   - 0 – 4 ( )
   - 5 – 10 ( )
   - 11 – 14 ( )
   - 15 and above ( )

4. Your gender
   - Male ( ) Female ( )
Section B: Management activities

1. The following are methods used to motivate teachers for good performance. Tick (√) the methods you use in your school.

<table>
<thead>
<tr>
<th>Method</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let them attend in-service training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciate their work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegate responsibilities to them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize their achievements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sympathize with them when in problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. a) How often do you call for staff meetings in your school? Tick where appropriate

   - Once per term (    )
   - Twice per term (    )
   - Thrice per term (    )
   - As necessary (    )

b) In case there is no staff meeting, which form of communication do you use to relay information?

   - Internal memo (    )
   - Notice board (    )
   - School assembly (    )
   - Others (specify) ........................................................................................................

3. How do you evaluate teachers’ efficiency? ..................................................................

   ........................................................................................................................................

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4. What is the average teaching load for the teachers in your school and how does this affect their level of motivation? .................................................................

5. How often do you consult teachers in making administrative decisions that affect them?  Always ( )  Sometimes ( )  Never ( )

6. a) Are the teachers in your school willing to exercise additional effort beyond completion of their primary job duties?  Yes ( )  No ( )

   b) If no, what in your opinion is the reason for that? ..........................................

7. a) How would you describe teachers in your school?

   Highly motivated ( )

   Motivated ( )

   Somehow motivated ( )

   Not motivated ( )

   b) What were the mean scores for your school for the last five years?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MEAN SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
</tr>
</tbody>
</table>
c) In your opinion is it possible that the level of motivation of teacher in your school is responsible for the KCSE result? Yes ( ) No ( )

d) What in your opinion as an administrator motivates teachers to have good job performance? Good job performance in this case will be attributed to performing ones duty under minimal supervision as well as seeking to perform more duties that lead towards the school’s success.

8. How often do teachers in your school attend further training through short term courses, seminars, workshops etc?
Frequently ( ) Rarely ( ) Never ( )

9. Who sponsors them when they attend the training?

10. Suggest ways in which the level of motivation of teachers in your school would be improved.

11. a) Do you appraise teachers? Yes ( ) No ( )

b) How often do you send the appraisal report to your employer (T.S.C.)?
Monthly ( ) Quarterly ( ) Termly ( )
Half yearly ( ) Others (specify)

c) What is the attitude of the teachers to towards the performance appraisal?....
12. Which criteria do you use when delegating (deploying) teachers into the various available administrative posts? ........................................................................................................

........................................................................................................................................

........................................................................................................................................

13. Are the teachers aware of the criteria for deployment into the various administrative posts? Yes ( ) No ( )

14. What is the attitude of the teachers towards the procedures you use in deployment into the posts? ........................................................................................................

........................................................................................................................................

‘THANK YOU FOR YOUR RESPONSE’
APPENDIX III: AUTHORIZATION LETTER FROM KENYATTA UNIVERSITY

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION MORE KERUBO LINET REG. NO. EHS/213586/2012

I write to introduce Ms. More Kerubo Linet who is a Postgraduate Student of this University. She is registered for M.Ed. degree programme in the Department of Education Management, Policy and Curriculum Studies.

Ms. More intends to conduct research for an M.Ed. Proposal entitled, “The Effects of Teacher Motivation on Student Performance in Public Secondary School in Manga Sub-County, Nyeri County Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAAHU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX IV: AUTHORIZATION FROM THE N. C. S. T. I

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NACOSTI/P/14/9640/4534

Linet Kerubo Mose
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The effects of teacher motivation on student performance in public secondary schools in Mau Narok Sub County, Nyamira County, Kenya.” I am pleased to inform you that you have been authorized to undertake research for a period ending 31st December, 2015.

You are advised to report the County Commissioner and the County Director of Education, Nyamira 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.

Said Hussein
For: Director-General/CEO

Copy to:
The County Commissioner
Nyamira County.
The County Director of Education
Nyamira County.
APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT MISS. LINET KERUBO MOSE
of KENYATTA UNIVERSITY, 1388-40200
has been permitted to conduct research in Nyamira County
on the topic: THE EFFECTS OF TEACHER MOTIVATION ON STUDENT PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MANGA SUB COUNTY, NYAMIRA COUNTY, KENYA.
for the period ending: 31st December, 2015.

Applicant's Signature

Republic of Kenya

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

CONDITIONS: see back page

Serial No. A: 83981

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 by the relevant Government Ministries.

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.

National Commission for Science, Technology and Innovation

Permission No: NACOSTI/P/14/9640/4534
Date of Issue: 13th January, 2015
Fee Received: Ksh. 1000