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**INFLUENCE OF INSTITUTIONAL MOTIVATIONAL PRACTICES ON
TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
TAITA/TAVETA COUNTY, KENYA**

BY

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2016

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DECLARATION

I declare that this Research Project is my original work and has not been presented in any other university/institution for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.


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DEDICATION

This Research Project is dedicated to The Almighty God for granting me good health and wisdom as I pursued my studies; and my family for their understanding, patience and support while pursuing my studies.

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ABSTRACT

Motivation of teachers is integral to performance because it influences teacher's actions and behaviour towards the intended and desired goals. How and to what level the teachers are motivated will determine the efforts that are exerted at a particular time, situation and on a task-assignment. The purpose of this study was to establish whether teacher motivation and performance in public secondary schools in Taita/Taveta County was ascribable to the influence of institutional, based motivational practices. The purpose of the study was guided by four objectives: to find out how teachers perceived the state of their motivation to work; to establish which motivational practices were prevalent; to ascertain the state of teachers' performance; and to establish the relationship between institutional motivational practices and teachers' performance in public secondary schools in Taita/Taveta County. Secondary data on the influence of motivation and motivational practices on teacher performance was reviewed in the form of related literature. The study adopted descriptive research design; and used both qualitative and quantitative data. The target population was 1021 consisting of all the 658 TSC employed teachers comprising of 540 teachers, 59 Deputy Principals and 59 Principals; and 354 PAR from 59 public secondary schools of Taita/Taveta County. The respondents comprised 87 teachers, 14 deputy principals, 10 principals and 36 PAR. Data was collected using questionnaires and interviews, analyzed with the aid of SPSS Version 21 and presented by means of descriptive statistics mainly frequencies and percentages. The study found that in spite of schools having adopted various motivators and hygiene factors, teachers perceived their motivation to work to be low and that institutional motivational practices were not highly prevalent. These were attributed to weak and haphazard implementation as revealed by lack of adequate institutional motivational policies. Further, the study found out that teachers were performing averagely in their task areas. Institutional motivational practices were found to influence teachers' performance in all areas but highly in six areas namely: knowledge and understanding of instructional practices in teachers' areas of specialization, participation in co-curricular activities, willingness to commit more time to guide and counsel learners, willingness to take extra responsibilities, preparation of schemes of work in time at the beginning of the term/year and willingness to take-up assignments given by the administrators. The study therefore recommended that schools should evaluate their institutional motivational policies, come up with clear policies and as a precursor entrench practices that involve no cost such as praises and commendations so as to enhance institutional teacher motivation. Teachers on the other hand, should take cognizance of the need to motivate the learner through professional undertakings; while the Ministry of Education, Science and Technology should design educational programmes through the necessary institutions such as the Kenya Education Management Institute (KEMI) to guide principals of schools, the Boards of Management and the Parents' Associations on how best to policy institutional motivational practices and enhance their influence on teachers' performance.

ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CDE	County Director of Education
DQAS	Directorate of Quality Assurance and Standards
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
PA	Parents' Association
PAR	Parents' Association Representatives
QAS	Quality Assurance and Standards
ROK	Republic of Kenya
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
VSO	Voluntary Services Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organizations, schools inclusive, are goal-oriented and require a workforce that is both extrinsically and intrinsically motivated to leverage their behaviour and actions towards achievement of these goals. This recognition has led organizations to adopt various staff motivational practices with the main aim of enhancing motivation of its workforce in the belief that motivated staff will influence the quality of organizational processes and optimality in job performance. Staff motivational practices refers to the organized efforts and activities aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them to perform to their level best (Lubanga, 2006 in Nairuba, 2011). Previous studies on motivational practices and performance have however yielded mixed results (Nairuba, 2011).

Historically, the concept of motivating workers for performance was given significance by studies of human behaviour in Psychology. In educational institutions, though its application is fairly recent, most governments recognize the importance of motivational practices for teachers, both at the national and institutional levels. In Kenya for instance, the Basic Education Act (2013) stipulates that the TSC is charged with this responsibility as the teacher manager at the national level while the same responsibility at the institutional level lies with the Parents Associations (Republic of Kenya, 2013).

Globally, different countries have different motivational practices. For example, in Sweden the Federal government establishes minimum starting salaries and leaves the

decisions about individual teachers' salaries to be negotiated annually by the principal and the teacher. Singapore provides teachers with an entitlement of 100 hours of professional development per year to keep up with the rapid changes occurring in the world and to be able to improve their practice (OECD, 2014). In Norway, the minimum statutory salaries for teachers are negotiated at central level but municipalities are free to increase these in direct negotiations (Eurydice Network, 2015).

In Africa, the cases of Kenya and Uganda come to the fore. While in Uganda the Ministry of Education and Sports constructs schools and teachers houses, prescribes a national curriculum and provides text books and inspects all schools in the country (Aacha, 2010); in Kenya the Parents' Association (PA) has the role to maintain "good working relationship between teachers and parents; and explore ways to motivate the teachers and pupils to improve their performance in academic and co-curricular activities" (ROK, 2013).

With the mandate of motivating teachers and learners given in the Basic Education Act, the Parents' Associations and school leadership in numerous Kenyan Secondary schools have adopted different motivational practices. The practices include teacher rewards for student performance, subsidized accommodation within the school compound, free meals especially the elevenses and lunches, recommendation for promotion, allowances for remedial teaching, allowances in benevolence, establishment of management committees to inculcate inclusiveness in decision making, benchmarking in better performing departments/schools, team teaching, and end of year sponsored trips/parties.

Staff motivational practices are necessary because in the view of Miller (2012) teachers are the most important school-based determinant of students' academic success. Moreover, teaching performance is shaped by both individual and organizational factors (Kraft, Marinell, & Yee, 2015) and hence need to influence these factors through motivational practices. Organizational contexts are both the working conditions and students' learning environment. Organizational factors to a large extent influence teacher performance because they dictate the success of the policies designed to increase individual teacher's effectiveness by shaping how these policies are implemented and perceived within schools (Honig 2006 in Kraft, Marinell, & Yee, 2015). School factors will thus influence teachers' motivation as well as their job performance. This research therefore endeavors to establish the influence of institutional staff motivational practices, a factor in schools' organizational contexts, on teachers' performance.

Motivational practices are gaining prominence among educational institutions because of their centrality in leveraging motivation and thus domesticating a culture which distinguishes performing schools from the non-performing ones. Nelson and Quick (2003), Luthans (1998) and Pinder (1998) as cited by Kraft, Marinell and Yee (2015) subscribe to the fact that motivation is goal directed behaviour which involves individual forces (internal and external) that account for the direction, level and persistence of the person's effort expended at work. Analoui's (2000) findings confirm that satisfied teachers are generally more productive and can influence students' achievement.

In spite of the importance of teacher motivation and efforts to improve it, literature has continued to report low levels of teacher motivation. Further, the Voluntary Service Overseas (VSO) notes that teacher motivation is not uniformly prioritized as concern of

national and international policy makers (VSO 2002 in Nyakundi 2012). Teachers have thus continued to work in difficult work conditions and being induced with ineffective motivation practices. The Education International (EI) conference which brings together 348 teachers' unions across 170 countries in the world and which has a membership subscription of 30 million, was informed on Tuesday 3rd February 2015 that 45 percent of Government's employed teachers in 123 countries across the World "want to leave the profession" because of poor working conditions (Oduor 2015).

A report by Taita/Taveta County Education Taskforce (2013) indicated that teachers were teaching in difficult conditions. The report noted that the County required 75 percent more Biology laboratories while Physics and Chemistry required 64.29 percent and 10.71 percent respectively to effectively prepare candidates for KCSE. Further, 60 percent of the schools lacked computer laboratories, 75 percent lacked libraries, and pupil-book ratio was inappropriately 1:3 against the government's recommended 1:1. It also records that 32.14 percent of the teachers were given responsibilities but had no letters of appointment as is required by DQAS, irrespective of whether the appointment is by TSC or by the BOM. This clearly showed that the physical facilities and the teaching and learning resources were grossly inadequate while the human resources management practices were not meeting the threshold, and hence this researcher's interest in establishing the teachers' levels of motivation in Taita/Taveta County.

In the same vein, job performance is defined as the value of the set of employee behaviours that contribute either positively or negatively to achievement of organizational goals (Riyadi, 2015). Sergiovanni (2002) cited by Riyadi (2015) identified four domain levels of teacher performance: preparation, classroom environment, teaching

practices and professional responsibility. In this respect, teacher performance connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve preparation and use of professional documents, teaching methods, regular marking/checking of students' work, lesson preparation, examining students, teachers' participation in co-curricular, attending staff meetings and guidance and counseling of learners. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom (Aacha, 2010). Teacher performance in this study will be measured by punctual and effective preparation of professional documents, participation in co-curricular activities, supervision of school activities, attending staff meetings, time management (punctuality to class and meeting deadlines), examination setting, return of scripts and revision.

Martin and Pimhidzai (2013) while establishing teacher effort in job performance in both private and public schools in Kenya, report that teacher absenteeism from school is at 15.5 percent while teacher absenteeism from classroom is a frightening 42.2 percent and that time spent teaching on a normal day per teacher is only 2 hours 40 minutes. The second scenario presents a case where teachers are in school but fail to attend to their lessons. This paints a grim picture of teacher performance and can be explained in context of low teacher motivation. Indeed the situation is worse for public schools where in the same report it is noted that teacher absenteeism from school and classroom stand at 16.4 percent and 47.3 percent respectively while a paltry 2 hours 19 minutes time is spent teaching per day.

Herzberg (1959) popularized the belief that elimination of dissatisfying organizational factors and correct manipulation of the motivating organizational factors would improve on employee motivation and consequently better job performance. Whereas schools have adopted different motivational practices, statistics have continued to show, as noted previously in this background, that teachers have continued to manifest low levels of motivation and undesirable performance. Similarly, some schools have continued to excel while others have continued to perennially perform poorly. Of concern therefore is whether the institutional-based motivational practices are creating the influence they are intended to.

1.2 Statement of the Problem

In 2013, the Government of Kenya through the Basic Education Act recommended that parents explore ways to motivate the teachers and learners at the institutional level. This was an allusion to the fact that earlier efforts to improve teaching and learning outcomes in schools had largely ignored the centrality of teacher motivation (Bennell & Akyeampong, 2007 and Nyakundi, 2012); and consequently teacher motivation was reportedly dwindling and cases of malfeasance in teachers' job performance were on the increase. As pointed out in the background of this study, despite the efforts to motivate teachers, studies done after this recommendation by the government have not revealed any significant impact on teacher's job performance (Oduor, 2015 & Komoni, 2015). Although research on teacher motivation and performance is extensive, little has been examined and documented on the institutional motivational practices and its influence on teachers' performance. This research undertook to establish the motivational practices adopted by the different schools and how these practices were influencing teachers'

performance in public secondary schools in Taita/Taveta County in view of improving teachers' performance.

1.3 Purpose of the Study

Based on the stated problem, this study sought to establish the influence that school-based motivational practices have in inducing motivation towards teachers' performance in public secondary schools in Taita/Taveta County with a view of recommending suitable practices.

1.4 Objectives of the Study

This study had the following objectives:

- (i) To find out the perception of teachers about their motivation to work in public secondary schools in Taita/Taveta County.
- (ii) To establish which motivational practices are prevalent among public secondary schools in Taita/Taveta County.
- (iii) To ascertain the state of teachers' performance among public secondary schools in Taita/Taveta County.
- (iv) To establish the relationship between institutional motivational practices and teachers' performance in public secondary schools in Taita/Taveta County.

1.5 Research Questions

The research was guided by the following questions:

- (i) What is the state of teachers' motivation to work in public secondary schools in Taita/Taveta County?

- (ii) Which motivational practices are prevalent among public secondary schools in Taita/Taveta County?
- (iii) What is the state of teachers' performance among public secondary schools in Taita/Taveta County?
- (iv) How influential are the institutional motivational practices on teachers' performance in public secondary schools in Taita/Taveta County?

1.6 Significance of the Study

To the education managers, the research will offer a knowledge base which is paramount in decision making on implementation of motivational practices and areas they have the most influence on teacher performance and subsequently on student motivation and achievement. To the teachers, the findings could help them become conscious of their role performance and on how their motivation and performance could be improved to effectively improve the quality of education in public secondary schools.

The research findings may also benefit the Ministry of Education and teacher educators in advising schools and the parents on institutional motivational practices. The MOE concerns and efforts to improve the quality of education has been a perennial headache. The quality of teaching and learning in our schools will determine to a considerable level the quality of education. This can only be practically possible through committed and effective teachers, which will depend on how well the teachers are motivated.

1.7 Scope of the Study

The research was carried out in fifty nine public secondary schools in Taita/Taveta County. The population included secondary school teachers, deputy principals, principals

and Parents' Association representatives (PAR) from the fifty nine public secondary schools. The study specifically investigated institutional motivational practices such as free meals, allowances, recognition, promotions, praises, accommodation, support for further training, responsibilities, benchmarking in performing schools and collegial support as the independent variable. On the other hand it looked at the performance of teachers in terms of job task areas, examination setting and moderation, preparation and use of professional documents, attending staff meetings, time management, regular checking/marking of students' work and participation in co-curricular.

1.8 Assumptions of the Study

The study was based on the following assumptions:

1. That the responses by the teachers on the questions based on self reporting on job performance were truthful and honest.
2. That there were some motivational practices sanctioned by the Parents Associations and the Boards of Management of the schools sampled for the study.
3. That there was some level of motivation among teachers that has always had an impact on their job performance.
4. That the assessment of teachers on the influence of teacher motivation on teacher's performance had an impact on the teaching and learning outcomes in school.

1.9 Limitations of the Study

The research coincided with the term 2B games and Music festivals. The MOE requires either the Principal or the Deputy Principal to accompany the teams and hence majority of them were unavailable. Further, five of the sampled schools were administering

examinations to the learners hence the respondents were not readily available for the study. To minimize the effect of these limitations the researcher visited the schools more than was scheduled. Finally, 10 principals, 14 deputy principals, 87 teachers and 36 PAR responded and thus neither the reliability nor the validity of the study was compromised.

Also, the respondents' assessment of teacher motivation levels may have differed based on the different categories of schools sampled. This is because national schools and extra-county schools are comparatively better endowed with resources that may be used to motivate teachers than those in the sub-county category.

1.10 Delimitations

The study delimited itself on institutional or school-based motivational practices which the schools' administrations, the PAs and the BOM have direct influence on. Further, the study covered public secondary schools only because as earlier introduced these, nationally, had the highest teacher absenteeism from school, teacher absenteeism from classroom and more wasted time for teaching, which are indicators of low teacher motivation and hence assumed to be related to their performance. Public schools' terms and conditions of service for teachers are also known and clearly stipulated by TSC and the MOE, unlike those of private schools, whose terms and conditions of service for their teachers in most cases vary from school to school.

1.11 Theoretical Framework

Herzberg's (1959) two-factor motivation theory is heavily based on need fulfillment because of its interest in how best to motivate workers. Herzberg conducted his studies and published his findings of the analysis of job attitudes and opinion in 1959. He

emerged with a two pronged factor category in job satisfaction and motivation which he called hygiene-motivation approach to motivation.

Herzberg identified company policy and administration, supervision, working conditions, interpersonal relations, salary, status, job security, and personal life as the hygiene factors. He advanced the argument that absence of these factors can lead to workers being dissatisfied but their presence doesn't lead workers to satisfaction. For example, lack of teacher accommodation within the school compound may make teachers dissatisfied about their environment and provision of accommodation will only make them less dissatisfied with their environment but not necessarily satisfied or motivated. An improvement in hygiene factors alone is not likely therefore to motivate the teachers but if they are not met, there could be a decline in teachers' productivity. It is therefore paramount that PA and BOM of secondary schools sanction and implement institutional motivation practices with utmost hygiene factors in order to avoid dissatisfaction of the teachers. On the other hand, the motivators are achievement, recognition, challenging work, advancement, and growth in the job. These factors according to Herzberg motivate and give job satisfaction to workers. They will thus influence teachers' performance in their work task areas.

Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. Additionally, teachers who are highly motivated would create an effective learning environment as they will be more professional than their colleagues who are not. This conducive learning environment would impact positively on learner's

achievement. Teachers who excel in their work appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is motivated with the job (Ololube, n.d.).

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable workload, adequate resources, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990; and Rosenholtz, 1989 in Ololube, n.d.). The administrators of schools, the BOM and PA must be aware of this fact even as they adopt different motivational practices in their schools. Teachers should be given greater opportunity, responsibility, authority and autonomy.

1.12 Conceptual Framework

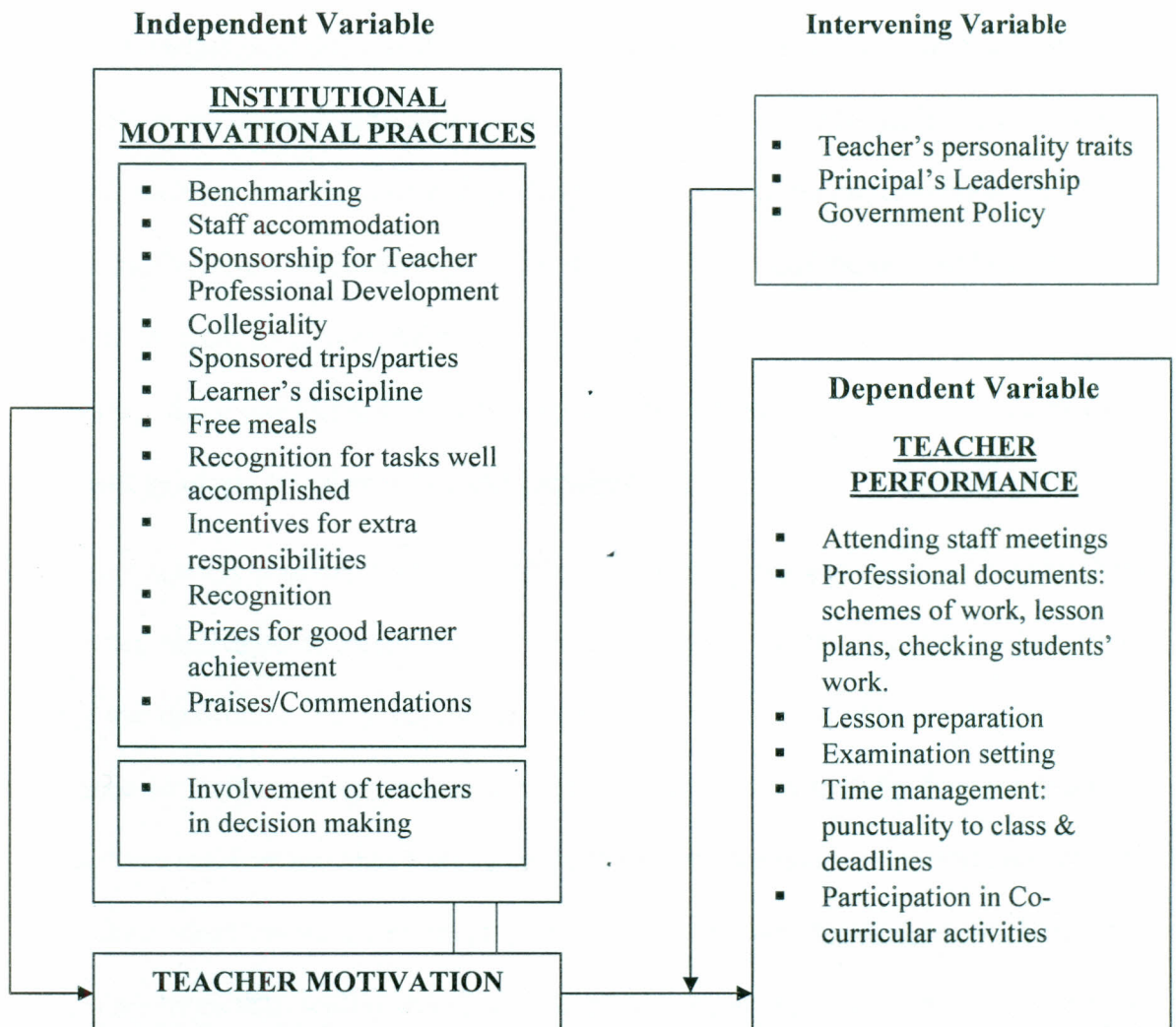


Figure 1.1 Conceptual Framework of the Influence of Motivational Practices on Teachers' Performance (Source: Researcher, 2016)

Figure 1.1 shows the relationship between the independent and the dependent variables of the study. The independent variable is the teacher motivational practices adopted by the Parents Associations and the management of schools under the study. The dependent variable is teachers' performance in the study area. It is conceptualized that motivational practices have a higher impact on teacher motivation when the teachers are involved in

decision making and regular reviews of the practices are undertaken. Teacher motivation will consequently affect variables like attendance to staff meetings, effective preparation and use of professional documents like schemes of work, lesson plans, frequent checking of students' work, examination setting, time management and its forms like punctuality to class and meeting of deadlines and participation in co-curricular activities. This is so because motivational practices are aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them perform to their level best. The teachers are therefore likely to feel importantly motivated to spend more time at work which will gainfully translate into better performance.

Secondary schools that are keen on staff motivational practices acceptable to teachers have better motivated teachers who are psychologically settled and not excited about leaving the institution. Such schools have the advantage of having punctual and good attendance to staff meetings, which are the formal decision making fora for teachers, because their teachers are aware that their contributions are appreciated and take pride in having their ideas embraced in shaping the school direction for betterment. Motivated teachers are more than willing to enhance their teaching skills through implementation of benchmarking reports, commitment and exertion of more efforts in the school's activities. Motivational practices provide higher morale to the workers to remain committed to the organization's set goals hence, job motivation which leads to an increase in participation in the institution's activities for better performance. Because it has been noted that teachers' remuneration by the employer is hardly enough to meet their needs, institutional motivational practices in terms of allowances, promotion, recognition and gifts/prizes supplement their income. This thus minimizes chances of these teachers taking a side job

which eats into their time which would otherwise been useful in planning for teaching in form of preparation of professional documents and consultation with students.

Motivational practices in form of good staff accommodation, learners' discipline, Support in decision making, benchmarking, teachers' development, interpersonal relationship, support by the administration for innovativeness, healthy working environment with good collegial support and adequate welfare have an effect on teacher's performance when especially availed in time. When employees are rewarded for good performance, this will always reinforce and encourage good and continued performance. Schools with good motivational practices are believed to have minimal negative variations in their KCSE performance because their teachers are motivated and consistent in their performance. Motivated teachers are known to be aware of their students' learning difficulties because of their interest in their students and the work of the learners; consequently these teachers arrest the situation early enough before these students sit their national examination.

1.13 Operational Definition of Terms

- Allowances:** Money that is permitted by the PA and BOM, especially with a set of regulations given at regular intervals for a specified purpose.
- Benchmarking:** The practice of visiting schools with perceived better results/systems with the intention of using the information gathered to improve the results/systems of the school undertaking the visit.
- Incentives:** Non wage benefits given to the teachers by the management. It can be in terms of prizes and allowances in extra responsibilities.
- Motivation practices:** Institutional benefits such free or subsidized housing, meals and recognition given to teachers by school management
- Performance:** Any behaviour, which is directed towards a task or goal accomplishment by teachers.
- Recognition:** Acknowledgement of teachers for work well done/accomplished.
- Institutional factors:** These are factors that exist or are manipulated from within the school. These will include the working conditions and motivational practices by the PA.
- Student achievement:** Performance of the learner in examinations, discipline and in co-curricular activities .
- Time management:** Effective use of time, indicated by punctuality and adherence to the deadlines

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The question of whether teacher motivation can be induced in favour of some desirable behaviour towards job performance in the discipline of Education has been approached in a variety of perspectives. Some of these perspectives formed the basis of literature review in this chapter. The related literature reviewed was done under the following themes: teachers' motivation, motivational practices, teachers' performance and the relationship between motivational practices and teachers' performance. In conclusion, the chapter noted that attempts to influence teacher motivation were frequently frail due to ineffective motivational practices. This was the research knowledge gap that this research intended to fill.

2.2 Teachers' Motivation

Research in teacher motivation has frequently made a distinction between motivated behaviour and motivational factors. Motivated behaviour including professional learning and teaching behaviour is positively influenced by motivational factors (Maher & Braskamp in Thoonen & Slegers, 2011). Further it has been argued that motivation has to do with the attitude and perception of the teacher. For this reason it is uncommon to find teachers experiencing similar motivational factors within specific environments exhibiting varying motivated behaviours. There is need therefore for further research on teacher motivation establishing how teachers' attitudes and perception are delicately integrated in the teacher motivational factors in specific environments to inspire the right motivated behaviours.

Ofojebe and Ezugoh (2010) in their study on teachers' motivation and its influence on quality assurance in education in Nigeria point out that teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their tasks. Motivation will instill in teachers a positive perception about the school administration and how the resources of the school are being managed in order to support the core business of a school, the teaching and learning process. Even in difficult working conditions such teachers who have a positive perception are known to excel in their teaching behaviour.

According to Din, Tufail, Shereen, Nawaz and Shahbaz (2012) teacher motivation naturally has to do with teachers' attitude to work. It is thus exhibited in teachers desire to participate in the pedagogical processes, teachers' interest in student discipline and control; and could underlie their involvement or non-involvement in academic and non-academic activities. The leadership of the school, even as they attempt to eliminate the dissatisfying and the de-motivating factors, should be aware of the fact that the teachers attitude should be correctly be manipulated to make the motivational factors effective.

The sources of teacher motivation can be either extrinsic or intrinsic. Extrinsic source of motivation is external to the person. For example provision of good working conditions will provide external comfort of teachers because these opportunities enable the teachers meet their needs and make them comfortable. When these motivational practices create an internal desire towards the teaching job performance then intrinsic motivation, which

originates from within the person, will have been secured. Fauziah and Tan (2013) in Fauziah, Tan and Mohammad (2013) found that extrinsic factors motivate the younger generation workers while intrinsic motivators demotivate them. On the contrary, intrinsic factors were found to motivate the older generation workers while the extrinsic factors demotivated them.

Another study by Yang (2011) cited by Fauziah, Tan and Mohammad (2013) in China found that extrinsic motivation factors can motivate employees to work hard. The findings have shown a reverse effect where extrinsic motivation factors have overridden intrinsic motivation factors. These findings becomes pertinent in this study given they contradict Herzberg's (1959) and most subsequent research findings in motivation.

2.3 Motivational Practices

Desire for performance in educational institutions has led to abundance of research on factors that affect academic performance. School Boards of Management, Parents' Associations and teachers have continuously and ambitiously worked with the sole purpose of enhancing students' achievement. However, it is very disheartening for most teachers worldwide to provide their best when they are not motivated in the profession (Oduor, 2015)

Motivation causes us to achieve goals and consists of appropriate mechanisms of responses, stimulates internal force which spark us to satisfy some needs and in some cases we may be fully aware of particular needs and our actions will deliberately move in an attempt to satisfy it (Nairuba 2011). Provision of education is motivated by many benefits, one of it being desire for knowledge. Motivators can be anything from reward to

coercion. Motivation originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behaviour in multiple ways such as starting, sustaining, intensifying, focusing and stopping.

Motivational practices induce some form of energy in the workers and it is important that energy towards work is maintained (Dessler 2005). Evidence shows that education quality improves when teachers are supported – it deteriorates if they are not (UNESCO, 2014). Apart from the normal standard work conditions of schools in Kenya, it is important that the administration is aware of school specific practices that can trigger and sustain this energy.

Ondima, Okibo, Nyang'au, Mabeya and Nyamasege (2014) report that according to some principals of their sampled schools, the salaries of secondary school teachers are grossly inadequate and hence the need for school-based motivational practices. They also found out that due to the increase in the cost of living, most teachers were finding it difficult to meet their daily expenses like transport, house rent, food, medicare and school fees for their children. As a form of motivation therefore, the principals as secretaries to the PA and BOM convince parents to the need of supporting staff motivational practices such as remedial teaching at a token of appreciation.

2.4 Teachers' Performance

Dessler (2005) in Inayatullah and Jehangir (<http://64.17.184.140/wp-content/uploads/2013/02/V5I2-6.pdf>) reported that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective,

motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered.

Performance of a given school depends entirely on the teachers' efforts and if a given teacher is unhappy with his/her job he/she will not put emphasis into his/her teaching (Nyakundi, 2012). Despite this observation, this performance has frequently been studied from the students' achievements in KCSE. The consequence has thus been ignoring the important actual processes that instill quality in learning and result in student achievement. Teaching processes such as preparation, classroom environment, teaching practices and professional responsibility have been given little weight in motivation and performance studies with the belief that education quality assurance and standards officers appropriately enforced it. Unknown to the scholarly circles and stakeholders is such reports can be manipulated favourably because they involve very few visits in an academic year and because such visits are preceded by prior knowledge by the teachers. There is need therefore to subject this performance in the form of teachers' specific tasks to further study.

Ondieki (2005) found that teachers in Kenya have always shown lack of devotion at their places of work. This is seen in their instability in the teaching profession, absenteeism, laxity, great use of sick-offs and low morale in performing teaching tasks and consequently unsatisfactory performance in their daily duties and responsibilities. It is thus necessary to find out whether this observation is thought to be widespread and whether the teaching tasks are affected. For example, absenteeism of a teacher would not imply the learners are not taught, for the same can be covered through a colleague in the

name of collegiality. Further, this low morale in the country can still be leveraged through school leadership, teacher efficacy and motivational practices.

Sirirma and Popoi (2010) in a study in Busia district in Kenya also reported that public secondary school teachers with high levels of job satisfaction and motivation tend to have high social and psychological atmosphere in the classroom that results in high productivity and effectiveness in job performance and willingness to stay longer. It is this researcher's interest to establish whether there is any link between institutional motivational practices, teacher motivation and accomplishments of the teachers' task areas because teaching, according to Hanu and Tynjal (2012) as cited by Njuguna (2013), usually implies the adoption of full juridical and pedagogical responsibility right from graduation.

2.5 The Relationship between Motivational Practices and Teachers' Performance

The Hawthorne studies allusion that the workers' attitude is an important factor towards their productivity (Coombs & Smith, 2003) permanently changed the perception of managers towards ensuring their workers are happy on their job. The challenge has been however how best to achieve this attitude. Dessler (1994) cited by Kamunjeru, Chepkilot, Ochieng and Raja (2012) assert that the question of what motivates employees to perform optimally is not an easy one to answer. Suppositions are made about the motives for behaviour that is observed or recorded from groups studied by researchers. This means that there is likelihood to be a significant chance of subjectivity in any judgment made about motivation. This implies that the motivational practices intended to motivate the workers may equally give mixed results depending on how they are perceived by the employees.

Steers and Porter (1979) in Kamunjeru, Chepkilot, Ochieng and Raja (2012) reports that having a motivated workforce leads to improvement in productivity quality, level of customer service, growth, profit and ultimately the delivery of increased stakeholder value. There is need to improve the quality of education and it has frequently been argued that a motivated teacher is capable of giving this. This can be achieved by enhancing the skills and engaging the enthusiasm of teachers. Teachers who are motivated will give value investments made in education by the learners, the parents and the government hence assuring stakeholders value. Such teachers are effective because they are always looking for better ways of doing their jobs, they continuously reinvent themselves and do not need to be constantly supervised as they are committed, hardworking, loyal to their school and satisfied with their job (Sergiovanni & Starratt, 2001 in Njuguna, 2013).

Analoui (2000) cited by Aacha (2010) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Komoni (2015) in his study on the key factors influencing teacher absenteeism in Nzau Sub-County in Makueni County found that poor performing teachers have a higher absenteeism rate. It is therefore acceptable to argue that absenteeism could be an indicator of poor performance. The time the teacher is spending on task areas is low and still declining and teaching practices are majorly the traditional teacher-centred approaches and exhibit limited effort. Teachers are committing less and less time towards activities than form their task areas such as preparation, actual teaching in class and in co-curriculum. To reverse these trends a deliberate effort to motivate the teachers by the school administrators should not only be a normal but an indispensable undertaking in their management.

Employees' motivation has always been a management concern. The traditional approach stresses extrinsic rewards and punishment administered by the boss (Kamunjeru, Chepkilot, Ochieng and Raja, 2012). Today, many managers still prefer punishment over improved motivational techniques. Contemporary approaches explore employees' needs and their behaviours for meeting them. These ideas can be built into job design and used in other ways to more effectively motivate employees. It is the opinion of the researcher that involvement of teachers, through consultations, provides the schools with an opportunity to enforce motivational practices that are appreciated by teachers and hence the most desirable influence on their motivation and job performance.

As postulated by Kyambalesa, (2000) in Nairuba (2011) managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. One critical research alluding to this fact is Kivaze's (1998) which studied Evaluation of incentives used for teachers in Secondary schools in Marakwet District and their influence on performance in KCSE. It concluded that schools that had incentives such as free housing, farm supplies at reduced prices, free transport, free trips and luncheons performed better than those that did not. Schools that spent more money on teachers' incentives were found to have better KCSE results than those that spent little money. Incentives ensured that teachers expended their maximum potentials towards teaching.

According to a research study by Robbins (2003) in Nairuba (2011), good performance in employees is enhanced when immediate supervisors are understanding and very friendly, listens to employees opinions, shows personal interest in them and subsequently praises them for good performance. Administrators in these institutions

should always monitor and ensure that employees are motivated appropriately especially in those jobs and areas that contribute most to institutions as postulated by Maicibi and Nkata, (2005).

Kihara's (2014) study on the influence of institutional factors influencing job satisfaction reported contradicting responses from the teachers and principals on involvement of teachers in decision making. While most of the teachers reported that they were not involved in decision making the principals were of the opinion that teachers' contributions were sought and taken seriously. Teachers were thus dissatisfied. Herzberg in Maicibi and Nkata (2005) postulates that working conditions can effectively and properly be manipulated by the management and leadership to cause job satisfaction and subsequently motivation in employees. Kraft, Marinell, and Yee (2015) supports these findings by demonstrating that improvement of school contexts has a possibility of meaningfully reducing teacher turnover. Failure by the management and administration of the school to make the working conditions favourable will yield to dissatisfaction among teachers. It is therefore necessary to further establish the extent of involvement of teachers in decision making in the motivational practices and whether this has an influence on their motivation and performance.

Researchers have demonstrated the role working conditions play in both teacher retention, and presumably, student achievement (E.g Nairuba, 2011 & Nyakundi, 2012). Growing numbers of studies are beginning to show that the "character" of the workplace can influence which teachers choose to teach and which ones remain in teaching (Berry, Smylie & Fuller, 2008). In an effort to turn around low-performing schools, Ken Futernick as cited by Berry, Smylie & Fuller (2008) has developed a "tipping point"

strategy that in some ways defines working conditions. His strategy is based on the belief that when given the opportunity to work on a team with other qualified teachers who share the same vision; teachers can actually jolt the school out of its disequilibrium and transform it into a high-achieving school. The tipping point elements include: (1) teams, (2) time, (3) physical environment, (4) class size reduction, (5) autonomy and shared governance, (6) leadership, (7) a well-rounded curriculum, (8) external support, and (9) parent/community involvement.

Tehseen and Hadi (2015) argue that teacher satisfaction and motivation is influenced by teacher demographics, individual characteristics, salary, school characteristics, governance and working conditions but working conditions have the highest influence on teacher retention and performance. They further report that good performance of teachers actually reveals the best performance of schools which also ensure keeping talented teachers who perform well in achieving schools' objectives. To improve on performance Kong (2015) citing Ball and Wilkinson (1994) suggest benchmarking or peer review which is seen as potentially capable of deeper and wider evaluation of performance.

Ndlovu, Phiri and Mutale (2014) contradict previous research findings (e.g. Kivase, 1998) on the benefits of motivational practices by suggesting that incentives given by parents in Zimbabwe to cushion teachers (as from 2008/2009) from hyperinflationary environment had two negative performance behaviours in teachers. Several teachers were no longer applying themselves fully in their teaching in order to deliberately influence extra lessons. The incentives have also undignified the teachers before their pupils because students' behaviour is directly influenced by the fact that the learners literally

pay teachers' salaries through the incentives paid out by their parents (Dube, 2012 in Ndlovu, Phiri & Mutale, 2014).

2.6 Summary of the Identified Gap

It is evident from the foregoing related literature reviewed that a lot has been written on motivation and job performance of teachers. It is clear that motivation serves to direct the behaviour of the worker towards job performance. Motivation, if well and correctly conceived by the administrators in the form of teacher motivational practices, has the potential of transforming underperformance into optimality in performance. It points out to the fact that the quality of incentives, the conduciveness of working environment and involvement of teachers in decision making on motivational practices has a bearing in what the teacher gives back as performance.

Kenyan secondary schools are adopting various teacher motivational practices with the main aim of improving their performance, more so based on learner achievement outcomes in the national examination. In the literature reviewed there are clear indications that inducement to teachers in form of institutional motivational practices with the purpose of motivating them to perform optimally in secondary schools is frequently frail due to ineffective motivational practices. There is need thus to fill this knowledge gap by delving more on the influence of institutional motivational practices on teachers' performance with special interest on the involvement of teachers in decision making to make the motivational factors effective.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presented the processes and steps on how the whole research process was carried out. It focused on the key areas of methodology that streamlined the study. Such areas were the research design, locale of the study, target population, sampling techniques and sample size, research instruments, piloting, validity and reliability of research instruments, data collection techniques, data analysis and logistical and ethical considerations.

3.2 Research Design

The researcher used descriptive research design to establish the influence of motivational practices on teachers' performance in public secondary school in Taita/Taveta County. According to Mugenda and Mugenda (1999) the purpose of descriptive research is determining and reporting the way things are and thus making it suitable for this study. Use of descriptive design was useful in describing the existing situation and establishing the relationship that could have existed between teacher motivational practices (independent variable) and teachers' performance in work task areas (dependent variable) in secondary schools.

3.3 Locale of the Study

The study was undertaken in Taita/Taveta County which lies approximately 200 km North-West of Mombasa and 360 km South-East of Nairobi. The area covers approximately 17,084 km². The County enjoys varied climate and terrain and it is

generally classified as an Arid and Semi-Arid Lands (ASAL) zone. Economically, the County majorly practices subsistence farming and is comparatively less endowed and hence it is categorized as a hardship area by the Commission on Revenue Allocation (Kenya). The County was locale of choice because it had shown declining levels of teacher motivation and teacher performance with the QAS (Taita/Taveta) reports noting that the County wasted the first week of the term, at times dragging into the second week, students' work was not regularly checked/marked, some teachers were not keen on professional records, and syllabus coverage was lagging behind the desired schedule in many subjects (CDE's Office – Taita/Taveta).

3.4 Target Population

The target population was the fifty nine public secondary schools that had registered candidates for KCSE in the previous two years in Taita/Taveta County with the total population of 1021 composed of 658 TSC employed teachers consisting of 540 teachers, 59 deputy principals and 59 principals (Source: CDE's Office-Taita/Taveta) and the 354 parents' representatives of the PAs (PAR) in the 59 schools.

3.5 Sampling Procedures and Sample Size

3.5.1 Schools

According to Gay and Airasian (2003) in Kihara (2014) a sample size of between 10 percent and 30 percent of the total population is representative. This study used stratified random sampling to sample 18 schools which was a 30 percent representation of the population. Stratified sampling was favoured because of its potentiality to capture motivational practices from the different categories of schools in Kenya which was necessary in this study. The schools were first stratified based on their classification as

national, county/extra-county and sub-county schools. The first stratum included a combination of national and county/extra county schools while the second stratum was composed of sub-county schools. Names of schools in each stratum were written on small pieces of paper, placed in a container, mixed up and a child requested to draw one piece of paper repeatedly until the required sample size was reached. Table 3.1 summarizes the sample size for schools.

Table 3.1: Sampling Matrix for Schools

Stratum	Population	30% Calculation	Sample
National schools and County/Extra County	15	4.5	5
Sub-County Schools	44	13.2	13
Total	59	17.7	18

3.5.2 Respondents

The researcher included the principals and the deputy principals from each of the stratified random sampled 18 (eighteen) schools for the study. These were purposively sampled because they are empowered to facilitate provision of the institutional motivational practices and to supervise teachers' performance. Purposive sampling technique was used to select 5 teachers, one teacher from each of the five academic departments in schools (i.e. Languages, Mathematics, Sciences, Humanities and Technical/Applied). This was purposely done to ensure that data collected from schools was representative of the schools irrespective of the number of teachers on duty in each of the schools. Purposively, the sample also considered gender so that no more than 3

teachers of the sample from one school are of the same gender. Teachers were sampled because they are the recipients of the motivational practices. The sample of the study therefore comprised 18 principals, 18 deputy principals and 90 teachers translating to a total sample size of 126 respondents which was a 19 percent representation of the total population. Table 3.2 summarizes sampling procedures and sample size.

Table 3.2: Sample Size

Sampling method	Respondents	Population (N)	Sample (n)	%
Purposive	Principals	59	18	30.5
Purposive	Deputy principals	59	18	30.5
Purposive	Teachers	540	90	17
Purposive	PAR	354	36	10.2
Total		1021	162	15.9

3.6 Research Instruments

The researcher used a questionnaire, key informant interview schedule and focus group discussion for data collection. However, a questionnaire was the main tool to gather information. It contained both closed and opened-ended questions. The questionnaire was chosen due to the fact that it was more applicable and useful in gathering information from a large number of people within a short time. At the same time it was cheaper and more flexible to use a questionnaire as it provided accurate information. The questionnaires were self-administered to the participants, mainly; deputy principals, and teachers.

The interviews were specifically meant for the principals of schools. This was because an interview was perceived to be very appropriate for principals whose demanding nature of work could not have allowed time for filling in of questionnaires and especially the self-administered ones which for this study had been found appropriate. Given that principals served as secretaries to the PAs, they had key information that could best be interrogated and cross-checked through interviews. For members of the representatives of PAs, focus group discussion was used.

3.6.1 Questionnaire for Teachers

The questionnaire for teachers was adopted and modified from Smerek and Peterson (2006). It comprised ninety four questions distributed in five sections: A, B, C, D and E. Section A handled demographic characteristics of respondents. Section B – E handled themes in the specific objectives of the study. Section B and C covered perception of teachers on motivation to work and institutional teacher motivation practices respectively while Section D and E covered the state of teachers' performance and the influence of motivational practices on performance respectively. The questionnaire was composed of closed end, contingency and matrix questions. A sample questionnaire for teachers is attached as Appendix I of this study.

3.6.2 Questionnaire for Deputy Principals

The questionnaire for deputy principals comprised fifty eight questions presented in four sections: A, B, C and D. Section A handled demographic characteristics of the respondent deputy principals. Section B – D handled themes in the specific objectives of the study. Section B covered perception of deputy principals on state of motivation to work and institutional teacher motivation practices while Section C and D covered the state of

teachers' performance and the influence of motivational practices on performance respectively. The questionnaire was mainly composed of closed end, contingency and matrix questions. A sample questionnaire for deputy principals is attached as Appendix II of this study.

3.6.3 Interview Schedule for Principals

The interview was mainly composed of probing questions that were organized around the themes based on the research objectives. Emphasis was at establishing the state of teachers' performance in each of the respective schools, motivational practices in the schools and how influential the motivational practices were on teachers' performance in the school. The questions were sequenced in such a way that the relatively straightforward questions were asked first while the more difficult and sensitive ones were left until the respondent warmed up. A sample interview schedule checklist is attached to this study as appendix III.

3.6.4 Focus Group Discussion

Four focus group discussions of 9 members each were held at each of the four sub-counties of Taita/Taveta County. This was intended to get information on how parents' were involved in motivating and how they perceived the influence of institutional motivational practices on teachers' performance in their schools. A sample Focus Group Discussion Guide is attached as Appendix IV of this study.

3.7 Piloting

Before the data collection, the researcher piloted the questionnaires in two (one in each of the strata) schools in Taita/Taveta County which were not included in the final sample.

Five teachers and one deputy principal in each of the pilot schools were selected, giving a total of 12 pilot respondents. The pilot study enabled the researcher to pretest the questionnaire for teachers and deputy principals and to acquaint himself with administration of the questionnaires with the purpose of making the study fruitful.

3.7.1 Validity of Instruments

In establishing the validity of the instruments, two types of validity were tested: content validity and face validity. Content validity tested for adequacy in coverage of the motivational practices and teacher performance in the questionnaire for teachers and deputy principals. This was tested by seeking expert guidance from the supervisors, doing literature searches such as that of Smerek and Peterson (2006) and pretesting of the open-ended questions. Face validity was the likelihood that questions in the Questionnaire for Teachers and Questionnaire for Deputy Principals could yield irrelevant responses because they were misunderstood by the respondents. To improve face validity, twelve pilot study questionnaires were administered and the responses to each item scrutinized to identify any ambiguity and misunderstanding. Questions that were found to have been misunderstood, from the pilot responses, were modified.

3.7.2 Reliability of Instruments

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Mugenda & Mugenda, 1999). Reliability is a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents (Cohen, Manion & Morrison, 2011). To ensure that the instruments were reliable and could yield consistent data if used on similar studies, the researcher used Split-Half technique of reliability testing. The twelve pilot

questionnaires were divided into two equivalent halves using even and odd numbers of the questionnaire items and then a correlation coefficient for the two halves computed using the Spearman Brown Prophecy formula. The following formula was used which yielded a reliability coefficient of 0.69:

$$(i) \text{ Correlation co-efficient } r = \frac{6 \sum (D)^2}{N(N^2 - 1)} \quad \text{Where } N \text{ is the sample,}$$

D is the deviation and \sum is the total sum of the scores.

$$(ii) \text{ Spearman Brown Prophecy } SH = \frac{2r}{1+r}$$

According to Orodho (2009) a correlation coefficient of 0.75 should be considered high enough to judge the reliability of the instrument. This researcher accepted 0.69 as close to 0.75 and hence good enough for the study.

3.8 Data Collection Techniques

The researcher made a reconnaissance visit to each school sampled and held discussions with the schools' administration to agree on suitable time for the school. During the reconnaissance trip some of the schools requested for the questionnaires to be left behind for filling. The subsequent visit was for the researcher to meet and interact with the respondents for face-to-face interviews and filling in of the questionnaires or collection of the filled in self-administered questionnaires. The principals were interviewed and the researcher took brief notes. Separate dates were set for Focus Group Discussions where the researcher moderated and recorded the key information.

3.9 Data Analysis

The researcher analyzed data descriptively with the aid of Statistical Package for Social Sciences (SPSS) software Version 21. Quantitative data from scores on the research objectives was analyzed using descriptive statistics, namely; frequency counts and percentages. Qualitative data was analyzed according to themes that were identified from research questions. In reporting the study findings the highest and the lowest percentages were considered.

3.10 Logistical and Ethical Considerations

To facilitate adequate coverage in the research, a letter of introduction was sought from the Department of Educational Management, Policy and Curriculum Studies of the School of Education, Kenyatta University to conduct the study. A research permit was then obtained from the National Commission for Science, Technology and Innovation - NACOSTI (See appendix V). The CDE (Taita/Taveta) and County Commissioner (Taita/Taveta) were contacted and the sample schools visited. As the researcher agreed on the convenient time for the schools to provide data, the administrators were also explicitly informed of the purpose of the research, activities of the researcher while in their schools and the kind of information that was sought for the purpose of consent. They were allowed to have a glance at the questionnaire. The respondents were assured of confidentiality of identity and a clause to the purpose of the information sought included in the introductory part of the questionnaires (See Appendices I and II). To further assure on confidentiality, the questionnaire did not request either for the respondents' names or those of their schools' and hence data was collected and analyzed in anonymity.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter focused on analysis, interpretation and discussion of the study findings. The core purpose of the study was to establish the influence that school-based motivational practices have in inducing motivation towards teachers' performance in public secondary schools in Taita/Taveta County. The findings were presented based on the research objectives namely:

- (i) To find out the perception of teachers about their motivation to work in public secondary schools in Taita/Taveta County.
- (ii) To establish which motivational practices are prevalent among public secondary schools in Taita/Taveta County.
- (iii) To ascertain the state of teachers' performance among public secondary schools in Taita/Taveta County.
- (iv) To establish the relationship between institutional motivational practices and teachers' performance in public secondary schools in Taita/Taveta County.

4.2 Demographic Information of Respondents

A total of 108 questionnaires (90 for teachers and 18 for deputy principals) were distributed to teachers and deputy principals. Of these, 101 questionnaires (87 for teachers and 14 for deputy principals) were filled in and returned making a questionnaire return rate of 94%. Analysis of demographic data of the respondents as summarized in Table 4.1 included gender, teaching experience in years, highest professional

qualifications, length of stay at the present school and the length of service in current job group.

Table 4.1: Demographic Information of Respondents

Variable (N=101)	Value	f	%
Gender	Male	60	59
	Female	41	41
	Total	101	100
Teaching Experience in years	Below 5	42	41.6
	5 – 10	19	18.8
	11 – 15	16	15.8
	16 – 20	5	5.0
	20 +	19	18.8
Highest Teachers' Professional Qualifications	Dip. Ed.	19	18.8
	B. Ed.	75	74.2
	PGDE	2	2.0
	M. Ed.	3	3.0
	Others	2	2.0
Length of Stay at Present School	0 – 4	70	69.3
	5 – 9	16	15.8
	10 – 14	13	12.9
	15 – 19	0	0
	20 +	2	2.0
Length of Service in Current Job Group	0 – 4	79	78.2
	5 – 9	12	11.9
	10 – 14	6	5.9
	15 – 19	3	3
	20 +	1	1

The demographic data shown in Table 4.1 indicates that 60 respondents which was an equivalent of 59 percent were males while 41 (41 percent) were females. More males than females therefore participated in the study. Of the males and females that participated, 41.6 percent had served as teachers for less than 5 years. An equal number of respondents, 19 (18.8 percent) had served for 5-10 years and for more than 20 years. Another group of 16 (15.8 percent) had served for 11-15 years while a paltry 5 percent had served for 16-20 years. The respondents reported that majority (74.2%) of them had a Bachelor of Education degree as their highest professional qualification. These were distantly followed by Diploma in Education (18.8%), Masters of Education (3%) and Postgraduate Diploma in Education (2%). Another 2% reported that they had other qualifications (Diploma in Technical Education and Information Technology). The implication of these results is that all the participants were professionally qualified to teach in Secondary Schools in Kenya and hence were assumed to be aware of the requirements of teaching, including the expected professional behaviour in regard to teacher performance.

On the length of stay at the current school, majority of the respondents (69.3%) had had less than 4 years of stay at their present schools implying either they were newly employed or recently transferred to their current schools. This was followed by 15.8 percent, 12.9 percent and 2 percent who had had 5-9, 10-14 and more than 20 years stay respectively. None of the respondents (0%) had stayed for 15 – 19 years at their present schools. Additionally, majority (79 percent) of these teachers had served for 0-4 years in their current job groups. This implies that this cadre was either newly promoted or had not served for long as teachers. Further, 11.9 percent, 5.9 percent, and 3 percent had

served in the same job group for 5-9, 10-14 and 15-19 years respectively. One percent of the teachers reported to have served in the same job group for more than 20 years.

4.3 The State of Teachers' Motivation to Work

To test on teachers' perceptions on the state of their motivation to work, teachers were required to answer questions on whether teachers are motivated at both the national and institutional levels and finally rate their motivation based on seven motivational factors and three hygiene factors as adopted and modified from the questionnaire by Smerek and Peterson (2006).

4.3.1 The State of Motivation of Teachers to Work in Kenya

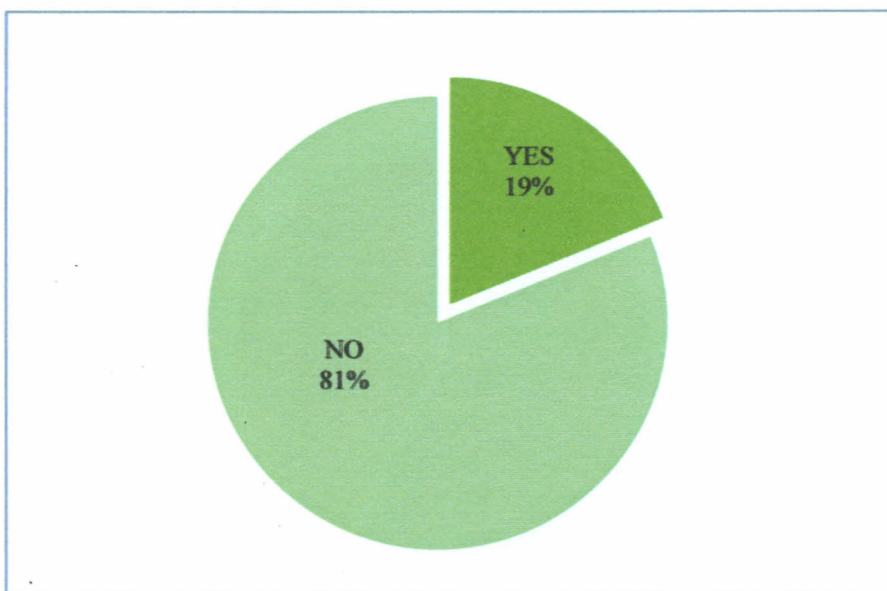


Figure 4.1: Teacher Motivation in Kenya

From the summary of the findings in Figure 4.1, majority (81 percent) of the teachers and the deputy principals affirmed that teachers in Kenya were generally not motivated towards their work. The finding was consistent with the report by The Education

International (EI) as presented by Oduor (2015) that majority of government's employed teachers are not motivated and that more than 45 percent of them, given the opportunity, want to leave the profession. The implications of these results were that the teaching fraternity in Kenya was having a serious challenge of motivation in their work and there was need for PA and BOMs of schools to motivate teachers so as to retain them in their schools and to enhance their morale to perform. Having sought the perceptions of teachers on their motivation to work as the teaching fraternity, the study deemed it necessary to further establish teachers' perceptions about their motivation to work at the institutional level. The findings are presented in Figure 4.2

4.3.2 The State of Motivation of Teachers to Work at School level

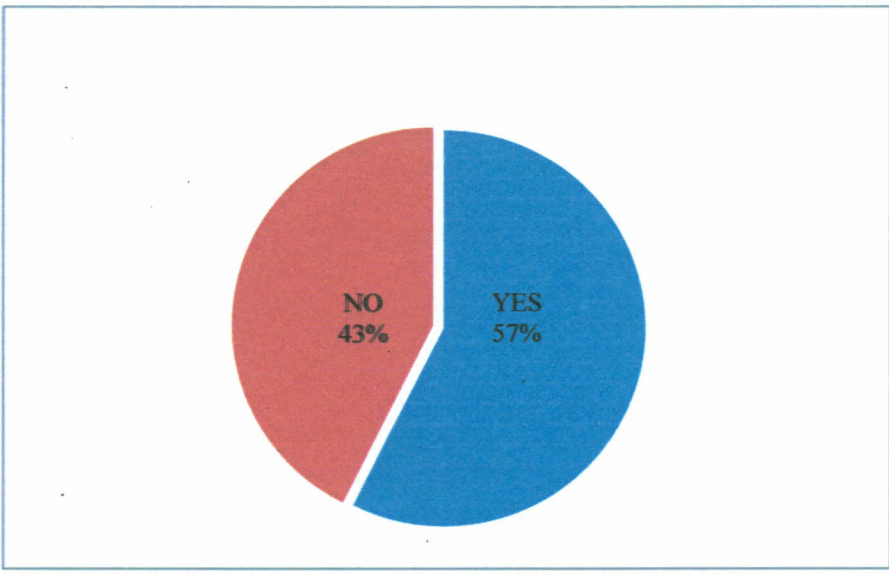


Figure 4.2: Teacher Motivation at School

As indicated by Figure 4.2, majority (57 percent) of the respondents reported that teachers in secondary schools were generally motivated to work at their institutions. The responses suggest that whereas the teaching fraternity was generally not motivated in

Kenya, the scenario at the school level was not as bad. The principals concurred that whereas teacher motivation in Kenya is of concern, the same at school level could be leveraged depending on the leadership and resources available. The findings concurred with those of Kazeem (1999) in Adelabu (2005) who found out that teachers and other school workers tend to remain contented and reasonably motivated in their institutions as long as salaries are paid on time and they are promoted regularly. With this revelation therefore, it became important for the study to establish how teachers perceived their motivation to work in relation to the motivators and hygiene factors as postulated by Herzberg (1959).

4.3.3 Motivation factors and Teachers' Work Motivation

The respondents were asked to rate how applicable some variables on recognition, work itself, responsibility, opportunities for advancement and professional growth, good feelings about the school and clarity of mission and vision were in their schools on a three point likert scale with the anchor words being strongly, fairly and weak. The findings are summarized in Tables 4.2 to Table 4.8.

Table 4.2: Teachers' Perceptions on Recognition

Recognition (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Recognition when students score well in KCSE	56	55.4	35	34.7	10	9.9
Colleagues value one another's contributions	57	56.4	33	32.7	11	10.9
Thanking and appreciating one another is common	38	37.6	34	33.7	29	28.7
Recognition of the teachers' effort at work by the community	27	26.7	54	53.5	20	19.8
Grand Response	178	44.1	156	38.6	70	17.3

To determine how teachers perceived their motivation to work with regard to recognition at their schools, they were asked to respond to four statements anchored on recognition at work. The responses as illustrated in Table 4.2 indicated high recognition on two variables with more than half, 56 and 57 teachers (55.4% and 56.4 %) recording strong teacher recognition when students excelled at KCSE and from their colleagues in school. The results further revealed that teachers generally received only but average recognition at their work with only less than half (44.1%) of the overall responses reporting strong applicability. The implication of this finding was that teachers' intrinsic motivation to work was low. These results relate with those of Guajardo (2011) which reported that many teachers feel the respect for their profession is decreasing – in the eyes of students, parents, government, and the larger society and this is impacting on motivation.

Figure 4.3 shows teachers responses on how they perceive their motivation with regard to work itself.

Table 4.3: Teachers' Perceptions on Work Itself

Work Itself (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Enjoyment of teaching job	86	85.1	13	12.9	2	2.0
Instructional skills making a positive difference in teachers' subject area	84	83.2	13	12.9	4	4.0
Having a sense of accomplishment in teaching	73	72.3	24	23.8	4	4.0
Grand Response	243	80.2	50	16.5	10	3.3

With regard to how teachers perceived their motivation in relation to the work itself, it was found that teachers highly enjoyed teaching learners with the majority (n=86, 85.1%) of the responses confirming strong practice. Additionally, teachers strongly (n=84, 83.2%) perceived their instructional skills as crucial in positively impacting their subject areas. Further, the findings revealed that teachers had a strong (n=73, 72.3%) sense of accomplishment in their job. As summarized in Table 4.3 therefore, the responses on the three statements that tested on the variable of work were high with all the three statements recording significant responses. Teachers work motivation thus in the context of the work itself is high, implying that teachers are demotivated at work by other factors other than those related to their job (or instruction). This confirms the findings by Bennell and Akyeampong (2007) that reported that most teachers believe that teachers at their schools have the necessary knowledge and skills to perform their jobs well. The main implication of this finding is that teachers are not poorly motivated through self-

perceived inadequacies in their capacities as teachers and hence as the PAs and BOMs endeavor to implement institutional motivational practices this recognition is inevitable.

Table 4.4 summarizes the perceptions of the teachers on responsibility as a motivational factor.

Table 4.4: Teachers' Perceptions on Responsibility

Responsibility (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Contribution of teachers' opinion in learners' management	71	70.3	22	21.8	8	7.9
Adequacy of teaching resources, tools and equipment	53	52.5	38	37.6	10	9.9
Frequent consultation in decisions affecting teachers' work	44	43.6	32	31.7	25	24.8
Having a say in teachers' motivational practices	39	38.6	36	35.6	26	25.7
Grand Response	207	51.2	128	31.7	69	17.1

As indicated by Table 4.4, the study found out that among the responsibilities of teachers, majority (n=71, 70.3%) of the teachers perceived their inclusion of opinion in learner management to be strong. In the same vein, more than half (n=53, 52.5%) of the teachers strongly felt that adequacy of teaching resources, tools and equipment had a strong bearing on teacher motivation. With the majority (51.2%) of the respondents reporting a high enforcement of the variables of responsibility as grand response, the findings suggest that teachers are of the perception that they are only but averagely involved in areas of responsibility that can be a source of their intrinsic motivation to teaching. The findings are partly in agreement with those of Kihara (2014) who found that teachers did

not perceive their involvement in major decisions in their schools as high. University of Colorado (2012) asserts that key to institutional motivation is to determine what motivates the workers. Lack of or low teachers' input in decisions affecting their work and their work motivation easily translates into low work morale and demotivation towards their task areas. Principals and administrators of schools have to endear institutional decisions to teachers through effective responsibilities.

Presented in Table 4.5 are responses of teachers on opportunities for their advancement.

Table 4.5: Teachers' Perceptions on Opportunities for Advancement

Opportunities for Advancement (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Awareness of the requirements for advancement within the TSC	64	63.4	26	25.7	11	10.9
Information about promotions by TSC being readily available	40	39.6	30	29.7	31	30.7
Reception of fair consideration for open positions	34	33.7	40	39.6	27	26.7
Existence of opportunities for advancement or promotion	38	37.6	33	32.7	30	29.7
Grand Response	176	43.6	129	31.9	99	24.5

From the findings on opportunities for advancement, two-thirds (n=64, 63.4%) of the respondents rated strongly their awareness of what was required of them to advance within TSC. However, the grand response for the variable on opportunities for advancement suggested a weak institutional practice. Consequently, as reported by Oduor (2015) availability of opportunities in other professions easily attract teachers. This affirms that teachers would not be demotivated by factors from within themselves but

those from without and hence need to be adequately induced towards performance of their tasks.

Another motivational variable tested was professional growth opportunities. Teachers' perceptions on this variable were presented in Table 4.6.

Table 4.6: Teachers' Perceptions on Professional Growth Opportunities

Professional Growth Opportunities (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Support for seminars/workshops	66	65.3	24	23.8	11	10.9
Encouragement by the administration to undertake professional development	63	62.4	26	25.7	12	11.9
Fair appraisal and guidance	48	47.5	33	32.7	20	19.8
Facilitation of benchmarking	33	32.7	28	27.7	40	39.6
Grand Response	210	52	111	27.5	83	20.5

On professional growth opportunities, it was found that teachers had been supported to attend seminars/workshops and had been encouraged to undertake professional development by their administrations with both variables having a strong response of 66(65.3%) and 63(62.4%) respectively. This could be explained in the context of cost. The principals generally attributed weak implementation of some of the factors to limited funds. For example, one principal pointed out that it was "less costly to sponsor a few teachers for seminars and workshops rather than support all the teachers for benchmarking". These results contradict the findings by Kadzamira (2006) which identified lack of continuous professional development, particularly lack of opportunities for training and seminars (which afforded one opportunities for receiving allowances) as factors affecting teacher morale, job satisfaction and performance in Malawi.

Further, the study tested for teachers' perceptions on good feelings about the school. The findings are summarized in Table 4.7.

Table 4.7: Teachers' Perceptions on Good Feelings about the School

Good Feelings about the School (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Care about the future of the school	77	76.2	18	17.8	6	5.9
Commitment to serving the school	74	73.3	19	18.8	8	7.9
Pride in working for the school	67	66.3	25	24.8	9	8.9
Having a strong sense of belonging to the school	64	63.4	28	27.7	9	8.9
Grand Response	282	69.8	90	22.3	32	7.9

As shown by the responses in Table 4.7, teachers indicated that they highly (n=77, 76.2%) cared about the future of their schools. This is an indication that majority of the teachers were happy and motivated in working at their current stations. Variables on teachers' commitment to serving their schools and being proud of their work had high positive responses of 74(73.2%) and 67(66.3%) respectively. The high positive grand response 69.8% was reportedly good implying that teachers' morale to work with regard to good feelings about their schools was high.

Finally, the study sought perceptions about clarity of vision and mission as a motivational factor. Table 4.8 illustrates the findings.

Table 4.8: Teachers' Perceptions on Clarity of Vision and Mission

Clarity of Vision and Mission (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Awareness to the expectations at work	93	92.1	7	6.9	1	1.0
Understanding the support of work to the mission statement	71	70.3	18	17.8	12	11.9
Understanding the contribution of work to the vision of the school	73	72.3	18	17.8	10	9.9
Grand Response	237	78.2	43	14.2	23	22.8

With regard to clarity of vision and mission, the majority (n=93, 92.1%) of the respondents indicated that they highly knew what was expected of them at work. Additionally, majority of the teachers indicated that they highly (n=71, 70.3%) understood how their work supported the mission of their schools and also they understood highly (n=73, 72.3%) how their work contributed to the vision of their schools. The grand response of 78.2% for strong applicability confirms favourable motivation of teachers with regard to clarity of mission and vision of teachers in undertaking their teaching assignments.

In the same vein as guided by Herzberg's dual theory (1959), the researcher tested for teachers' perceptions based on variables on the dissatisfying factors. Effective management, good relationship with colleagues and satisfaction with the benefits as illustrated in Tables 9 to Table 11 were identified for study based on Smerek and Peterson (2006). The results on effective management were presented in Table 4.9.

Table 4.9: Teachers' Perceptions on Effective Management

Effective Management (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Ensuring teachers are well informed	79	78.2	11	10.9	11	10.9
Effective communication of the goals and strategies	75	74.3	15	14.9	11	10.9
Effective handling of poor performance	57	56.4	25	24.8	19	18.8
Grand Response	211	69.6	51	16.8	41	13.5

On effective management, it was found that the schools management had made attempts to ensure teachers were not dissatisfied in their work. These attempts as reported by the majority of the respondents included ensuring that teachers were well informed (n=79, 78.2%) on the issues relating to their duties, effective communication of the goals and strategies (n=75, 74.3%) and effective handling of poor performance. The strong applicability grand response of more than two-thirds (69.6%) of the respondents is a confirmation that management of schools were making clear efforts to ensure teachers were not dissatisfied at their schools.

Another hygiene factor tested was good relationship with colleagues whose results are presented in Table 4.10.

Table 4.10: Teachers' Perceptions on Good Relationship with Colleagues

Good Relationships with Colleagues (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Working as team	80	79.2	15	14.9	6	5.9
Assurance of co-workers' help in times of need	71	70.3	26	25.7	4	4.0
Making new teachers feel welcome	69	68.3	23	22.8	9	8.9
Grand Response	220	72.6	64	21.1	19	6.3

From the findings of the variable on good relationship with colleagues presented in Table 4.10, majority of the teachers reported strongly on the enforcement of teamwork (n=80, 79.2%) to ensure they aren't dissatisfied at their present schools. Further, the teachers strongly affirmed (n=71, 70.3%) assurance of co-workers' help in times of need and also positively (n=69, 68.3%) confirmed that new teachers could be assured of being received well and being made to feel welcome. This implies that schools were making appreciable efforts to influence the work environment and teaching through good relationship with colleagues. This finding compares well with that of Kihara (2014) which reported that majority of teachers generally enjoyed a good relationship with colleagues which had a positive influence on teacher satisfaction in working in certain schools.

Finally on the hygiene factors, the study tested on teachers' perceptions on satisfaction with benefits. The findings were presented in Table 4.11.

Table 4.11: Teachers' Perceptions on Satisfaction with Benefits

Satisfaction with Benefits (N=101)	Strongly		Fairly		Weak	
	n	%	n	%	n	%
Benefits for extra responsibilities meets my expectations	42	41.6	33	32.7	26	25.7
The school offers reasonable benefits e.g. staff house, tea, lunch etc	33	32.7	34	33.7	34	33.7
The motivation policy is significant in my decision to stay at my school	33	32.7	33	32.7	35	34.7
The school's motivational policy has been adequately explained to me	30	29.7	29	28.7	42	41.6
Grand Response	138	34.2	129	31.9	137	33.9

As shown in Table 4.11, implementation of benefits to teachers and their impact as a hygiene factor yielded neither high nor low response with almost a third of the responses

(34.2%, 31.9% and 33.9%) in each of the three categories of strong, fair and weak applicability. The variable of teachers' satisfaction with benefits provided at the institutions therefore yielded mixed results.

4.4 Prevalence of Institutional Teacher Motivation Practices

The second study objective was to establish which motivational practices were prevalent among public secondary schools in Taita/Taveta County. To meet this objective, the researcher analyzed the availability of an institutional motivation policy, application of thirteen main motivational practices in secondary schools in Kenya, gave the respondents an opportunity to state any additional motivational practices in their schools and finally requested the respondents to rate adequacy of their school motivational practices for the previous two years. The combined results from deputy principals and teachers' responses are shown in Figure 4.3 and Tables 4.12 and 4.13.

4.4.1 Availability of Institutional Motivation Policy

The respondents were asked whether their schools had an institutional motivation policy. The responses are presented in Figure 4.3.

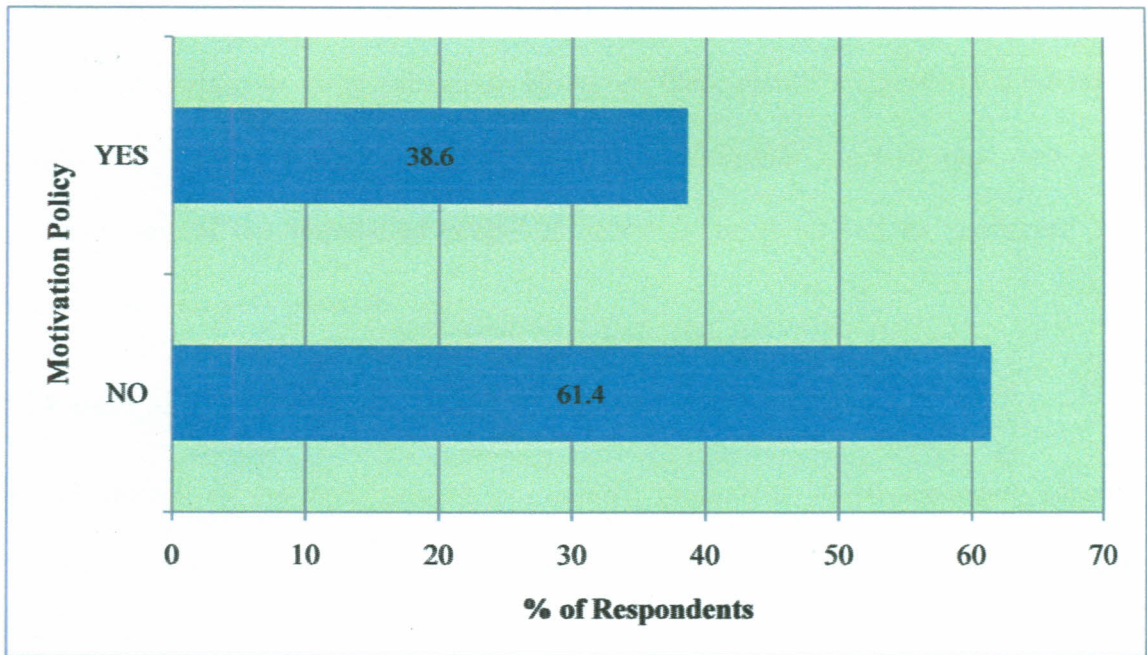


Figure 4.3: Availability of Institutional Motivation Policy

From the findings summarized in Figure 4.3, most of the secondary schools were found to lack an institutional motivation policy as alluded by nearly two-thirds (61.4 percent) of the teachers and deputy principals. This implied that most schools had no clear institutional motivational practices that are policed suggesting a probably weak and haphazard implementation of the same. These results corroborate findings by the Voluntary Service Overseas (VSO 2002) in Nyakundi (2012), at least at the lowest level of policy formulation, which revealed that teacher motivation is a global problem because it is not uniformly prioritized as a concern to policy makers.

According to ROK (2013) the institutional motivational practices lies within the ambit of the functions of the Parents' Associations. The premise behind Herzberg's dual theory is that if the Parents' Associations and the Boards of Management can understand the needs that motivate their teachers, then institutional teachers' motivation policies can be

developed and implemented as motivational practices that fulfill those needs and reinforce appropriate teaching behaviour. However, these results suggest to the contrary. Consequently, with many schools lacking institutional motivational policies, implementation of the unpolicied programs can only be described as haphazard and ineffective to their very purpose.

4.4.2 Extent of Implementation of Teacher Motivation Practices

This sub-section of the study sought to establish the extent which secondary schools administered the common institutional motivational practices. The responses were summarized in Table 4.12.

Table 4.12: Prevalence of Motivational Practices

Motivational Practice (N=101)	Big extent		Moderate extent		Small extent	
	n	%	n	%	n	%
Allowances for remedial teaching	63	62.4	23	22.8	15	14.9
Prizes for good students' grades	51	50.5	30	29.7	20	19.8
Collective enforcement of learners' discipline	50	49.5	30	29.7	21	20.8
Free meals (Tea and/or Lunch)	47	46.5	28	27.7	26	25.7
Involvement of teachers in decision making	48	47.5	25	24.8	28	27.7
Recognition for tasks well accomplished	41	40.6	32	31.7	28	27.7
Team teaching/Collegial support in teaching	37	36.6	35	34.7	29	28.7
Incentives for extra-responsibilities	30	29.7	28	27.7	43	42.6
Sponsored trips/parties	28	27.7	32	31.7	41	40.6
Benchmarking from other schools	26	25.7	30	29.7	45	44.6
Praises/Commendations in writing or in special for a	28	27.7	29	28.7	44	43.6
Sponsorship for professional development	23	22.8	26	25.7	52	51.5
Teachers' houses within the school compound	13	12.9	16	15.8	72	71.3
Grand Response	485	36.9	364	27.7	464	35.3

From the summary presented in Table 4.12, it was observed that only two practices had responses trending towards high or big extent in implementation. Provision of allowances for remedial teaching was the most practiced and popular, with 63(62.4%) of the respondents confirming its practice to a big extent. Provision of prizes for good students' grades was also high in prevalence with slightly more than half 51(50.5%) of the respondents indicating it was practiced to a big extent. Statistics further revealed that

although schools had adopted various teacher motivation practices in the previous two years, the practices were not widespread. Sponsorship for professional development and availability of teachers' houses within the school compound were found to be the least practiced of the institutional motivation policies as reported by 52(51.5%) and 72(71.3%) of the respondents respectively. It is clear therefore from the responses that not all institutional motivational practices were available to teachers in public secondary schools in Taita/Taveta County. This revelation agrees with Mertler's (1992) in Aacha (2010) which reported most teachers' esteem to work was low because of poor work and living environment.

Teachers' motivation at different secondary schools depends on the schools' culture, environment and availability of resources. PAs and BOMs provide motivation to teachers in the form of various benefits with the intention of ensuring teachers give their best in curriculum implementation and hence desirable students' achievement. PAs provide teachers with various benefits such as allowances for remedial teaching, prizes for good learners' achievements, benchmarking, subsidized accommodation, trips/parties and sponsorship for professional development. In the view of Dessler (2005) such benefits provide a basis to achievement of the schools' goals. The findings of this study however, reveal that the motivational practices are not highly prevalent.

A study by Kamunjeru, Chepkilot, Ochieng and Raja (2012) found out that among the teachers' most preferred and prevalent motivational practices were involvement in decision making, recognition and rewards. Institutions that ignored or inadequately enforced these practices registered low teacher motivation. Although the two most prevalent motivational practices are related to recognition and rewards; the teachers

perceived them differently because they further felt they were not adequately recognized for tasks well accomplished.

Conspicuous among the low in prevalence motivational practices, is lack of teachers' houses within the school compound. Bennell and Akyeampong (2007) research in 12 Sub-Saharan African and Asian countries identified housing as one of the critical issues affecting teacher morale and motivation in virtually every country. On a similar footing, Davidson (2005) acknowledged that improving teachers' working and living conditions was critical in improving teacher motivation which in turn made teachers key players in implementing quality improvement initiatives.

4.4.3 Adequacy of Institutional Motivational Practices

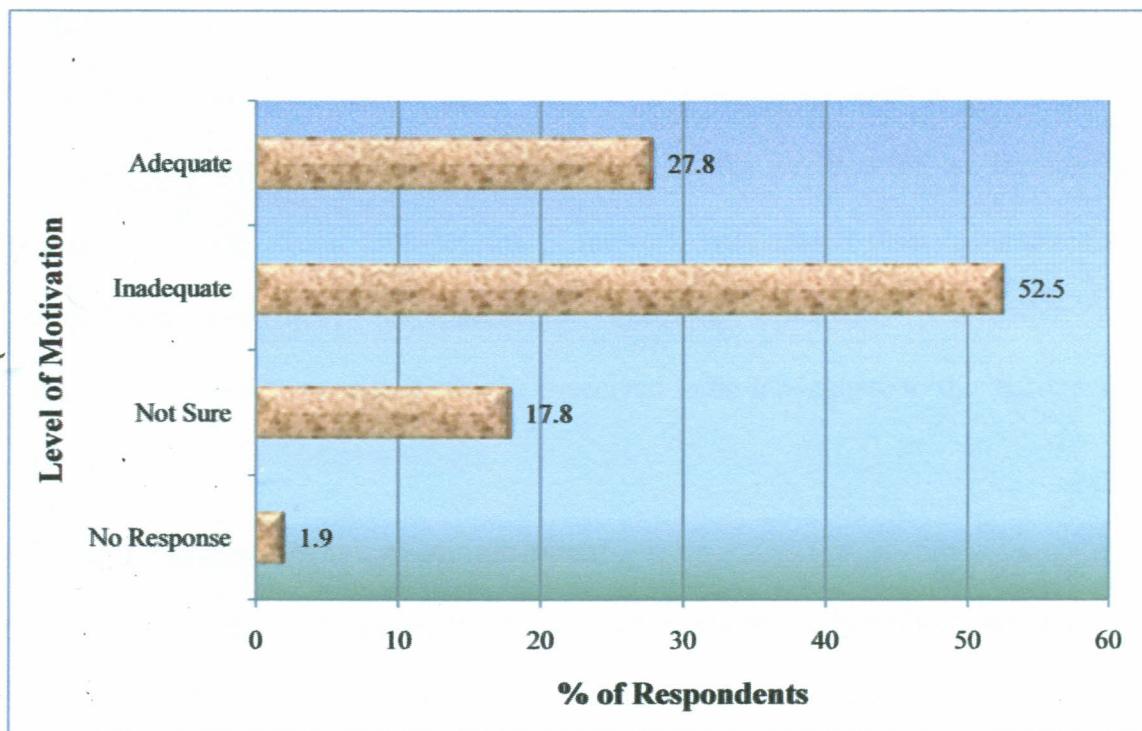


Figure 4.4: Adequacy of Motivational Practices

Apart from establishing the prevalence of motivational practices, the study further sought to establish the adequacy of the institutional motivational practices. As shown by Figure 4.4, majority (52.5 percent) of the teachers and deputy principals that participated in the study indicated that teachers' motivational practices were inadequate. This implies that despite the efforts to induce teachers, the motivational practices are not enough and have failed short of teachers' expectations and could thus be ineffectively be addressing the issue of teacher motivation. This could be explained in the perspective of Bennell and Akyeampong (2007) who argued that attempts to address the problem of low teacher motivation have invariably been quite superficial based on piecemeal interventions that have not been sustainable in the long-term.

Eshun and Duah (2011) underscored as fundamental to teacher motivation the need for principals to understand what motivates the teachers, the need to vary the types of rewards and the need for the management and the teachers to work in partnership in drawing up and reviewing reward programmes. In the absence of an institutional motivational policy, which provides the framework onto which these parameters are enforced and evaluated, implementation becomes practically impossible and consequently the practices will always be perceived to be inadequate to the detriment of teacher motivation.

4.5 State of Teachers' Work Accomplishment

The third objective was to ascertain the state of teachers' performance among public secondary schools in Taita/Taveta County. The respondents were asked to rate their work accomplishment and that of teachers in their schools, first generally and then specifically

to the task areas in teachers' performance. The findings are presented in Table 4.13 and 4.14.

4.5.1 General Work Accomplishment of Teachers

To ascertain the state of teachers performance generally, the respondents were requested to rate the work accomplishment of teachers in their schools to which results were presented in Table 4.13.

Table 4.13: Work Accomplishment of Teachers

Level of work accomplishment	f	%
Very Good	15	14.9
Good	56	55.4
Average	28	27.8
Poor	0	0
No response	2	1.9
Total	101	100.0

Contrary to the QAS reports that teachers were malfeasant at work, the findings summarized in Table 4.13 indicates that the majority of the respondents (n=56, 55.4%) regarded their work accomplishment as good with a further (15)14.9% considering it to be very good. Thus a total 70.3 percent of the respondents believed that their work was either good or very good revealing a satisfactory performance. This implies that despite the inadequate teacher motivation practices, their work accomplishment rated as good and very good affirming some form of intrinsic motivation towards performance. The principals equally agreed that despite teachers' motivation "being not very high", the teachers' "main work accomplishment" (teaching) was "fairly good". In the same vein, the PAR concurred that teacher performance was good but required an improvement as

the same should be reflected in the increase of candidates' quality grades at KCSE and improvement of the schools' mean scores to match those of their peers nationally.

4.5.2 Teachers' Work Accomplishment in Specific Task-areas

To further ascertain the state of teachers' performance, the teachers and the deputy principals were given sixteen statements on teachers' task areas to which they were asked to indicate the extent to which they agreed in regard to themselves and their schools. The findings are shown in Table 4.14.

Table 4.14: Teachers' responses on Teachers' Performance in Specific Task-areas

Teacher Performance (N=101)	Always		Sometimes		Never	
	n	%	n	%	n	%
Staff meetings are fully attended	86	85.1	8	7.9	7	6.9
Teacher absenteeism from school is always only with permission	85	84.2	10	9.9	6	5.9
Lessons are taught for the full duration of either 40 or 80 minutes	82	81.2	9	8.9	10	9.9
Teachers report to work daily	82	81.2	11	10.9	8	7.9
Schemes of work are prepared in time	81	80.2	9	8.9	11	10.9
Teachers attend to all their lessons when in school	80	79.2	11	10.9	10	9.9
Time is spared to guide/motivate learners	80	79.2	14	13.9	7	6.9
Teachers report for work early enough before preps always	74	73.3	11	10.9	16	15.8
Syllabus coverage is within schedule	73	72.3	12	11.9	16	15.8
Teaching begins promptly at the beginning of the term	73	72.3	10	9.9	18	17.8
Teachers attend all Assemblies' briefings and assemblies	68	67.3	15	14.9	18	17.8
Records of Work are promptly filled	68	67.3	13	12.9	20	19.8
Make up lessons are immediate in case of absenteeism	67	66.3	18	17.8	16	15.8
Learners' work is regularly checked/marked (at least fortnightly)	66	65.3	21	20.8	14	13.9
Lesson notes are prepared regularly	66	65.3	19	18.8	16	15.8
Staff meetings begin punctually as per the notification	58	57.4	17	16.8	26	25.7
Grand Response	1189	73.6	208	12.9	219	13.6

As shown by Table 4.14, teachers' performance in their specific task areas was found to be good as indicated by the majority (73.6%) in the grand response. Teachers reported good work accomplishments with all the specific task areas showing a positive response of 86(85.1%) for the highest (Staff meetings are fully attended) and 58(57.4%) for the least (Staff meetings begin punctually as per notification). The researcher further

ascertained teachers' performance by having a glance at the staff minutes, school attendance registers (check-in records) and observing teachers come out of and go to classes. The staff minutes indicated a very good attendance with none of the minutes seen recording "absent"/"absent without apology" as is the case in formal reporting. Check-in records indicated that majority of the teachers reported to school early enough before 7.00 am. However, although teachers reported favourably on their regular preparation of lesson notes, observations by the researcher indicated no major evidence of this. Moreover, incidences were noted of time lags at the end of one lesson and the beginning of the other where teachers would end their lessons and the incoming teachers would be nowhere in sight to begin the next lesson promptly. Thus the researcher concluded that the performance of teachers in public secondary schools in Taita/Taveta County was average.

Hanu and Tynjal as cited by Njuguna (2013) postulates that teachers' job performance usually implies the adoption of full juridical and pedagogical responsibility right from graduation. Teachers' performance can thus be looked at in form of the tasks that teachers perform. Additionally, Evans (1999) in Nairuba (2011) pointed that employees in institutions experience new challenges when faced by new situations which require adequate knowledge, skills and experience to succeed in them. With a combination of these factors, teachers require motivation to perform. Ondieki (2005) found that teachers in Kenya have always shown lack of devotion at their places of work. This is seen in their instability in the teaching profession, absenteeism, laxity, great use of sick-offs and low morale in performing teaching tasks and consequently unsatisfactory performance in their daily duties and responsibilities.

Sergiovanni and Starvatt (2001) in Njuguna (2013) argued that teachers who are motivated in their work have the characteristic of being effective teachers. Such teachers are always looking for better ways of doing their jobs, they are continuously reinventing themselves and do not need to constantly be supervised because they are committed, hard working, loyal to their school and satisfied with their job. Such performance is revealed by teachers performing their tasks as required without the need for coercion.

4.6 The Relationship between Motivational Practices and Teachers' Performance

Finally, the study sought responses to the research question: "How influential are the institutional motivational practices on teachers' performance in public secondary schools in Taita/Taveta County?" The statements on performance of teachers in their task areas and the extent to which they had been influenced by the institutional motivational practices elicited the responses as shown by Table 4.15.

Table 4.15: Extent of Influence of Motivational Practices on Teachers' Performance

Influence of Motivation Practices on Performance (N=101)	Big extent		Moderate extent		Small extent	
	n	%	n	%	n	%
Participation in co-curricular activities	69	68.3	24	23.8	8	7.9
Knowledge and understanding of instructional practices	68	67.4	27	26.7	6	5.9
Willingness to commit more time to guide and counsel learners	62	61.4	27	26.7	12	11.9
Willingness to take assignments given by the administrators	60	59.4	27	26.7	14	13.9
Preparation of Schemes of work in time at the beginning of the year/term	60	59.4	28	27.7	13	12.9
Willingness to take extra responsibilities	58	57.4	31	30.7	12	11.9
Punctuality to class	57	56.4	27	26.7	17	16.9
Setting and moderation of internal examinations	57	56.4	24	23.8	20	19.8
Prompt revision of assignments and examinations after marking	57	56.4	24	23.8	20	19.8
Adherence to marking and return of students' scripts deadlines	54	53.5	31	30.7	16	15.8
Teaching fully and effectively the allocated time and lessons	52	51.5	36	35.6	13	12.9

It was evident from Table 4.15 that motivational practices influenced teachers' performance in all their task areas though at varying degrees, ranging from moderately to highly. More than two thirds, that is 69, 68 and 62 which is 68.3%, 67.4% and 61.4% of the respondents respectively were found to rate the influence of institutional motivation practices highly on co-curricular, knowledge and understanding of instructional practices and willingness to commit extra time to guide and counsel learners respectively. The results to some extent echoed those of other scholars such as Aacha (2010) and Oppong (2015) which concluded that intrinsic and extrinsic motivators have the potential of influencing intrinsic motivation which can externally be evident through performance of

actual tasks in domain areas of preparation, classroom environment, professional responsibility and teaching practices. The results however contradicted Nairuba's (2011) which reported that there was no indication that showed a significant relationship between fringe benefits and working conditions as motivational practices on teachers' performance in secondary schools in Jinja Municipality in Uganda.

Ofojebe and Ezugoh (2010) persuasively argues that how well the teachers' motivational needs were met manifested itself in teachers' reciprocation in productivity, efficiency, effectiveness, quality delivery and quality outcomes and consequently guaranteeing quality assurance in education. Majority 69(68.3%) of the respondents affirmed that teachers' motivation to participate in co-curricular activities was influenced to a big extent by institutional motivational practices. Co-curricular activities complement the curriculum but outside the class time commonly in the evenings and weekends. Participation in them thus requires the teachers to sacrifice their time. Conversely, with inadequate motivational practices such as subsidized accommodation within the school and low incentives for extra responsibilities as found out in the second objective of this study, this sacrifice may be rare. Teachers instead opt to leave early or pursue side jobs for their comfort.

Knowledge and understanding of instructional practices in teachers' areas of specialization was also found to be strongly influenced by motivation with two thirds 68(67.4%) of the teachers who participated in the study indicating a big extent influence. Other areas that teachers indicated were influenced by institutional motivational practices to a big extent were willingness to commit more time to guide and counsel learners 62(61.4%), willingness to take assignments given by the administrators 60(59.4%),

preparation of Schemes of work in time at the beginning of the year/term 60(59.4%), willingness to take extra responsibilities 58(57.4%), punctuality to class 57(56.4%), setting and moderation of internal examinations 57(56.4%), prompt revision of assignments and examinations after marking 57(56.4%), adherence to marking and return of students' scripts deadlines 54(53.5%) and teaching fully and effectively the allocated time and lessons 52(51.5%). The major implication of this discovery is that in the absence of or inadequate motivation emanating from inadequate/lack of motivational practices, teachers become unenthusiastic to their teaching tasks and current knowledge trends provided through research, workshops/seminars and further professional training and development. Bennell and Akyeampong (2007) found that such teachers underutilized class time, poorly prepared for their lessons before teaching and their teaching practices were characterized by limited effort with heavy reliance on traditional teacher-centred practices. The study therefore concluded that institutional motivational practices in public secondary schools in Taita/Taveta County significantly influenced teachers' performance of their tasks.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations based on the findings of the study on the influence of institutional motivational practices on teachers' performance in Public secondary schools in Taita/Taveta County. It concludes by making suggestions for further research as a result of research gaps that emanated in the study.

5.2 Summary of the Study

The purpose of this study was to establish the influence that school-based motivational practices have in inducing motivation towards teachers' performance in public secondary schools in Taita/Taveta County and recommend suitable practices. The first research question sought responses on the state of teachers' motivation to work in public secondary schools in Taita/Taveta County. The second research question inquired on the prevalence of motivational practices among public secondary schools in Taita/Taveta County. The third research question sought to establish the state of teachers' performance among public secondary schools in Taita/Taveta County while the fourth research question was to establish how influential were the institutional motivational practices on teachers' performance in public secondary schools in Taita/Taveta County.

The study used descriptive research design and targeted 540 teachers, 59 Deputy Principals, 59 Principals and 354 PAR in Taita/Taveta County out of which 147 comprising of 87 teachers, 14 deputy principals, 10 principals and 36 PAR responded by either by completing and returning the questionnaire, granting an interview or

participating in a Focus Group Discussion. Data was mainly collected through use of questionnaires. Descriptive statistics such as frequencies, percentages and mean were used to analyze scores on the objectives and graphs and tables used to present the results.

5.2.1 The State of Teachers' Work Motivation

The study found that majority (81 percent) of the teachers perceived their work motivation as a workforce in the country to be low. However, at the institutional level the findings were different as the majority (57 percent) of the teachers perceived their work motivation to be high. The implication of this finding was that despite teacher motivation being low in most Sub-Saharan countries, the same could be positively manipulated at the institutions. Both the motivational and the hygiene factors were found to be shaping the work motivation of teachers at their work stations in Taita/Taveta County. Among the motivational factors found to be high in application were those associated with the work itself, clarity of vision and mission and good feelings about the school with the majority (80.2%, 78.2% and 69.8% respectively) of the grand responses reporting strong applicability. Factors associated with responsibility and professional growth opportunities were found to be moderately in application as indicated by nearly half (51.2% and 52% respectively) of the grand responses in the strong applicability. Equally, it was found that various hygiene factors associated with good relationship with colleagues (72.6%), effective management (69.6%) were high in place. This implied a variety of motivators and hygiene factors were in place in schools to shape the teachers' work motivation although at varying degrees.

5.2.2 Prevalence of Institutional Teacher Motivation Practices

The study found out that institutional teacher motivational practices were not highly prevalent in public secondary schools in Taita/Taveta County with only two practices, provision of allowances for remedial teaching (n=63, 62.4%) and provision of prizes for good students' grades (n=51, 50.5%), recording significant prevalence. The implementation of these practices in most institutions was haphazard as evidenced by lack of institutional motivational policy as reported by nearly two-thirds (61.4 percent) of the teachers and deputy principals. Consequently majority (52.5 percent) of the respondents were of the opinion that these practices were inadequate. This showed that despite the efforts of the Parents Associations in the form of implementation of teacher motivational practices as enshrined in the Basic Education Act 2013 being evident, the practices were inadequate and weak in implementation because they were not coordinated in the form of institutional motivational policies.

5.2.3 State of Teachers' Work Accomplishment

The study findings revealed that majority (55.4 percent) of the respondents viewed teachers' work accomplishment as good. Additionally, 14.9 percent perceived the work accomplishment as being very good. The study further found out that teachers felt their work accomplishment in reference to specific tasks was good at a grand response of 73.6%. Full attendance of staff meetings was reportedly the best at 86(85.1%) while punctuality in starting staff meetings was the least at 58(57.4%). This showed that majority of the teachers had their general and specific to task areas work accomplishment as good. However, based on observations by the researcher, the principals and the PARs,

the researcher concluded that the work accomplishment of teachers in public secondary schools in Taita/Taveta was average.

5.2.4 Relationship between Motivational Practices and Teachers' Performance

The results of the analysis revealed that institutional teacher motivational practices had an influence on all the teachers' task areas. However, the practices were found to be most influential in teachers' performance in public secondary schools in Taita/Taveta County in six areas namely: knowledge and understanding of instructional practices in their areas of specialization, participation in co-curricular activities, willingness to commit more time to guide and counsel learners, willingness to take extra responsibilities, willingness to take-up assignments given by the administrators and prompt preparation of schemes of work at the beginning of the term/year.

5.3 Conclusion

Based on the findings of the study as summarized above, the study concluded that;

- (i) Institutional teacher motivation was perceived to be higher compared to the general teacher motivation in the country. School administrators had made some efforts to induce teachers' motivation through different motivators and hygiene factors.
- (ii) In relation to how well the public secondary schools in Taita/Taveta County adopted institutional motivational practices, the study concluded that schools had not fully embraced the concept of teacher motivation. Statistics elicited low prevalence of institutional teacher motivational practices which even in most circumstances were

inadequate and failed to be guided by deliberate efforts in the form of institutional motivation policies.

- (iii) Teachers' performance in their various task areas was found to be average.
- (iv) Institutional teacher motivational practices were found to be significantly influential on teachers' performance and more so in areas that were not directly associated to classroom instruction of the learners. Such areas as participation in co-curricular activities, willingness to commit more time to guide and counsel learners, willingness to take extra responsibilities and willingness to take-up assignments given by the administrators were found to be significantly influenced by institutional teachers' motivational practices in public secondary schools in Taita/Taveta County.

5.4 Recommendations of the Study

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

- (i) To make institutional teacher motivational practices more meaningful, the principals should engage the teachers and all other stakeholders to come up with institutional motivational policies. This would help in streamlining implementation and hence positively influence teachers' motivation. Further, the principals should entrench practices that involve no cost such as praises and commendations which are still rated low in prevalence by the teachers.
- (ii) Given that motivation has to do with teachers' perception, it is important that principals domesticate a culture of ensuring that teachers are aware and own the institutional motivation policies. For example, the perception that prevalence of the motivational practices was low could partly be attributed to information gap as a

considerable number of teachers reported that the institutional motivational policies had not been adequately explained to them and that they never had a say on teacher motivational practices in their schools.

- (iii) The Parents Associations and Principals should evaluate their institutional motivational policies for improvement of the motivational practices so as to increase the motivation of teachers to teach in secondary schools. Key focus should be put at enforcement of teachers' recognition through praises and commendations, improving professional development of teachers through benchmarking and sponsorship even as teachers' houses are increased.
- (iv) Teachers should take cognizance of the fact that a motivated learner considerably motivates the teacher. Low teacher effort in regular preparation of lesson notes, regular checking or marking of learners' work and in making up for missed lessons can be a recipe for demotivation to the learner. Teachers should thus improve their efforts in motivating the learners.
- (v) The Ministry of Education, Science and Technology should design educational programmes to guide the principals of schools, Boards of Management and the Parents Associations on how best to policy institutional motivational practices and enhance their influence on teachers' performance. This could be incorporated in the Management courses offered by Kenya Education Management Institute (KEMI).

5.5 Suggestions for Further Research

- (i) Given that this study looked generally at the institutional motivational practices and their influence on teacher performance, there could be need to conduct a study on these practices based on smaller dichotomies of institutional teacher motivational

practices such as recognition-based and incentive-based (monetary-based) programmes for in-depth coverage and further conclusions.

- (ii) That the respondents felt that the institutional motivational practices were inadequate portends some unqualified information which may require further research. There could be need for further investigation in this area.
- (iii) This study covered only one county, there could be some benefits if the same research was carried out in a wider locale with a larger sample. This would help to draw more conclusive findings.

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5. For how long have you served in your current job group? (In years)

0-4 [] 5-9 [] 10-14 [] 15-19 [] 20+ []

Section B: Teachers' Perceptions on State of Motivation

6. In your opinion, generally are teachers in Kenya motivated in their work?

YES ()

NO ()

7. Do you think teachers in your school are motivated?

YES ()

NO ()

For statements 8-43 below, please give the extent to which each of the statements on work motivation is applicable to you. Give your response on each statement by ticking the box that corresponds to your choice on a three scale point where:

3 – Strongly, 2 – Fairly, 1 – Weak

Sn	Factor	Responses		
	Motivation factors			
	Recognition	3	2	1
8	The school community recognizes my effort at work			
9	My contributions are valued by my colleagues			
10	I get appropriate recognition when my students score well in KCSE			
11	Thanking and appreciating one another is common			
	Work Itself	3	2	1
12	I enjoy teaching			
13	I have a sense of accomplishment in teaching			
14	My instructional skills make a positive difference in my subject area			
	Responsibility	3	2	1
15	My opinion counts in learners' management			

16	I have a say in teacher motivational practices in my school			
17	I am frequently consulted in decisions affecting my work			
18	I have adequate teaching resources, tools and equipment			
	Opportunities for Advancement	3	2	1
19	Opportunities for advancement/promotion exist within the school			
20	I know what is required of me to advance within the TSC			
21	Teachers receive fair consideration for open positions in school			
22	Information about promotions by TSC is readily available in school			
	Professional Growth Opportunities	3	2	1
23	My school facilitates benchmarking in areas I need to improve			
24	I have always been fairly appraised and guided accordingly			
25	I have been supported to attend seminars/workshops in the past year			
26	My administration encourages my professional development			
	Good Feelings about my School	3	2	1
27	I feel a strong sense of belonging to my school			
28	I am committed to serving my school			
29	I am proud to work for this school			
30	I care about the future of my school			
	Clarity of Vision and Mission	3	2	1
31	I understand how my work supports the mission of my school			
32	I understand how my work contributes to the vision of my school			
33	I know what is expected of me at work			
	Hygiene factors			
	Effective Management	3	2	1
34	The principal keeps teachers informed			
35	The administration effectively communicates the goals and			

	strategies			
36	The administration effectively deals with poor performance			
	Good Relationships with Colleagues	3	2	1
37	I can count on my co-workers to help out when needed			
38	My colleagues and I work as part of a team			
39	When I joined my school, I was made to feel welcome			
	Satisfaction with Benefits	3	2	1
40	Benefits for extra responsibilities meets my expectations			
41	The school offers reasonable benefits e.g. staff house, tea, lunch etc			
42	The motivation policy is significant in my decision to stay at my current school			
43	The school's motivational policy has been adequately explained to me			

Section C: Institutional Teacher Motivational Practices

44. Does your school have an Institutional Motivational Policy?

YES ()

NO ()

The following are some of the common teacher motivation practices in secondary schools in Kenya. Please indicate by ticking the extent to which they have been in practice in your school for the past two years. Give your responses on a three scale-point where:

3 - Big extent,

2 - Moderate extent

1 - Small extent

S/n	Motivational Practice	3	2	1
45	Involvement of teachers in decision making			
46	Collective enforcement of learners' discipline			
47	Benchmarking from other schools			

48	Sponsored trips/parties			
49	Allowances for remedial teaching			
50	Incentives for extra-responsibilities			
51	Recognition for tasks well accomplished			
52	Prizes for good students' grades			
53	Teachers' houses within the school compound			
54	Free meals (Tea and/or Lunch)			
55	Praises/Commendations in writing or in special fora			
56	Sponsorship for professional development			
57	Team teaching/Collegial support in teaching			

58. Which other teachers' motivation practices are common in your school but not listed in question 45 - 57 above? (Please list them)

.....

.....

59. How would you rate motivational practices in your school for the last two years?

- Adequate ()
- Inadequate ()
- Not sure ()

Section D: State of Teacher Performance

60. Please rate the work accomplishment of teachers in your school. Tick your choice.

- Very good ()
- Good ()
- Average ()
- Poor ()

For each of the following statements about performance of teachers, kindly indicate (by ticking) the degree to which you agree using the following scale:

3= does apply to me (almost) always

2=does apply to me sometimes

1= does apply to me (almost) never,

S/n	Statement on Teacher Performance	3	2	1
61	I prepare my Schemes of work in time			
62	I teach all my lessons for the full duration of 40 or 80 minutes			
63	I begin teaching promptly at the beginning of the term			
64	I fill in the Records of Work promptly			
65	I prepare lesson notes regularly			
66	Syllabus coverage in my subjects is within schedule			
67	I spare some of my extra time to guide/motivate learners			
68	I always report for work early enough before preps			
69	I attend all Assemblies' briefings and assemblies			
70	I report to work daily			
71	My absenteeism from school is always only with permission			
72	I attend to all my lessons when I'm in school			
73	When I miss lessons with permission I make up immediately I report back			
74	I attend fully all the Staff meetings			
75	I attend Staff meetings punctually as per the notification			
76	I regularly check/mark learners' work (at least fortnightly)			

Section E: Influence of Motivational Practices on Performance

By using a tick (√) please rate the extent to which the Motivational Practices in your school have influenced your work performance in the areas outlined in the table below.

Give your responses on a three scale point where:

3 – To a high extent, 2 – To a moderate extent, 1 – To a weak extent

Sn	Influence of Motivation Practices on Performance	3	2	1
77	Promptness to teaching at the beginning of the term			
78	Punctuality to class			
79	Teaching fully and effectively the allocated time and lessons			
80	Syllabus coverage within the stipulated time in my School policy			
81	Preparation of Schemes of work in time at the beginning of the year or term			
82	Lesson preparation before going to class			
83	Enforcement of effective classroom management practices			
84	Prompt filling in of Records of work covered			
85	Checking of students' notes/work			
86	Giving and marking assignments/quizzes to learners			
87	Setting and moderation of internal examinations			
88	Prompt revision with learners of assignments and examinations after marking			
89	Adherence to marking and return of students' scripts deadlines			
90	Willingness to take assignments given by the administrators			
91	Willingness to take extra responsibilities			
92	Knowledge and understanding of instructional practices in my subject/subjects' specialization area			
93	Willingness to commit more time to guide and counsel learners			
94	Participation in co-curricular activities			

Thank you for sparing your valuable time to fill in this questionnaire.

..... **END**

Appendix II: Questionnaire for Deputy Principals

Introduction

Thank you for accepting to fill this questionnaire. Please note that this questionnaire is for collecting information on the *Influence of Institutional Motivational Practices on Teachers' Performance*. The information provided in your responses is purely meant for research and will be treated with utmost confidentiality. Your accuracy and honesty in giving your responses is highly valued and appreciated. Please do not write your name or that of your school anywhere on this questionnaire.

Section A: Background Information

1. Gender: Male Female

2. What is your teaching experience in years:
 Below 5 5-10
 11-16 16-20 over 20

3. Indicate your highest level of professional qualification:
 Diploma in Education
 Bachelors of Education
 Postgraduate Diploma in Education
 Masters of Education
 Others (Specify).....

4. Length of stay in your current station in years.
 0-4 5-9 10-14 15-19 20+

5. For how long have you served in your current job group? (In years)
 0-4 5-9 10-14 15-19 20+

Section B: State of Work Motivation & Institutional Motivational Practices

6. In your opinion, are generally teachers in Kenya motivated in their work?

YES ()

NO ()

7. Do you think teachers in your school are motivated?

YES ()

NO ()

8. Does your school have an Institutional Motivational Policy?

YES ()

NO ()

The following are some of the common teacher motivation practices in secondary schools in Kenya. Please indicate by ticking the extent to which they have been in practice in your school for the past two years. Give your responses on a three scale point where:

3 - Big extent,

2 – Moderate extent

1 - Small extent

S/n	Motivational Practice	3	2	1
9	Involvement of teachers in decision making			
10	Collective enforcement of learners' discipline			
11	Benchmarking from other schools			
12	Sponsored trips/parties			
13	Allowances for remedial teaching			
14	Incentives for extra-responsibilities			
15	Recognition for tasks well accomplished			
16	Prizes for good students' grades			
17	Teachers' houses within the school compound			
18	Free meals (Tea and/or Lunch)			
19	Praises/Commendations in writing or in special fora			

20	Sponsorship for professional development			
21	Team teaching/Collegial support in teaching			

22. Which other teachers' motivation practices are common in your school but not listed in question 45 - 57 above? (Please list them)

.....

.....

23. How would you rate motivational practices in your school for the last two years?

- Adequate ()
- Inadequate ()
- Not sure ()

Section C: State of Teacher Performance

24. Please rate the work accomplishment of teachers in your school. Tick your choice.

- Very good ()
- Good ()
- Average ()
- Poor ()

For each of the following statements about performance of teachers, kindly indicate (by ticking) the degree to which you agree in regard to your school, using the following scale:

3= Always

2=Sometimes

1= Never

S/n	Statement on Teacher Performance	3	2	1
25	Schemes of work are prepared in time			
26	Lessons are taught for the full duration of 40 or 80 minutes			
27	Teaching begins promptly at the beginning of the term			
28	Records of Work are filled in promptly			
29	Teachers prepare lesson notes regularly			
30	Syllabus coverage in my subjects is within schedule			
31	Teachers spare some of their extra time to guide/motivate learners			
32	Teachers report for work early enough before preps			
33	All teachers attend Assembly's briefings and assemblies			
34	All teachers report to work daily			
35	Teacher absenteeism is only with permission			
36	All teachers attend to all their lessons when in school			
37	Teachers who miss lessons with permission make up for missed lessons immediately they report back			
38	Staff meetings are normally fully attended			
39	Staff meetings begin punctually as per the notification			
40	Learners' work is regularly checked/marked (at least fortnightly)			

Section D: Influence of Motivational Practices on Performance

By using a tick (√) please rate the extent to which the Motivational Practices in your school have influenced the teachers' work performance in the areas outlined in the table below. Give your responses on a three scale point where:

3 – To a high extent, 2 – To a moderate extent, 1 – To a weak extent

S/n	Influence of Motivation Practices on Performance	3	2	1
41	Promptness to teaching at the beginning of the term			
42	Punctuality to class			
43	Teaching fully and effectively the allocated time and lessons			
44	Syllabus coverage within the stipulated time in my School policy			
45	Preparation of Schemes of work in time at the beginning of the year or term			
46	Lesson preparation before going to class			
47	Enforcement of effective classroom management practices			
48	Prompt filling in of Records of work covered			
49	Checking of students' notes/work			
50	Giving and marking assignments/quizzes to learners			
51	Setting and moderation of internal examinations			
52	Prompt revision with learners of assignments and examinations after marking			
53	Adherence to marking and return of students' scripts deadlines			
54	Willingness to take assignments given by the administrators			
55	Willingness to take extra responsibilities			
56	Knowledge and understanding of instructional practices in my subject/subjects' specialization area			
57	Willingness to commit more time to guide and counsel learners			
58	Participation in co-curricular activities			

Thank you for sparing your valuable time to fill in this questionnaire.

..... **END**

Appendix III: Interview Schedule for Principals

1. Please comment on the work motivation of teachers in your experience as a principal.
2. What is the status of work motivation of your teachers currently?
3. Are there areas that you think your school will need to improve on as far as work accomplishment in teachers' task areas is concerned?
4. Based on the internal teacher performance quality assurance checks of your office and those you have delegated to, please report on how satisfied you are on the work accomplishment of your teachers.
5. Are there any teacher motivational practices that the school has adopted so as to induce teachers to performance? If yes, please state them.
6. Are the motivational practices in your school presented as a policy? Are there specific guidelines on implementation and revision of the policy?
7. What is the attitudinal reception of these motivation practices among teachers in your school?
8. How would you rate adequacy of the motivational practices in your school for the last two years in terms of motivating teachers to perform?
9. Has motivation of teachers affected accomplishment of their tasks in any way? Please relate it with the state of teacher performance in your school.
10. Is it justifiable to argue that the motivational practices instituted are having significant influence on teachers' performance in your school? (Please explain)

.....**END**.....

Appendix IV: Focus Group Discussion Guide for PAR

Purpose: Was explained to the PAR by the Researcher

Time: One Hour

Moderator: Researcher & Forty five minutes

Recorder: Researcher

QUESTIONS

- 1) Are you aware of your role in teacher and learner motivation as recommended in the Basic Education Act (2013)?
- 2) Are there efforts that the PA of your school that has made in motivating teachers?
- 3) What are some of the motivational practices that you have put in place in your school?
- 4) Are there teacher motivation practices that have been submitted to you by the teachers' representative to the PA? If yes, what was the response from the PA.
- 5) Please comment on the teachers' performance in your school. How satisfied are you with the performance?
- 6) In your opinion, do you think the motivational practices in your school have had an impact on the performance of the teacher?
- 7) What can be done to improve teacher performance in your school?

.....**END**.....

Appendix V: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref: No.

Date:
22nd July, 2015

NACOSTI/P/15/3440/6722

Venance M. Wachenje
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of institutional motivational practices on teachers’ performance in public secondary schools in Taita/Taveta County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Taita Taveta County for a period ending **15th September, 2015.**

You are advised to report to the **County Commissioner and the County Director of Education, Taita Taveta County** before embarking on the research project.

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


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

Copy to:

The County Commissioner
Taita Taveta County.

The County Director of Education
Taita Taveta County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

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