

It is imperative in such type of scenario that teachers may experience motivation or demotivation which may affect negatively or positively the performance of the students in examinations in secondary schools. According to Hackman and Oldham (1975), signs of motivation are higher performance, lower absenteeism and lower turnover. According to Marques (2010), motivation, satisfaction and performance are interdependent with each other. Job satisfaction is a decisive factor that determines the general efficiency of an organization. Lack of job satisfaction among teacher's results in absenteeism from school, aggressive behavior towards colleagues and learners, early exit from teaching profession and psychological withdrawal from work. Hence, poor motivation of teachers would also have the same results as lack of job satisfaction.

A study by Spear (2000) in UK revealed that teacher's motivation was low due to work overload poor pay and low perception by the society. Findings by Sylvia and Hutchinson (1985) in developed countries confirmed presence of low teachers' motivation which was attributed to intrinsic factors. According to a study carried out by Nyantika (1996) on factors leading to poor performance in KCSE in Magombo zone of Nyamira District, lack of rewards for teachers and students to boost their morale and clan politics was to blame for poor KCSE performance.

## **1.2 Statement of the problem**

Imenti South District has experienced suboptimal academic performances in KCSE and low transition rate to the public university under normal admission.

(DEO Imenti South District result analysis, 2009). Table 1.1. Presents the number of schools that appeared in the top 100 schools nationally.

**Table 1.1: Number of secondary schools in Imenti South District among the top 100 nationally.**

| <b>Year</b> | <b>Schools in Imenti South</b> | <b>Total No. of Secondary Schools in the district</b> |
|-------------|--------------------------------|---|
| 2006        | 4                              | 49  |
| 2007        | 3                              | 50  |
| 2008        | 2                              | 54  |
| 2009        | 1                              | 67  |
| 2011        | 3                              | 70  |

*Source: Imenti South DEO's Examination Office, Feb 2011.*

The table shows that out of 49 schools in the district, only 4 appeared among the 100 top schools nationally. Only 3 schools out of 50 appeared; 2 out of 54 appeared while only 1 out of 67 schools in 2011. It was due to this dismal performance of students in Imenti South District that the researcher investigated the influence of teachers' motivation on students' performance. There has been no study conducted on the influence of teachers' motivation on teachers' performance in KCSE in Imenti South District hence the study seeks to establish the influence of teachers' motivation on KCSE performance in public secondary schools in Imenti South District.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the influence of teachers' motivation on performance of students in KCSE in public schools in Imenti South District.

### **1.4 Objectives of the study**

The objectives of the study were:

- i. To identify the factors influencing the motivation of teachers in public secondary schools in Imenti South district.
- ii. To determine whether teachers' age has any influence on student performance in KCSE in public secondary schools
- iii. To establish whether working conditions of the teachers have any influence on students' performance in KCSE in public secondary schools
- iv. To examine whether professional development of the teachers has any influence on students' performance in public secondary schools
- v. To establish whether teachers' remuneration has any influence on students' performance in KCSE in public secondary schools

### **1.5 Research questions**

The study was guided by the following research questions:

- i. Which factors motivate teachers in public secondary schools in Imenti South district?
- ii. To what extent does teachers' age influence student's performance in KCSE in public secondary schools in Imenti South district?

- iii. To what extent does teachers' working condition influence students' performance in KCSE in public secondary schools
- iv. To what extent does teachers' professional development influence student performance in KCSE in public secondary schools
- v. To what extent has teacher's remuneration influence student's performance in KCSE in public secondary schools

### **1.6 Significance of the study**

The findings of the study are significant in the following ways:-

Kenya Education Management Institute will benefit from the study in getting to know what to include in its post teacher training needs. The findings may be used by academicians and other researchers for further research on how to improve teachers' motivation. The Ministry of Education will use the findings to improve various teachers' motivational strategies. The findings of the study will be useful to serving headteachers and BOG in identifying factors that motivate teachers and hence make adjustments where necessary.

### **1.7 Limitations of the study**

Limitations are conditions which are not within the control of the researcher, hence can restrict the conclusions of the study and applications (Best and Kahn, 1998). Performance in KCSE may be affected by many factors among them home background and facilities available to students. Some students may

be provided with extra tuition which may improve their performance. Thus the researcher was not able to isolate performance due to the above factors.

Due to lack of research done on teacher's motivation and students' performance in KCSE in Kenya, it was not possible to use related literature adequately to support or disapprove the findings of this study. However this limitation was minimized by including related researches done elsewhere.

### **1.8 Delimitations of the study**

According to Best and Kahn (1998), delimitation is the boundaries of study. Only teachers in public secondary schools were included in the study because students' performance was comparatively lower in some public secondary schools than in private secondary schools. Other factors like home background and school facilities may influence students' performance but were not included in the study. Only Imenti South District was studied therefore findings cannot be generalized for the whole country.

### **1.9 Basic assumptions of the study**

The study was based on the following assumptions:-

- i. The respondents would be sincere when responding to the research instruments
- ii. The level of motivation of the teachers in Imenti South District is influenced by the motivator and hygiene factors in the Herzberg Two – Factor Theory among many others

iii. KCSE is an accepted measure of students' performance.

### **1.10 Definition of terms**

**Motivation** refers to how teachers have a desire to perform better.

**Performance** refers to the mean score at the end of four years exams.

**Resources** refer to all those objects, people, buildings and environment that will enhance teachers' performance.

**Teaching** refers to provision of information and all activities designed to facilitate learning.

### **1.11 Organization of the study**

The study consists of five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitation of the study, delimitation of the study, basic assumptions and organization of the study. Chapter two is on literature review which has introduction, concept of motivation, theories of motivation, factors influencing motivation, related studies, summary, theoretical framework and conceptual frame work. Chapter three is on methodology of the study which covers research design, target population, sample and sampling procedure, research instrument, and data collection procedure and data analysis techniques. Chapter four covers data analysis and findings. Chapter five deals with the summary conclusions and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This section covers: concept of motivation, literature related to intrinsic motivation, extrinsic motivation, theories of motivation, factors influencing motivation and effects of motivation, related studies, theoretical framework and conceptual framework.

#### **2.2 Concepts of motivation**

According to Okumbe (1998), "Motivation is a process that starts with a physiological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive." Motivation therefore consists of needs (deficiencies) which set up drives (motives) which help in acquiring the incentives (goals). Drives or motives are action-oriented while incentives/goals are those things which alienate a need. According to Joan Marques (2010), motivation is what people need to perform better and can only work if the right person with the right skills has been placed in charge of the task at hand Luthans (1998).

The productivity in any organization is a function of how well employees perform their various tasks. This productivity is very much dependent upon other factors, job analysis, job recruitment, selection and job placement of the employees. However, a greater performance of an organization does not

depend upon only these crucial variables. The individual performance is a function of the ability and the willingness of the worker to perform the job (Ngumi, 2003).

Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment (Wofford, 1971). It is then notable that when employees are highly satisfied, the production in the organization will always increase. Motivation is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction (Mutie, 1993). It is therefore evident that improvement of job satisfaction among workers in any organization is a linchpin of productivity.

Motivation covers all the reasons which cause a person to act including the negative ones like fear along with the more positive motives such as money, promotion or recognition (Aldair, 2009). The source of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the results they will get, will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers to perform tasks (Hackett, 1998).

In developing countries, teachers' motivation has been researched and addressed significantly. According to a study done by (Kadzamira, 2006) in Malawi, teachers are highly dissatisfied with their remuneration and other conditions of service like poor incentives and conditions of service which have resulted to low morale and thus poor performance. In Malawi absenteeism and attrition, were largely influenced by teacher motivational factors like low salaries and poor working conditions. All educational stake holders agree that teacher motivation depend on an array of factors such as levels of remuneration, location of the school, availability of appropriate housing opportunities for further training and conditions of service, work load, promotion and career path, student's behaviour, relationship with the community, school quality factors such as availability of teaching and learning resources (Adelabu, 2005).

The problem of teacher motivation in Kenya has been discussed in various forums such as seminars, trade unions and public commissions. The republic of Kenya (1964) expressed the need for provision of a well educated, keen, competent, respected and contented teaching force. The contribution of teachers is affected by their morale which is related to their salaries and promotion opportunities (Republic of Kenya, 1976). The two commissions agree that motivation is key in enhancing teachers' performance of duty and consequently the performance of students.

## **2.3 Intrinsic and extrinsic motivation**

The purpose of motivation is to create conditions in which people are willing to work with zeal, initiative, interest, enthusiasm with a personal and group satisfaction, with sense of responsibility, loyalty, discipline and with pride so that the goals of an organisation are achieved effectively (Mamoria and Gankar, 2005). Mamovia and Gankar (2005) found that motivation of employees was highly rated among the priorities. In this study respondents contracted ranked motivation as high as 91%. This study therefore focuses on motivation as it influences teachers' job performance.

The relevance of motivation is very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak and Sheldon, 2003).

### **2.3.1 Intrinsic motivation**

According to Luthan (1981), the content theorists are concerned with identifying the needs / drives that are prioritized. Intrinsic rewards make a teacher to forgo high salaries and social recognition to stay in the teaching

profession Dornyei (2004). Intrinsic motivation is what that occurs while a person is performing an activity she/ he takes delight and satisfaction in and is seen as internal rewards (Tella 2007).

An individual's reaction to work is basic and that one's attitude toward work can very well determine success or failure (Stephen and Timothy, 2008). Intrinsic motivation of a teacher is influenced by factors relating to tasks such as achievement, recognition, advancement and possibility of growth as proposed by Herzberg (1968). Professional development can provide opportunities for teachers to grow personally and professionally.

Sogomo (1993) observed that in United States, more satisfied elementary school teachers assign more importance to recognition by administrators and supervisors and less important to recognition by peers. Employees want to be recognized for their job achievement. A leader needs to acknowledge the work of their subordinates immediately, publicly thank them for the work well done.

In a study carried in Papua New Guinean on "Listen and Learn: A Policy Report on Papua New Guinean Teachers' Attitudes to Their Own Profession", it was reported that motivation of high and secondary school teachers was "fragile" (Papua New Guinean, 2002). Failure to meet teachers' needs and expectation such as recognition ,achievement, better terms and conditions of service such as salary resulted to low motivation of teachers according to research carried out by Akanbi in Nigeria (1982).Burnout destroys the intrinsic motivation of a teacher. According to Kohler and Zehn (2000)

burnout is a professional hazard. It is caused by emotional exhaustion, frustration and lack of accomplishment.

An intrinsically motivated individual will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him or her (Ajila, 1997). He further suggested, for an individual to be motivated in a work situation, there must be a need, which an individual would have to perceive a possibility of satisfying. According to Ryan and Deci (2000) competence, autonomy, positive performance, feedback and relatedness increase intrinsic motivation of a teacher.

### **2.3.2 Extrinsic motivation**

Extrinsic motivation is an external reward a person enjoys after he finishes his work. According to Luthan (1998), extrinsic rewards are defined as “tangible benefit” relating to a job such as salary, fringe benefits, physical conditions, the amount of work, facilities available for doing the work. Extrinsic factors such as organizations policy and administration, technical supervision, personal and interpersonal relations with superiors, peers, and subordinate affect the external motivation of a worker (Dornye, 2004). Extrinsic factors relate to context or setting where the work is performed such as working conditions, job security and interpersonal relationship with superiors and peers.

According to a study carried out by Paul and Kwame (2007) on teacher motivation in Sub-Sahara Africa and South Asia with respect to motivation

patterns, it is commonly argued that working in rural schools is more difficult and thus more de-motivating than in urban schools due to poor living and working conditions. The findings from the country studies show that this is not necessary the case. In South Asia countries, it appears that teachers in rural schools do feel disadvantaged. The findings also indicate that over one-third of all the teachers in primary schools in five extended study countries indicated that teachers at their school are “poorly” or very “poorly” motivated.

A study carried out in 1999 referred to as Koech Commission observed that poor terms and conditions of service led to poor morale. Some teachers who work in remote areas have no housing or access to clean water and health facilities. This result in serious wastage of teaching time. In addition to this, heavy workload characterizing 8.4.4 system with free secondary education, the quality of learning and teaching is affected.

The intrinsic and extrinsic motivation plays a pivotal role in acquisition and dissemination of knowledge. The quality and adequacy of resources such as physical facilities equipment, teaching materials have a direct bearing on performance of teachers as they show how effectively the curriculum is implemented. Hence teachers need high motivation in terms of work load, remuneration, promotion and conducive teaching environment so as to provide maximum services to the pupils.

## **2.4 Theories of motivation**

Adams' Equity Theory calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is built-on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including demotivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive ([http://www.mindtools.com/pages/article/newLDR\\_96.htm](http://www.mindtools.com/pages/article/newLDR_96.htm)).

### **2.4.1 Content theories of motivation**

Need theories are based on some of the earliest research in the field of human relations. The premise behind need theories is that if managers can understand the needs that motivate people, then reward systems can be implemented that fulfill those needs and reinforce appropriate behaviour. We can widely recognize two-need based theorists and their theories; Abraham Maslow's hierarchy of needs and Fredrick Herzberg's Two-factor theory of motivation.

#### **2.4.2 Abraham Maslow's hierarchy of needs**

Maslow's (1970) in (Cole, 2002) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, belonging, esteem and self-actualization. The physiological needs include: pay, food, shelter, clothing, education and comfortable work conditions. Maslow's opinion is that until these needs are satisfied to a degree to maintain life, no other motivating factors can work. Security needs are those needs such as, need to be free from physical danger and of the fear of losing a job, property, food and shelter. It also includes protection against any emotional harm. Belonging or social needs include: need for attention, acceptance and friendship. Esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory include: realizing ones full potential of self-development. According to Maslow, once a need is fulfilled, it is no longer a need. It ceases to motivate employees' behaviour and they are motivated by the need at the next level up the hierarchy.

#### **2.4.3 Process theories of motivation**

These theories are Goal-setting theory, Expectancy theory and Equity theory. Goal setting theory focuses on how individuals go about setting goals and responding to them and the overall impact of this process on motivation. It is based on the premise that performance is the result of a person's intentions to

perform (Locke, 1968). People will do what they are trying to do and setting goals to improve their performance. Better results are achieved by setting difficult goals and participation in setting goals does not necessarily improve performance. Vroom's expectancy theory (1964) in (Cole 2002) is based on the concept that the level of performance is a multiplicative function of ability and motivation. To get performance, both factors must be present, and if one is absent, there will be no performance. It is based on the premise that performance is determined by interactive effects of motivational levels, ability, traits and pride perceptions.

Adam's Equity theory in (Cole 2002) proposes that individuals are motivated when they perceive that they are treated equitably in comparison to others within the organization (Adams, 1963) in (Cole (2002)). This theory matches the notion that, "a fair day's work for a fair day's pay". It focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Hertzberg. Equity and fairness in the workplace has been found to be a major factor-determining employee's motivation and job satisfaction. If they believe they are not being treated fairly, they will be dissatisfied. This will have a negative effect on their job performance and they will strive to restore equity. This is evident with numerous teachers' strikes the major one being 1997 and the most recent one 2009 (Daily Nation 2009). Teachers felt that they were not treated equitably as compared with others with the same qualifications in other sectors. The teachers union Kenya National Union of Teachers (KNUT) has been pushing harmonization of teachers'

salary to be in line with other employees in other sectors who to them get a higher pay than the teachers.

Adam's Equity Theory calls for a fair balance to be struck between employee's inputs for example hard work, skill levels, tolerance and enthusiasm) and employee's outputs for example salary, benefits and intangibles such as recognition). According to this theory, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied thus motivated employees. The theory is built on the believe that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than outputs.

## **2.5 Factors influencing motivation of teachers**

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom and Joshua, 2004). Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Oluchukwu, 2004).

According to Ngalyuka (1985), employee's needs are influenced by a variety of individual factors and this is so because human beings have their own tastes. Educational administrators must devise better methods of determining

ways and means of rewarding teachers if they expect the reward to have an impact on performance (Kivaze, 2000). In this regard this section examines working conditions, administration and supervision, recognition, responsibility, advancement as well as interpersonal relations as some of motivational factors that influence teachers' job performance.

The factors that determine motivation have most of the time been categorized as being extrinsic and intrinsic. Extrinsic factors include elements like pay, promotion opportunities, working conditions, relationship with co-workers, supervision and recognition. Intrinsic factors include personality, education, intelligence, abilities and age (Herzeberg 1968)

### **2.5.1 Remuneration and motivation of teachers**

For most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job. Studies conducted by Marnane and Olson (1990), using data from Michigan and North Carolina, demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicate that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as measured by test scores or degree subject, stay in teaching less than other teachers.

### **2.5.2 Working conditions on motivation of teachers**

Working and living conditions have effect on teacher morale and motivation and thus their performance. The key factors are workload, classroom

conditions, management support and distance at work, housing and travel affects teachers' morale and motivation. The high cost of travel contributes to teacher absenteeism and lateness in schools while very large class sizes are the norm for most teachers in countries such as India and Pakistan according to Bannell and Akyeampong (2007).

### **2.5.3 Professional development on motivation of teachers**

Professional development is a means for increasing teaching professionalism, which could have a positive influence on the job satisfaction and retention in their schools and their profession. Several studies in other employment situations other than schools support a positive relationship between satisfaction with work place training and overall job satisfaction (Schmidt, 2004) and found that satisfaction with career development positively correlated with organizational commitment and job satisfaction. The role of supervisor must provide adequate guidance for his subordinates.

### **2.5.4 Age in relation teachers' motivation**

A number of studies have been conducted to find out how job satisfaction differs with age. Herzberg (1959) reported that there is a relationship between job satisfaction and age. Job satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve. Another factor contributing to age –job motivation relationship might be the expectation that as one's age increases, so does prestige and confidence.

### **2.5.5 Gender in relation to teachers motivation**

According to Gruneberg (1979) ,female workers were less concerned with career aspects and more concern with social aspects of the job. There seems to be some inconsistencies in motivation differences of males and females as reported in some studies. Women administrations in Vaughn-Wiles study ranked work itself, responsibility and peer relationships as contributing most motivation.

### **2.5.6 Working experience in relation to teacher's motivation**

A study of elementary head teachers in Virginia indicated that head teachers who had six years or more of service had a stronger feeling regarding interpersonal relationship with teachers than did headteachers who had five or fewer years of experience(Ward, 1997). Dinham and Scott (1996) found no relationship between length of service as a teacher and job satisfaction. However, a significant association emerged between length of service and changes to job satisfaction.

### **2.5.7 Supervision in relation to teachers' motivation**

Teachers' supervision can both be rewarding and frustrating. Duke and Stiggins (1986) concur that effective teacher supervision can lead to improved performance, personal growth and professional growth. If supervision is poorly done anxiety or boredom can result. Supervision must be planned in order to yield a positive outcome. ( [www.eurojournals.com](http://www.eurojournals.com))

## **2.6 Effects of motivation on teachers**

Job satisfaction/motivation and dissatisfaction/de-motivation are opposite each other as one is a positive feeling while the other is a negative feeling towards work or job. According to Mwamwanda (1995), job dissatisfaction/de-motivation results in absenteeism from schools, aggressive behavior to colleagues and learners, early exits from teaching profession and psychological withdrawal from work. Other effects may be poor performance of school in examinations and extra curricula activities, financial mismanagement, demoralized work force and students' unrest among many. Alternatively, job satisfaction/motivation will result in low absenteeism from schools, commitment, friendly behavior with colleagues and students, low quits from the profession, good performance in examinations, extracurricular activities and motivated work force.

## **2.7 Related of empirical studies**

In developed countries, IIEP (2004), observed that status of teaching profession is on the decline for the last fifty years. Teaching incentives are limited and there are limited linkages between teachers' performance, compensation and development. A study by Spear (2000) in UK revealed that teachers' motivation and job satisfaction were low due to work overload, poor pay and low perception of teachers by the society. He went further to support conclusions by Herzberg's two-factor model. Findings by Sylvia and Hutchinson (1985) from their study carried in developed countries confirmed presence of low teachers' motivation and job satisfaction which were

attributed to intrinsic factors such as pay incentives were ineffective in increasing the motivation.

Williams, (1998) observed that, in some of the developed countries, there was high teachers' attrition by way of leaving the profession due to low motivation. According to Williams (1998), this was influenced by age and intellectual capacity and education attainment which were respectively negatively and positively related to the attrition. According to study by Bannell and Akyeampong (2007), in Sub-Saharan Africa and South-Asia, many primary schools faced "a teacher motivation crisis" as a result of low accountability, ineffective policy environment and management, low pay, low vocational and occupational status, poor working and living conditions.

In a study carried out by Alarm and Farid (2011) on "Factors Affecting Teachers Motivation" it was revealed that teachers were not satisfied with socio-economic status, choice of profession, students' behavior and examination stress. It also revealed that personal and social status, classroom environment, socio-economic status, students' behavior, examination stress, rewards and incentives and self-confidence of the teacher affected teachers' motivation.

In a study carried out in Papua New Guinean in (2002) entitled "Listen and Learn: A Policy Report on Papua New Guinean Teachers' Attitudes to Their Own Profession", it was concluded that major determinants of improved education experience and outcomes was the quality of teaching as a result of improved performance. It concluded that understanding of teachers' own

attitudes to their profession was poor. Terms and conditions of service such as salaries, system of allowances and other benefits such as housing, in-school and regional education centers management, lack of professional support, development and training and lack of teachers voice in decision making affected teachers' motivation.

A study carried out by Eshiwani (1983) on "Factors Influencing Performance among primary and secondary schools in Western Kenya" revealed that good performance in examination was recorded in schools where teachers prepared up-to-date schemes of work, lesson plans and teaching notes. He advocated that school should create a healthy working atmosphere for the teachers so that they can perform to the benefit of the pupils.

According to a study carried out by Nyantika (1996) on "Factors Leading to Poor Performance in KCSE in Magombo Zone of Manga Division, Nyamira District", lack of teachers' commitment as a result of absenteeism, neglect of professional duties, lack of rewards for teachers and students to boost their morale and clan politics was to blame for poor KCSE performance.

Koech Commission (1999) which was to enquire into Kenyan education system pointed out that a well qualified and highly motivated teaching force that is capable of understanding the needs of the learners and curriculum was required in order to enhance quality of education. It further observed that poor terms and conditions of service had resulted in low teachers' morale. Koech Commission recommended improvement of the working environment of the

teachers, better terms of service to boost teachers' morale, commitment and promotion be based on proven merit and experience.

## **2.8 Summary of literature review**

The literature review shows that intrinsic and extrinsic motivation and job satisfaction affect the performance of the teachers and hence the performance of the students. Both intrinsic and extrinsic rewards such as better housing and remuneration, promotion, conducive working environment, feasible workload, better terms and conditions of service, achievement, recognition, accountability, responsibility, and good relation would positively influence teachers' motivation hence, teachers' and students' performances. Student's performance reveals that success or failure of a school depends on many factors such as teachers' motivation which affect teachers morale and hence productivity (performance).

Studies have shown that problems relating to teachers' motivation are being experienced in many countries, although they do not show the relationship between teachers' motivation and performance of students in examination. It is for this reason the study will be carried out in Imenti South district as the district posts sub-optimal performance of students in KCSE.

## **2.9 Theoretical framework**

Herzberg's two factor Theory (1959) proposes that job satisfaction and dissatisfaction are caused by two set of factors: motivators (intrinsic factors) and hygiene (extrinsic factors). According to the theory, motivators relates to

actual performance of the work and these were responsibility ,recognition, promotion and achievement while Hygiene relate to work environment such as supervision, pay ,company policies, relationship with colleagues and working conditions. The findings were the presence of motivators in work caused state of motivation and job satisfaction but the absence did not cause dissatisfaction.

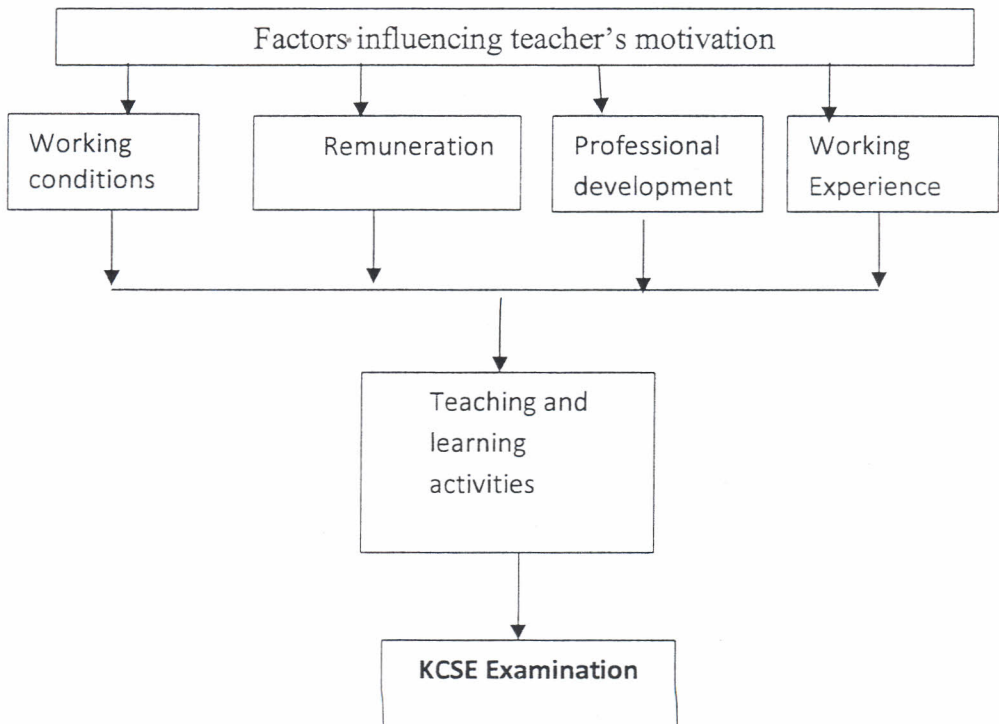
According to the Herberg's two theory, if headteachers do not attend to the motivation factors, teachers will not be motivated to work, but they will not be dissatisfied either. They will perform up to a certain level considered satisfactory, but will make little or no effort to exceed this level, Sergiovanni (1955). To raise the performance of the schools, principals should be concerned with both the intrinsic and extrinsic rewards such as remuneration ,working conditions, recognition, responsibility and advancement, that have effects on teachers motivation and students performance. Schools cannot excel unless the majority of teachers make performance investment as well. The two factor theory can provide a cognitive map for the managers to address intrinsic and extrinsic factors that influence teachers' motivation. This will therefore affect students' performance in KCSE.

## **2.10 Conceptual framework**

A conceptual frame work is a model of presentation which shows the relationship of the variables graphically or diagrammatically (Orodho, 2004). The purpose of study was to find out the influence of the teachers' motivation on students' performance in KCSE in public secondary schools in Imenti South district. A conceptual frame work showing relationship between

teachers' motivation and students' performance in KCSE examination is shown below in Figure 2.2.

**Figure 2.2 Teachers' motivation and their influence on students' performance in KCSE in public schools in Imenti South district.**



The figure 2.2 shows that student's performance in KCSE is influenced by a number of factors like teaching methodology, student's attitude, availability of teaching resources and teacher's motivation. Figure 2:2 shows the conceptual frame work to show how groups of independent variables and their expected directional effects on each other and on the dependent variable to produce the desired out put. Student's performance is a dependant variable which is produced as a result of acquiring skills, knowledge and attitude from teaching done by the teacher, When teachers motivation improve, their effectiveness

and efficiency in the classrooms also improve, which will lead to improved students performance by the quality of grades at KCSE.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### **3.1 Introduction**

This section covers: research design, target population, sampling size, sampling procedure, research instruments, validity of the research instrument, reliability of the research instrument, data collection procedures and data analysis techniques.

#### **3.2 Research design**

According to Ngechu (2001), a research design is a plan showing how problems under investigation are solved. The study adopted descriptive survey design. The design was chosen because through it, the researcher was able to collect and analyze data as it existed in the field without manipulating any variables. The researcher was also able to collect data in order to answer questions concerning the current status of the subjects of the study and assess attitudes and opinion about events, individuals or procedures (Gay, 1993).

#### **3.3 Target population**

The proposed study comprised a target population of 67 day and boarding public secondary schools which had 520 teachers and 67 principals making a total of 587 respondents (South Imenti DEOs Office 2010).

### **3.4 Sample size and sampling procedure**

Wiersma (1995) describes a sample as a small population of the target population selected systematically from the study. Sampling is a research procedure that is used to select a given member of subjects from a target population. Stratified random sampling was used in selecting schools for the study. This involved categorizing schools into three (3) categories: provincial, district and day schools Orodho (2004). Out of 67 schools, 20 were selected from which 5 teachers were picked from each school making a total of 100 respondents.

### **3.5 Research instruments**

The researcher relied on self-administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). Questionnaires were used to gather information and data from the respondents (teachers) from various schools. Questionnaires are ideal for survey study (Mugenda and Mugenda 1999) and are widely used in education to obtain information about current conditions and practices and to make enquiries about attitudes and opinions quickly and in precise form. The study used questionnaires on the teachers (appendix 2). Each questionnaire had three parts. Part one dealt with demographic information of the respondents on gender, age, academic qualification and work experience .Part 2 dealt with data on factors influencing teachers' motivation. The factors considered included remuneration, working conditions, opportunities for professional development. Part 3 had open ended items to probe teachers' suggestions on measures that could be employed to improve their motivation.

### 3.6 Validity of the instruments

According to Gay (1981), validity is the degree to which test measure what is supposed to measure. Through piloting, the instruments were pre-tested in order to allow the researcher to improve their validity as well as familiarize with data collection process. Content validity was used to check the representation of the research questions in the questionnaires. The items found inadequate were discarded while some were modified. Secondly the researcher sought assistance from the supervisor in order to help improve content validity of the instrument.

### 3.7 Reliability of the instruments

According to Mugenda (1999), reliability is a measure of the degree to which a research instrument is consistent in giving same results after repeated trials. The questionnaires were administered for pilot purposes to the same respondents twice within a two week period and analysis done. The response obtained from testing using a retest was analyzed manually and comparison done. The test-retest technique was used to test the reliability of the research instrument using the Pearson's product moment correlation coefficient formula:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more simply shows that there is high reliability of data. The instrument realized a

Pearson product correlation coefficient ( $r$ ) of 0.75 which deemed the instrument reliable.

### **3.8 Data collection procedures**

The researcher obtained a research permit from National Council of Sciences and Technology (NCST). The researcher then got permission from the DEO and the principals in order to conduct the research and administer the questionnaires. Questionnaires were administered to the respondents in the sampled schools and collected back after one week. The respondents were assured of strict confidentiality of their identities.

### **3.9 Data analysis techniques**

The questionnaires were collected and checked for completeness. Quantitative data were coded by assigning a code to every response. Descriptive statistics were used to summarize the data in form of percentages. The data was organized and presented in form of tables, figures, and pie-figures. This enabled the researcher to summarize the data collected. Statistical Package for Social Sciences (SPSS) was used as it enabled the handling of large amount of data. The analysis was done using the Pearson Correlation Coefficient and Linear Regression. To establish whether age, of the teachers influenced performance which was objective two, Pearson Correlation Coefficient was used. To establish whether working conditions, professional development remuneration (objectives 3, 4, and 5) had any influence on students' performance in KCSE, linear Regression was used.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter presents data analysis, findings interpretation and presentation. The purpose of this study was to investigate the influence of teachers' motivation on performance of students in KCSE in public secondary schools in Imenti South District. The findings are presented according to research questions which included the establishment of the extent to which teachers motivation influence students performance in the K.C.S.E performance, investigating presence or absence of motivation factors in the workplace; determining whether the factors have any influence on teachers' motivation and whether the teachers' motivation influence the performance of the students at KCSE.

#### 4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study questionnaires were administered to 100 teachers and all of them were realized. The reason for a 100% was due to the fact that the researcher administered them personally to the respondents, waited for them to fill and they were handed back to her.

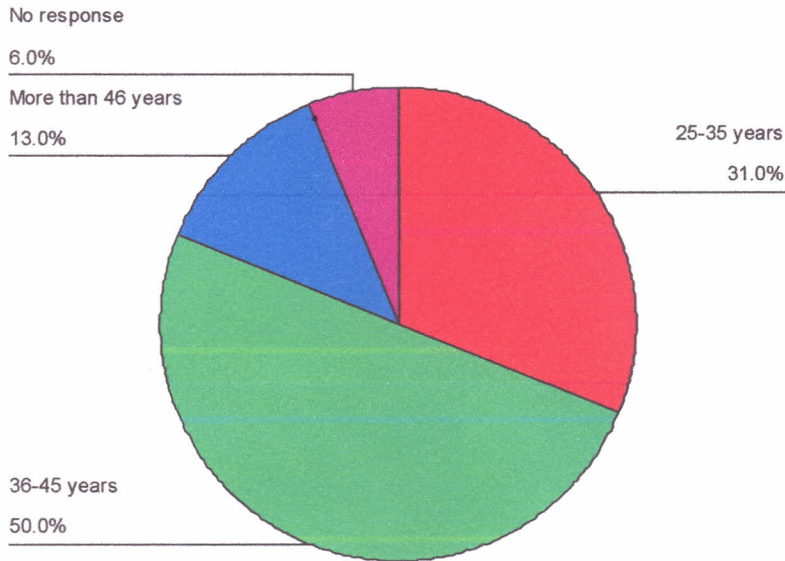
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NAIROBI

### **4.3 Demographic information**

This section presents the demographic information. The demographic data of the teachers was based on their gender, age, the class that they taught, teaching subject, professional qualification, teaching experience, number of times promoted, number of years of experience before attaining current job group and their career aspiration. The data on these variables were presented in this section. To determine the age of the teachers, they were asked to indicate their gender. Their responses indicated that slightly more than half (51%) were of female teachers while the remaining (49% ) were male. This indicates that there is a fare distribution of both teaching genders in the District thus gender of the teachers does not contribute to teachers' motivation. The teachers were also asked to indicate their age. Their responses are presented in figure 4.1.

**Figure 4.1**

**Distribution of teachers by age**



As indicated by Figure 4:1, ( 50%) of the respondents were between 36-45 years. This indicated that majority of the teachers in the District were mature and will be headed for retirement 16 years from now. However, there is a small pool of youthful teachers in the district. Similarly, age is one of the intrinsic factors that cause satisfaction or dissatisfaction hence influencing the motivation of the employee. As an employee mature he/she gains experience which is translated to high intrinsic motivation. Therefore, the age of the teachers in the district could have only insignificant impact, if any, on the poor performance of students in the District when compared with the other schools nationally as argued by Herberg (1959) but there is a relationship between job satisfaction and age.

The respondents were asked to indicate whether they taught up to form four and the results are as indicated by Figure 4.2.

**Figure 4.2**

**Teaching up to form four**

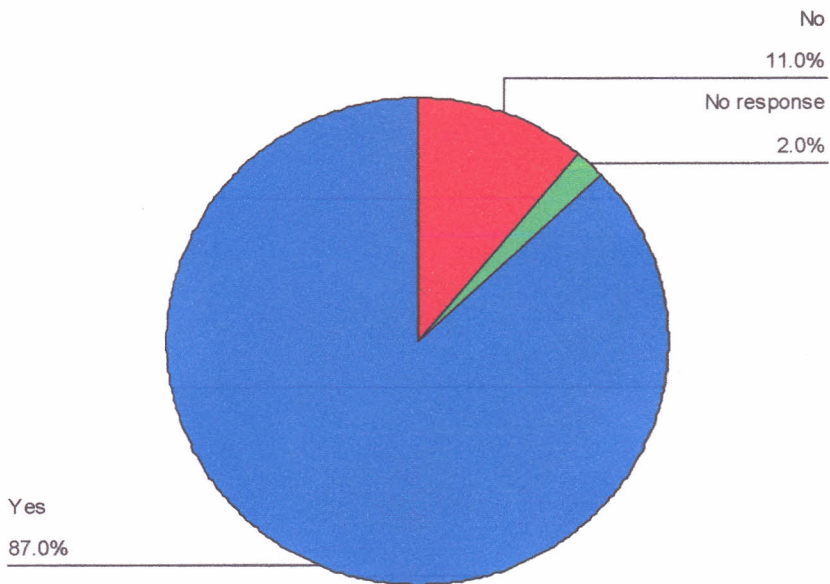
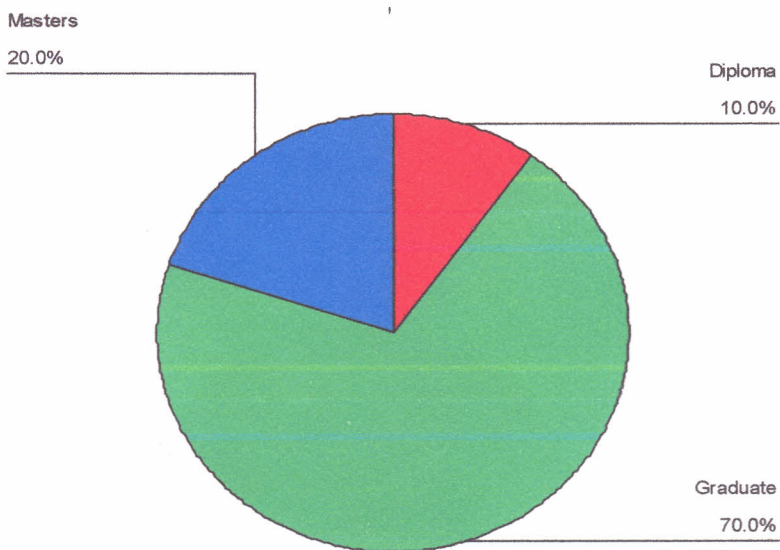


Figure 4.2, shows that majority of the teachers (87%) taught up to form four. This means that majority of the teachers in the district had teaching experience in handling all the classes. Experience of an employee contributes to intrinsic motivation for higher performance. Therefore, this factor may be only a minor contributor to the poor performance of students in the examination in the District as indicated by Dinham and Scott (1996) but there was no relationship between length of service and job satisfaction.

The respondents were further asked to indicate their professional qualification and the results are as indicated by Figure 4.3.

**Figure 4.3**

**Teachers Professional qualification**



Concerning teachers professional qualification as presented in figure 4.3 (70%) of the respondents had first degree certificates. This indicates that majority of the teachers in the District are professionally trained up to the degree level. Teachers who have these qualifications are expected to perform their teaching duties well and produce good academic grades.

However, with this qualification, the performance of the students in KCSE in the District was still low when compared with the others schools nationally. This also implies that majority of the teachers may not qualify for senior most

positions in the education sector which are currently requiring master degree as pre-requisites.

The respondents were asked to indicate the number of years of teaching experience and the results are as indicated by Figure 4.4

**Figure 4.4**

**Years of service of the teachers in school**

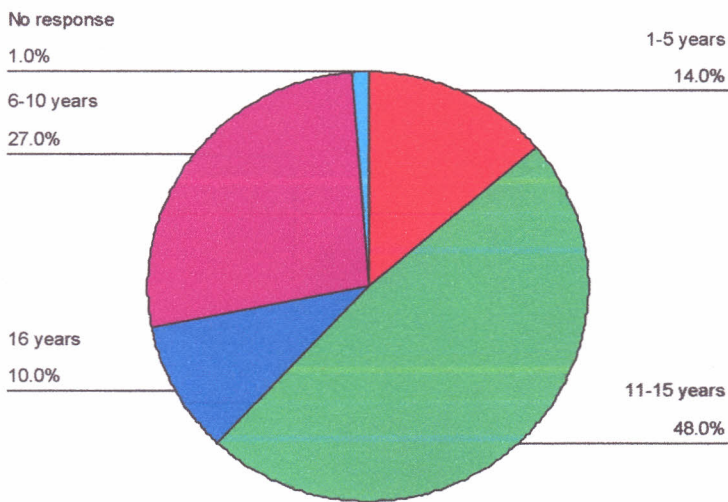


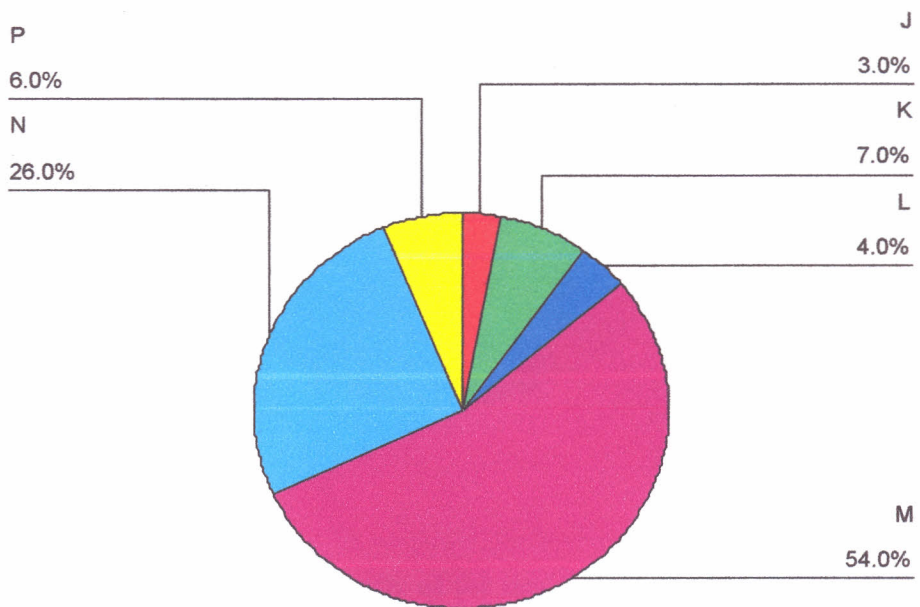
Figure 4.4 shows that majority of the respondents (48%) had been working for 11-15 years. Employee experiences influence their motivation of depending on the length of the experience. The more job experience an employee has the more intrinsically motivated they ought to be. This indicates that most respondents had critical teaching experience to influence better performance in KCSE in the district. Dinham and Scott (1966) found no relationship between

length of service as a teacher and job motivation. However, a significant association emerged between length of service and changes to job satisfaction.

The respondents were asked to indicate their current job groups and the results are as indicated by Figure 4.5.

**Figure 4.5**

**Distribution of teachers by job group**

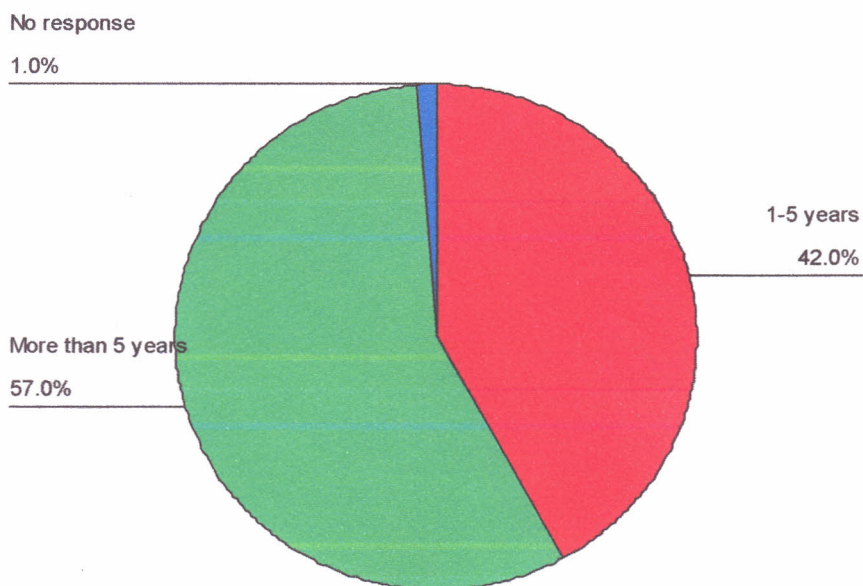


Findings in Figure 4.5 indicated that, majority (54 %) of the respondents were in job group M. This indicates that many respondents had been promoted from lower level job group to higher level job group M, this has been attributed to the automatic promotion provisions in the TSC ACT. As indicated by Adeyemi (2008), teachers teaching experience was significant with students

learning outcomes. A question was posed on the numbers of years in the same job group and the results are as indicated by Figure 4.6.

**Figure 4.6**

**Number of the years in the same job group**

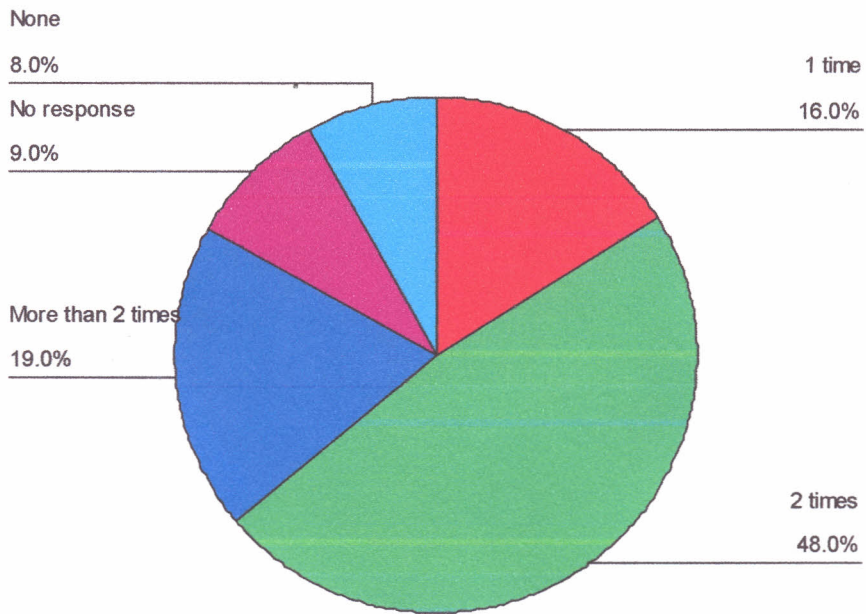


According to the findings, majority of the respondents (57%) had stagnated on one job for more than 5years. This implies that majority of the teachers in the district stagnate on one job group for too long before they get promotion. This may be one of the contributors to teachers motivation which directly impact on poor students' performance in KCSE

The respondents were asked to indicate the numbers of times they had been promoted and the results are as indicated by Figure 4.7.

**Figure 4.7**

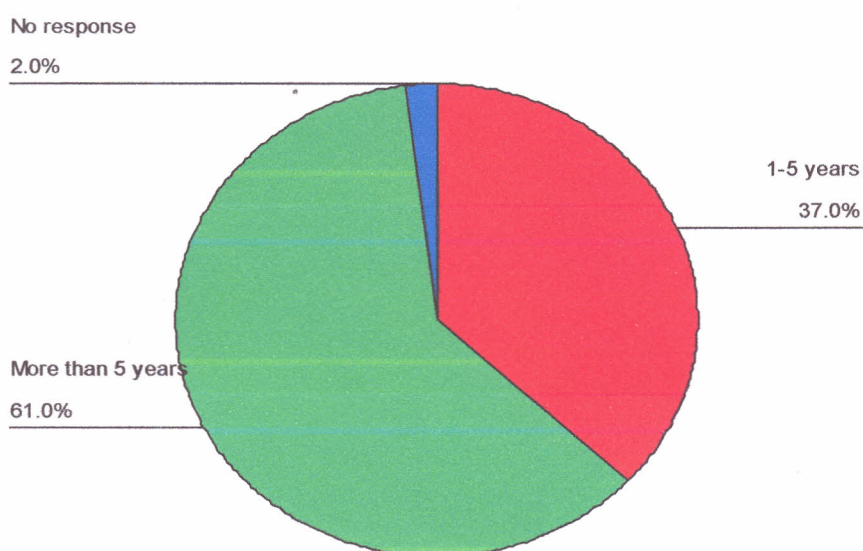
**Teacher's response on their promotions**



Findings in Figure 4.7 indicated that, majority of (48%) had been promoted only twice. This shows low promotion rates in the district. This has contributed to the poor students' performance in KCSE in the District as promotion of an employee influences the intrinsic motivation of that employee as supported by Koech commission (RoK, 1999), that there was need to improve teachers terms of service to boost teachers morale, commitment and promotion based on merit and experience. The respondents were further asked to indicate the numbers of times they had been promoted. Their responses are indicated by Figure 4.8.

**Figure 4.8**

**Years of experience before attaining the current job group**



According to the above Figure 4.8, majority of (61%) had stayed for more than 5 years before promotion. This means promotion of the teachers in the District takes long, hence influencing teachers motivation which has affected students' performance in the KCSE in Imenti South District.

The researcher was also interested in establishing the position that teachers wished to aspire for their long term career plans and the results are as indicated by Table 4.1

**Table 4.1**

**Teachers' response on planned career position**

| <b>Career aspiration</b> | <b>F</b>   | <b>%</b>   |
|--------------------------|------------|------------|
| PDE                      | 37         | 37         |
| DEO                      | 10         | 10%        |
| Principal                | 26         | 26         |
| HOD                      | 1          | %          |
| Non response             | 2          | 2          |
| None                     | 24         | 24         |
| <b>Total</b>             | <b>100</b> | <b>100</b> |

From the Table 4.1, majority of (37%) respondents would aspire to be P.D.E. This implies that majority of the teachers in the district have ambitions to grow their teaching careers. However, it is worrying to find that a few were not motivated to pursue teaching career growth but rather would want to hold positions of command.

**4.4 Influence of teachers motivation on student performance in KCSE**

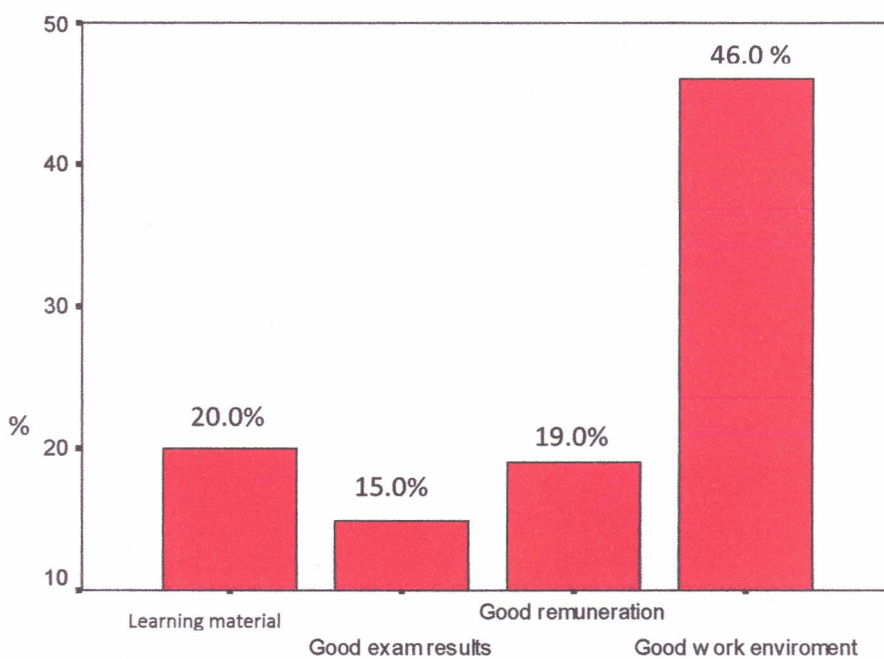
The effect of motivation of students performance in KCSE, the researcher sought to identify the factors influencing the motivation of teachers; to determine whether teachers' age had any influence on student performance in KCSE to establish whether working conditions of the teachers had any influence on students' performance in KCSE, to examine whether professional development of the teachers has any influence on students' performance and lastly to establish whether teachers' remuneration has any influence on students' performance in KCSE in Public secondary schools in Imenti South district. Data on these variables is presented in this section

#### **4.4.1 Factors influencing the motivation of teachers in public secondary schools in Imenti South district**

To determine the factors that influence teachers' motivation in public school, the respondents were asked to give factors which motivate teachers towards good students' performance in KCSE in their schools and the results are as indicated by Figure 4.9.

**Figure 4.9**

**Factors which motivate teachers towards good students' performance in KCSE in their schools**



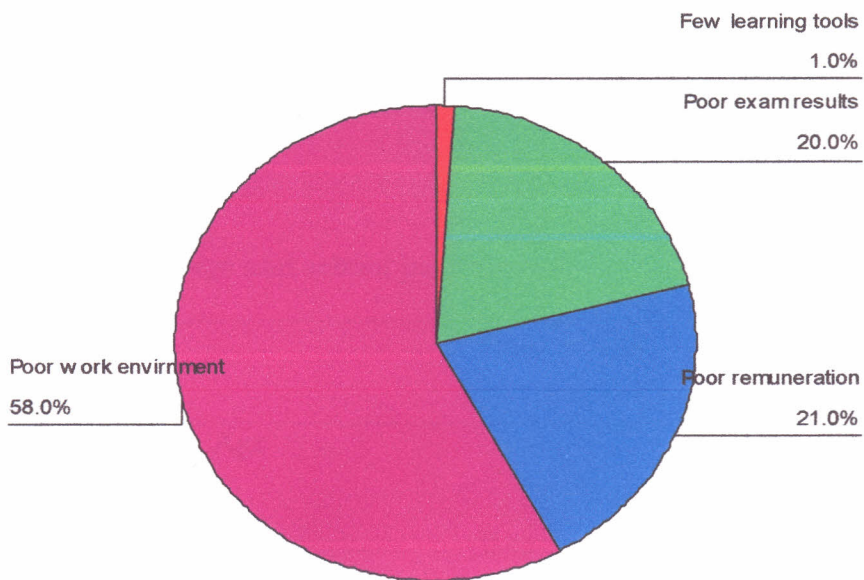
From the figure 4.9, it was found out that majority of the respondents (46%) indicated that good working environment was a critical motivating factor that would motivate them towards students' performance in the KCSE. Other factors indicated were: adequate learning materials (20%); good remuneration (19%) and good examination results (15%). This implies that teachers in the district would wish to see more improvement of the working conditions in the schools, as one of the priority, in order for them to improve their performance hence students' performance. This is in line with Paul and Kwame who stated

that working conditions have an influence on teachers' performance. Teachers working in rural areas are more demotivated than in urban schools.

The respondents were asked to give factors which de-motivate teachers towards good students' performance in KCSE in their schools and the results are as indicated by Figure 4.10.

**Figure 4.10**

**Factors which de-motivate teachers towards good students' performance in KCSE in their schools**



Findings indicated that, (58%) of the respondents attributed poor working environment as a critical de-motivating factor that would de-motivate them towards students' performance in the KCSE. Other factors indicated included: poor remuneration which was (21%) , poor examination results (20%) and inadequate learning materials and tools (1%). This implies that teachers in the

District would wish to see more improvement of the working conditions in the schools, as one of the priority, in order for them to improve their performance hence students' performance in KCSE in public secondary schools in Imenti south district this agrees to a study carried out by Paul and Kwame (2007) on teacher motivation in sub-Sahara Africa.

#### 4.4.2 Influence of teachers' age has student performance in KCSE in public secondary schools

The study sought to establish the influence of teachers' age and students academic performance in KCSE. The data were analyzed by of Pearson Product Moment Correlation Coefficient was used to analyze the relationship between age and KCSE performance. The data is presented in table 4.2

**Table 4.2**

#### **Correlations for age and school performance**

|                |            | Mean scores | Age   |
|----------------|------------|-------------|-------|
| Pearson        | Age        | 1.000       | -0.65 |
| Correlation    |            | -0.65       | 1.000 |
| Sig (1-tailed) | Mean score | 1.000       | -0.65 |
| <b>N</b>       | <b>100</b> | <b>100</b>  |       |

Table 4.1 indicates the Pearson Product Moment Correlation Coefficient results for the relationship between age and student KCSE performance from the teachers' questionnaire. From the analysis it is clear that age of the head teachers negatively influence (-0.65) school performance. This implies that the more teachers are advanced in age the poorer the school performance.

#### **4.4.3 Influence of working conditions on teacher motivation**

Working conditions are some of the hygiene factors (extrinsic factors) relating to the work environment which cause job satisfaction and dissatisfaction hence motivation (Herzberg1959). To establish how working conditions influenced teacher motivation, the teachers were asked to indicate the extent of agreement or disagreement with some statement on a likert scale where Strongly Agree, were (5); Agree (4); Undecided (3); Disagree (2); and Strongly Disagree (1); relating to some of the extrinsic factors relating to working conditions which influence the performance of teachers and hence the performance of students in examinations and the results are as indicated by Table 4 3.

**Table 4.3**

***Teachers' response on working conditions in their schools***

| <b>Factors</b>   | <b>SA %</b> | <b>A %</b> | <b>U %</b> | <b>SD %</b> | <b>D %</b> |
|--|-------------|------------|------------|-------------|------------|
| The school provides lunch and tea to teachers            | 62          | 37         | -          | -           | 1          |
| Employer gives out clear job description to the teachers | 19          | 52         | 2          | 20          | 7          |
| The school provides houses to teachers                   | 17          | 42         | 1          | 21          | 17         |
| The school Provides teaching /learning resources         | 38          | 55         | -          | 4           | 2          |
| The academic performance of students is good             | 24          | 54         | -          | 14          | 8          |
| The school is located within easy reach by teachers      | 32          | 35         | -          | 16          | 17         |
| The students are selected with high KCPE marks           | 14          | 42         | 3          | 23          | 18         |
| The school provides adequate infrastructural facilities  | 11          | 45         | 4          | 19          | 21         |

From Table 4.3 majority strongly agreed/agreed that, the school provided lunch and tea to teachers (62%); employer gave out clear job description to the teachers (52%); the school provided houses to teachers (42%); the school

provided teaching /learning resources (55%); the academic performance of students was good (54%);the schools were located within easy reach by teachers (35%);. the students were selected with high KCPE marks (42%) and the schools provided adequate infrastructural facilities (45%).This implies that many secondary schools and headteachers in the District have provided conducive working conditions for high teachers' motivation and performance of students in the examination.

To analyze whether working conditions influenced performance, regression analysis was carried out. In doing this, the researcher selected variables on teacher motivation "Provision of teaching and learning resources' and correlated with performance in mean scores. This finding was necessary to compare results from the independent variable working conditions and those from the exogenous variables so as to determine which variable has a greater influence on school performance. The results are presented in Table 4.4.

**Table 4.4**

**Model summary for relationship between working conditions and KCSE performance**

|         | R     | R squared | R adjusted | Std. Error of estimate | Change statistics |             |
|---------|-------|-----------|------------|------------------------|-------------------|-------------|
| Model 1 |       |           |            |                        | R Square Change   | F statistic |
|         | 0.615 | 0.328     | 0.241      | 2.6770                 | 0.328             | 11.168      |

**Predictor (constant) Provision of teaching and learning resources**

The results in Table 4.4 indicate that the R-square, as computed using the regression, was 0.328 showing that the predictor variable, represented by working condition factor (provision of teaching learning resources), contributes less than a half (32.8%) to student school performance in secondary schools. However, as highlighted in the table, the regression coefficient (R) is 0.615 or 61.5%. There is thus a strong relationship between working condition and school performance in secondary school. In other words, school performance in secondary schools may be explained by the prevailing working conditions. However, the regression coefficient (R) is 0.615 or 61.5%. There is thus a strong relationship between working conditions and school performance in secondary schools. In other words,

school performance in secondary schools may be explained by the prevailing working conditions.

#### **4.4.4 Influence of opportunities for professional development of teacher motivation.**

Professional development is some of the motivators (intrinsic factors) which cause job satisfaction and dissatisfaction hence motivation (Herzber, 1959). The respondents were asked to indicate the extent of agreement or disagreement with some statement relating to some of the intrinsic factors relating to opportunities for professional development which influence the performance of teachers and hence the performance of students in examinations. The findings are indicated by table 4.5. This was on a likert scale where Strong Agree were ( 5); Agree(4); Undecided(3); Disagree(2); and Strongly Disagree(1).

**Table 4.5****Teachers' response opportunities for professional development**

| <b>Factors</b>   | <b>SA %</b> | <b>A %</b> | <b>U %</b> | <b>SD %</b> | <b>D %</b> |
|--|-------------|------------|------------|-------------|------------|
| The employer offers assistance to enable you participates in in-service courses, seminars and workshops. | 5           | 30         | 2          | 40          | 23         |
| The employer uses fair methods and procedures of teacher promotion.                                      | 5           | 35         | 2          | 35          | 23         |
| The employer offers opportunities and incentives for further studies.                                    | 4           | 18         | 1          | 38          | 39         |
| The society recognizes your role as a teacher.   | 3           | 41         | 1          | 32          | 23         |

The table 4.5 shows that majority of the respondents strongly disagreed / disagreed that: the employer offered assistance to enable teachers participate in in-service courses, seminars and workshops (40%); disagreed that the employer used fair methods and procedures of teacher promotion (35%) disagreed that the employer offered opportunities and incentives for further studies (39%) disagreed that the society recognized ones role as a teacher (41%). This implies that many secondary schools and head teachers in the district have not provided adequate opportunities for professional development. Consequently, this may have resulted in de-motivated teachers who according to Sergiovanni (1955), perform up to a certain level considered

satisfactory, but make little or no effort to exceed this level. Perhaps, this may be one of the main motivation factors which may be causing comparatively poor performance of students in KCSE in the District. This also explains why there is a big number of mature teachers, as opposed to young teachers in the District.

To analyze whether professional development influenced performance, regression analysis was carried out. In doing this, the researcher selected the factors that she deemed very important among the factors in professional development namely “The employer uses fair methods and procedures of teacher promotion’ and correlated with performance in mean scores. This aimed at comparing results from the independent variable professional development and KCSE school performance. The results are presented in Table 4.6.

**Table 4.6**

**Model summary for relationship between working conditions and KCSE performance**

|         | R     | R squared | R adjusted | Std. Error of estimate | Change statistics |        |
|---------|-------|-----------|------------|------------------------|-------------------|--------|
| Model 1 | 0.521 | 0.381     | 0.231      | 2.59900                | 0.381             | 12.158 |

**Predictor (constant)** *The employer uses fair methods and procedures of teacher promotion.*

The results in Table 4.2 indicate that the R-square, as computed using the regression, was 0.521 showing that the predictor variable, represented by working condition factor (provision of teaching learning resources), contributes less than a half (51.1%) to student school performance in secondary schools. The regression coefficient (R) is 0.521 or 52.1%. There is thus a strong relationship between professional development and KCSE performance in secondary school.

**4.4.5 Influence of remuneration related factors on KCSE performance**

Remuneration related factors are some of the hygiene factors (extrinsic factors) relating to the work environment which cause job satisfaction and

dissatisfaction hence motivation (Herzberg1959). The respondents were asked to indicate the extent of agreement or disagreement with some statements relating to some of the extrinsic factors relating to remuneration related factors which influence the performance of teachers and hence the performance of students in examinations and the results are as indicated by Table 4.7. This was on Likert scale where Strongly Agree were (5); Agree (4); Undecided (3); Disagree (2); and Strongly Disagree (1).

**Table 4.7**

**Teachers' response on remuneration related factors**

| <b>Factors</b>  | <b>SA %</b> | <b>A %</b> | <b>U %</b> | <b>SD %</b> | <b>D %</b> |
|---|-------------|------------|------------|-------------|------------|
| The pension scheme in place offers good expectations upon retirement. | 1           | 9          | 3          | 38          | 49         |
| The amount of salary is commensurate with the work load.              | 2           | 1          | 1          | 49          | 47         |
| The payment of monthly salary is timely.                              | 8           | 55         | 1          | 23          | 13         |
| The allowances you receive are adequate.                              | 1           | 1          | -          | 42          | 49         |
| The annual salary is adequate and assured.                            | 1           | 7          | 1          | 42          | 49         |

The table 4.7 shows that majority of the respondents strongly disagreed that, The pension scheme in place offered good expectations upon retirement, (49%), the amount of salary was commensurate with the work load (49%), the allowances received were adequate, (13%) disagreed, that the annual salary

was adequate and assured (49%) disagreed. However, majority of the respondents (55%) strongly agreed /agreed that the payment of monthly salary was timely. This implies many teachers in the district feel the remuneration package that include salaries, allowances and pension are not competitive compared to the workload and other professions. The findings indicate that salary was an important factor in teachers motivation as agreed upon by Marnane and Olson (1990) who found that teacher salary is an important determinant of the length to time that teachers stay in teaching.

Consequently, this may have resulted in de-motivated teachers who according to Sergiovanni (1955), perform up to a certain level considered satisfactory, but make little or no effort to exceed this level. This may be one of the main motivation factors which may be causing comparatively poor performance of students in KCSE in the district. In addition to this, it may be the reason why there is big number of mature teachers as compared to young teachers in the country.

Regression analysis was carried out to establish whether KCSE performance was influenced by remuneration factors. The remuneration factor selected by the research in this aspect was The payment of monthly salary is timely. This was correlated with performance in mean scores. The findings are presented in Table 4.8.

Table 4.8

**Model summary for relationship between working conditions and KCSE performance**

|         | R     | R squared | R adjusted | Std. Error of estimate | Change statistics |                    |
|---------|-------|-----------|------------|------------------------|-------------------|--------------------|
| Model 1 | 0.596 | 0.312     | 0.234      | 2.7432                 | 0.312             | F statistic 10.217 |

**Predictor (constant)** The payment of monthly salary is timely

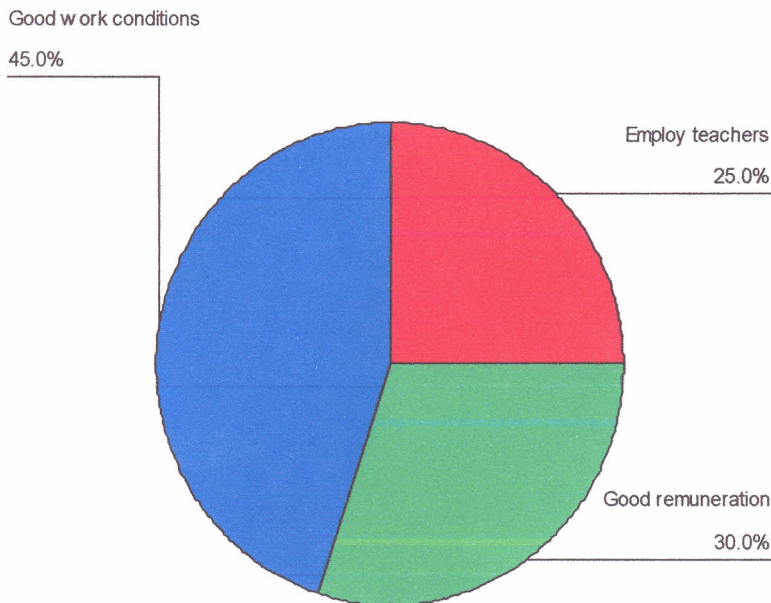
The results in Table 4.8 indicate that the R-square, as computed using the regression, was 0.312 showing that the predictor variable, represented by remuneration factor (The payment of monthly salary is timely), contributes less than a half (31.2%) to student school performance in secondary schools. However, as highlighted in the table, the regression coefficient (R) is 0.596 or 59.6%. There is thus a strong relationship between remuneration related factors and school performance in secondary school. In other words, school performance in secondary schools may be explained by the prevailing remuneration factors. However, the regression coefficient (R) is 0.596 or 59.6%. There is thus a strong relationship between remuneration related factors and school performance in secondary schools. In other words, school performance in secondary schools may be explained by the remuneration related factors.

#### 4.5 Recommendations to enhance teachers' motivation that would influence students' performance in KCSE in their schools

The respondents were asked to give recommendations on what would enhance teachers' motivation and would influence students' performance in KCSE in their schools and the results are as indicated by Figure 4.11.

**Figure 4.11**

**Recommendations to enhance teachers' motivation that would influence students' performance in KCSE in their schools.**



The Figure 4.11 above shows that majority of the respondents (45%) recommended improving of the working conditions as a priority and also other factors such as good remuneration (30%) and employing more teachers (25%). This implies that teachers in the district would wish to see more improvement

of the working conditions in the schools, as one of the priority, in order for them to improve their performance hence students' performance. According to a study carried out by Eshiwani (1983) which advocated for a healthy working atmosphere for teachers so that they can perform to the benefit of the students.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

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

#### 5.2 Summary of the study

The purpose of the study was to investigate the influence of teachers' motivation on performance of students in KCSE in public schools in Imenti South District. Five research objectives were formulated to guide the study. The research objectives sought to: identify the factors influencing the motivation of teachers in public secondary schools in Imenti South District; determine whether teachers' age has any influence on student performance in KCSE in public secondary schools in Imenti South District; establish whether working conditions of the teachers has any influence on students' performance in KCSE in public secondary schools in Imenti South District; examine whether professional development of the teachers has any influence on students' performance in public secondary schools in Imenti South District; establish whether teachers' remuneration has any influence on students' performance in KCSE in Public secondary schools in Imenti South District. The study adopted a descriptive survey. The sample was 100 respondents. Data were gathered by use of questionnaires. The analysis was done using the Pearson Correlation Coefficient and Linear Regression.

### 5.3 Summary of the findings

On working conditions, the study found out that conducive working conditions had been provided by the schools. It is expected that with conducive working condition in schools, teachers would be motivated to perform better hence good students' performance in the examinations. However, the presence of the conducive working conditions in the schools in the district has not influenced positively the students' performance in the KCSE. The study also found out that conducive working condition was a critical motivation factor that improves the teachers' motivation hence the performance of the students. The factor had been rated highly by the respondents. Other factors which motivate the teachers, although lowly rated are good examination results, adequate learning materials and good remuneration. Poor working conditions were rated high when compared to poor remuneration and inadequate learning materials as a de-motivating factor. Finding on the influence of teachers' age and students academic performance in KCSE revealed that age of the head teachers negatively influenced (0.65) school performance. This implied that the more teachers are advanced in age the poorer the school performance. Data on the influence of working condition on KCSE performance revealed that the school had conducive working conditions. For example the teachers were provided lunch and tea to teachers (62%); the employer gave out clear job description to the teachers (52%); the school provided houses to teachers (42%) and that the school provided teaching /learning resources (55%). A regression analysis on whether working conditions influenced performance

revealed a strong relationship between working condition and school performance in secondary school.

Data on the influence of opportunities for professional development of teacher motivation majority of the respondents strongly disagreed / disagreed that : the employer offered assistance to enable teachers participate in in-service courses, seminars and workshops (40%);disagreed that the employer used fair methods and procedures of teacher promotion (35%) disagreed that the employer offered opportunities and incentives for further studies (39%) disagreed that the society recognized ones role as a teacher (23%). To analyze whether professional development influenced performance, regression analysis was carried out. The findings revealed a strong relationship between professional development and KCSE performance in secondary school.

Findings on the influence of remuneration related factors on KCSE performance revealed that majority of the respondents strongly disagreed that, the pension scheme in place offered good expectations upon retirement (49%), the amount of salary was commensurate with the work load (49%), the allowances received were adequate, (49%) disagreed, that the annual salary was adequate and assured (49%) disagreed. However, majority of the respondents (55%) strongly agreed /agreed that the payment of monthly salary was timely. Regression analysis was carried out to establish whether KCSE performance was influenced by remuneration factors. The results revealed a strong relationship between remuneration related factors and school

performance in secondary school. In other words, school performance in secondary schools may be explained by the prevailing remuneration factors.

#### **5.4 Conclusions**

Based on the findings it was concluded that working conditions provided conducive learning atmosphere which teachers to perform better hence good students' performance in the examinations. The study also concluded that teachers' age negatively influenced (-0.65) school performance. This implied that the more teachers are advanced in age the poorer the school performance. The study also concluded that influenced performance revealed a strong relationship between working condition and school performance in secondary school. The study further concluded that there was a strong relationship between professional development and KCSE performance in secondary school. It was also concluded that had a strong relationship between remuneration related factors and school performance in secondary school. In other words, school performance in secondary schools may be explained by the prevailing remuneration factors.

#### **5.5 Recommendations**

Following the findings and conclusions of this study the researcher made the following recommendations:

- i. Schools ' B.O.G and TSC should improve the intrinsic motivation factor of teachers , by recognizing the teachers for their achievement

by writing commendation and recommendation letter to them, as inclusion in decision making that affect them .

- ii. Teachers who are closer to the students than other stakeholders should be provided with opportunities for professional growth. This may be done by sponsoring regularly the teachers to attend workshop, seminars and granting them to study with pay if they wish to go for further studies. This is also by giving the teachers more responsibilities by allowing them to handle different classes and assigning them other duties
- iii. The TSC should have a promotion procedure with an aim of shortening the promotion period but pegging it on students' performance in the KCSE.
- iv. B.O.G/TSC should improve the extrinsic motivation factors. This entails improving the working conditions and supervision of the teachers, provision of the right quantity and quality of training material at the right time, overhauling compensation to allow high remuneration payments based on teachers' performance and improving the working procedures.
- v. Headteachers as well as teachers should capitalize on a more reward – based system than punitive measures to enhance discipline and eventually desirable KCSE performance.

## 5.6. Suggestion for further research

Based on scope and limitations of study, the following areas were suggested for further studies;

- i. A replica of the study should be carried out in the districts other than Imenti south District, to explore whether public secondary schools in different districts are exposed to the same influence of teachers' motivation on the performance of students.
- ii. A study on relationship between teachers' motivation and KCPE performance should also be investigated for comparative purpose.
- iii. A study to be conducted to investigate whether high level of motivation of teachers have any influence on students performance in KCSE in public secondary schools in Kenya.

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## APPENDICES

### APPENDIX 1

#### INTRODUCTION LETTER

Dinah Wanja Gitonga,  
University of Nairobi,  
Department of Educational  
Administration and Planning,  
P.O. Box 30197, Nairobi

Dear Sir/Madam,

#### REF: LETTER OF INTRODUCTION

I am a postgraduate student of University of Nairobi pursuing a Master of Education in Education Administration. I am carrying out a research on **“Influence of Teachers’ Motivation on Students’ Performance in KCSE in Public Secondary Schools in Imenti South district”**. Therefore, am seeking your permission to administer questionnaires to the teachers to gather data on the above topic. This is purely on academic grounds and no any other purposes.

Thank you in advance for your co operation.

Yours sincerely,

Dinah Wanja Gitonga

## APPENDIX 2

### TEACHERS' QUESTIONNAIRES

This research is based on “**Influence of Teachers’ Motivation on Students’ Performance in KCSE in Public Secondary Schools in Imenti South district**”. Please, answer the questions by putting a “tick” (✓) in the bracket and /or giving explanation where necessary. Do not write your name.

#### Part 1: Demographic information

This part seeks information about you.

1. What is your gender?                      Male (    )                      Female (    )
  
2. How old are you?
  - a) 25- 35 years (    )    b) 36-45 years (    )    c) more than 46 years (    )
  
3. Do you teach students up to form 4 class?
  - a) Yes (    )                      b) No (    )
  
4. If yes in (3) above, what was your subjects mean grade at KCSE?
  - a) 1- 4 (    )    b) 4.1- 6.0 (    )    c) 6.1-12 (    )
  
5. What is your professional / Academic qualification?  
  
PHD (    )                      Masters (    )                      Graduate (    )                      Diploma (    )
  
6. How many years of teaching experience do you have?
  - a) 1-5 yrs (    )    b) 6 -10 yrs(    )    c) 11- 15yrs (    )    d) 16 yrs (    )
  
7. What is your current job group?

J ( ) K ( ) M ( ) N ( ) P ( ) Q ( )

8. For how long have you been in the job group?

a) 1-5 years ( ) b) More than 5 years ( )

9. How many times have you been promoted?

a) 1 time ( ) b) 2 times ( ) c) More than 2 times ( ) d) None ( )

10. How many years of experience did you have as a teacher before attaining your current job group?

a) 1-5 years ( ) b) More than 5 years ( )

11. What position do you aspire for in your long- term career plans?

a) HOD ( ) b) Principal ( ) c) D.E.O ( ) d) P.D.E ( ) e) None ( )

**Part 2: Information on factors influencing the motivation of teachers in Public schools in Imenti South.**

**12 Indicate the level of agreement or disagreement with respect to the statement provided below by using the following abbreviations**

SA) Strongly agree=5. (A) Agree=4. (U) Undecided=3. (SD) Strongly disagree=1. (D) Disagree=2

**a) Working conditions**

| Factors   | SA | A | U | SD | D |
|---|----|---|---|----|---|
| i) The school provides lunch and tea to teachers              |    |   |   |    |   |
| ii) Employer gives out clear job description to the teachers. |    |   |   |    |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| iii) The school provides houses to teachers.                   |  |  |  |  |  |
| iv) The school Provides teaching /learning resources           |  |  |  |  |  |
| v) The academic performance of students is good.               |  |  |  |  |  |
| vi) The school is located within easy reach by teachers.       |  |  |  |  |  |
| vii)The students are selected with high KCPE marks             |  |  |  |  |  |
| Viii) The school provides adequate infrastructural facilities. |  |  |  |  |  |

**b) Opportunities for professional development**

To what extent do you agree or disagree with the following statements on motivation of teachers.

| Factors   | SA | A | U | SD | D |
|---|----|---|---|----|---|
| i) The employer offers assistance to enable you participate in service courses, seminars and workshops. |    |   |   |    |   |
| ii) The employer uses fair methods and procedures of teacher promotion.                                 |    |   |   |    |   |
| iii) The employer offers opportunities and incentives for further studies.                              |    |   |   |    |   |
| iv) The society recognizes your role as a teacher.  |    |   |   |    |   |

**c) Remuneration related factors**

To what extent do you agree/disagree with the following statements concerning remuneration of teachers and motivation.

| Factors  | SA | A | U | SD | D |
|--|----|---|---|----|---|
| i) The pension scheme in place offers good expectations upon retirement. |    |   |   |    |   |
| ii) The amount of salary is commensurate with the work load.             |    |   |   |    |   |
| iii) The payment of monthly salary is timely.                            |    |   |   |    |   |
| v) The allowances you receive are adequate.                              |    |   |   |    |   |
| vi) The annual salary is adequate and assured.                           |    |   |   |    |   |

**Part 3. Information on suggestion to improve teachers' motivation and their influence on students' performance in KCSE.**

13.) In your opinion what factors motivate teachers towards good students' performance in KCSE in your school?

- i).....
- ii).....
- iii).....
- iv).....
- v).....

15. In your opinion what factors de-motivate teachers towards good students' performance in KCSE in your school?

- i).....
- ii).....

iii).....

iv).....

**16. What would you recommend as measures to enhance teachers motivation that would influence students performance in KCSE in public secondary schools.**

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

**Thank you for your participation.**

APPENDIX 3

RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. NCST/RCD/14/012/380

Date of Issue 17<sup>th</sup> April 2012

Fee received KSH.1,000

IS TO CERTIFY THAT  
I/Dr./Mr./Mrs./Miss/Institution

Wanjia Gitonga  
Address) University of Nairobi  
Box 30197-00100, Nairobi

been permitted to conduct research in

Location  
Imenti South District  
Eastern Province

Topic: Influence of teacher's motivation  
students performance in KCSE in public  
primary schools in Imenti South District



Applicant's  
Signature

Secretary  
National Council for  
Science & Technology

period ending 30<sup>th</sup> June 2012

REPUBLIC OF KENYA



# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Phone: 254-020-2213471, 2241349  
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NAIROBI-KENYA  
Website: www.ncst.go.ke

NCST/RCD/14/012/380

17<sup>th</sup> April 2012

Ref:

Date:

Dinah Wanja Gitonga  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of teacher's motivation on students performance in Kenya Certificate of Secondary Education in public secondary schools in Imenti South District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Imenti South District for a period ending 30<sup>th</sup> June, 2012.

You are advised to report to The District Commissioner and the District Education Officer, Imenti South District 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.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Imenti South District.