

**INFLUENCE OF MOTIVATION ON TEACHERS'  
PERFORMANCE IN SECONDARY SCHOOLS IN URIRI  
DISTRICT NYANZA PROVINCE, KENYA.**

**BY**

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**DECLARATION**

This Research Project is my original work and has not been submitted for any Award in any University.


  
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## **DEDICATION**

The project is dedicated to my wife Janet Aol for her moral and spiritual support. My children Vallary Oketch Aol and Stephanie Lucy Akinyi Aol. I thank them very much for keeping me company during the writing of the Project Report.

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## ABBREVIATIONS AND ACRONYMS

<b>KNUT</b>	-	Kenya National Union of Teachers
<b>EFA</b>	-	Education for All.
<b>KUPPET</b>	-	Kenya Union of Post Primary Education Teachers. .
<b>VSO</b>	-	Voluntary Service Overseas.
<b>HIV</b>	-	Human Immunodeficiency Virus
<b>AIDS</b>	-	Acquired Immune Deficiency Syndrome
<b>EFA</b>	-	Education for All
<b>CDSS</b>	-	Community Day Surrounding Schools in Malawi
<b>VSO</b>	-	Voluntary Service Overseas a body that was carrying out research on teacher motivation in Malawi sponsored by World Bank.
<b>MDG</b>	-	Millennium Development Goals.
<b>GCE</b>	-	Global Campaign For Education.
<b>TSC</b>	-	Teachers Service Commission
<b>B.O.G</b>	-	Board of Governors
<b>MARRA</b>	-	Monitoring, Assessment, Reporting, Recording and Accountability.
<b>KANU</b>	-	Kenya African National Union.
<b>CDF</b>	-	Constituency Development Fund.
<b>NARC</b>	-	National Rainbow Coalition.
<b>KSSHA</b>	-	Kenya Secondary School Heads Association.
<b>MOE</b>	-	Ministry of Education.
<b>FGD</b>	-	Focus Group Discussion.
<b>DEO</b>	-	District Education Officer.
<b>NCLB</b>	-	No Child Left Behind.
<b>UPE</b>	-	Universal Primary Education.
<b>USE</b>	-	Universal Secondary Education.
<b>FSE</b>	-	Free Secondary Education.
<b>FPE</b>	-	Free Primary Education.
<b>OECD</b>	-	Overview of Education and Country Development.
<b>INEE</b>	-	Inter-Agency Network for Education in Emergencies.

## ABSTRACT

One of the major issues in education in the world today is the influence of motivation on teachers' performance at work. However, in a number of countries where research on teachers' motivation have been done such as America, United kingdom, Asia, Israel, Africa with emphasis in Malawi, Ghana, Zambia and Kenya teachers' motivation has been neglected even though it is clear that without teachers' motivation not much could be achieved in their performance as de-motivated teachers do not take long time with learners but take other job alongside teaching as a fulfilment of their frustration. This revelation led to this study focussing on the influence of motivation on teachers' performance in secondary schools in Uriri District, Nyanza Province as the study problem.

The study was guided by five major objectives as follows: to establish how promotion influences motivation of teachers on performance in secondary schools in Uriri district; to determine whether working conditions and environment influence motivation of teachers on performance in secondary schools in Uriri district; to explore the strategies used by schools on motivation of teachers to perform in secondary schools in Uriri district; to determine whether head teachers have influence on motivation of teachers to perform in secondary schools in Uriri district; and to establish whether policies of compensation and benefits influence motivation of teachers on performance. Descriptive survey design method of research was adopted for both qualitative and quantitative data analysis and sampling was not used since the target population was small. The target population was 136 teachers employed by Teacher Service Commission which was obtained from fifteen secondary schools in the district. Data was collected using questionnaires for teachers and interview schedules for secondary school head teachers from the fifteen schools. Qualitative data was analyzed and interpreted following: First, data were organized in key thematic areas in line with the objectives. The second, thematic areas were described and thereafter a systematic analysis and interpretation were undertaken, synthesized to form interim report. Quantitative data processing and analysis began in the field with editing to minimize errors. This was done by researcher. It was succeeded by coding open-ended data, entry, cleaning, transformation, analysis and interpretation. The Statistical Package of Social Sciences (SPSS) was used to run descriptive analysis to produce frequency distribution and percentages while tables were produced using MS Excel.

The study found that teachers' motivation in secondary schools in Uriri district was poor caused by lack of promotion to job groups, poor working conditions and environment, poor facilities in schools, lack of compensation and benefits as well as too much assignment by head teachers. The study recommended government action plan to check on this through DEOs office for improvement. New ideas came up in the study pointing out that starting point had already been established by schools for improvement for example schools provided incentives such as lunch, tea, coaching by head teachers, housing, achievement rewards, merit promotion, benefits at work place such extra work pay as well as tours though the level was very low and did not influence motivation on teachers' performance as was expected. Further research is recommended in other districts in Nyanza province and in the whole country for comparison purposes.

# **CHAPTER ONE**

## **1.0**

## **INTRODUCTION**

### **1.1 Background of the Study**

Education in developing countries is at a critical juncture as international efforts are galvanised towards attainment of internationally agreed targets to expand and improve Education as part of Education for All (EFA) movement. However, at the same time a potential crisis in teaching threatens the ability of governments of developed and developing countries to reach these targets. In such countries, the teaching force is demoralised and fractured, teachers are paid little, their educational and training needs are neglected and they are mired in bureaucracies that neither support effective performance in jobs nor their career progression (World Bank, 2004). As a result, the teaching profession is characterised by high attrition rate to other professions, constant turnover, lack of confidence and varying levels of professional commitment. Teachers feel powerless and are not sure whether to create positive learning experiences for their pupils or to improve their own situation in the profession (Garret, 1999). In the same year (VSO, 2002) noted that poorly motivated teachers take other jobs alongside teaching, move out of teaching whenever possible, they do not teach in classrooms, they do not take account of learners needs thus the quality of teaching is poor, loss of community confidence in education resulting in high school dropout rates, education ability of the country's workforce is poor and economy suffers. Deci (2000) revealed that motivation of teachers influences their performance at various levels: when their motivation is low, their performance declines where as when their morale is high, their ability to perform is high.

In America study carried out by McLaughlin (1986) asserts that the most powerful motivational forces which attracts, maintain and keep successful teachers in the classroom are a complex of intrinsic rewards which come together in the ideal occupational combination of working with students, seeing students learn and succeed, believing one's job in service to others is valuable and being able to grow personally and professionally. Moreover, teachers of low stress schools developed fewer physical symptoms related to job-related stress and less psychological or emotional stress. In an investigation conducted by Czabaj (1992) in the United States (US), a correlation between teacher efficacy (motivation) and student performance was found. Teachers' motivation programs have enjoyed growing popularity in United States, a number of teacher motivation programs have been introduced in the past decade generally offering annual merit pay on the order of 10% to 40% of an average teacher's monthly salary (American Federation of teachers, 2000) under the No Child Left Behind (NCLB) act passed in 2001, poorly performing schools face sanctions across US. Advocates of motivation for teachers note that teachers are currently facing weak motivation with pay determined almost entirely by educational attainment, rather than performance (Lochheed & Verspoor, 1991; Harbison & Hanushek, 1992; Hanushek, 1996; Hanushek *et al.* 1998) argue that linking teachers' pay to students' performance would increase teachers' effort.

Koretz (2002) found that teachers' motivation program in Kentucky had significant positive influence (0.5 to 0.6) standard deviation on the test used to determine rewards for teachers but much smaller influence (0.1 to 0.2) standard deviation on another test that was not tied to reward. It was later argued that linking teachers pay to test scores may cause teachers to teach the test rather than encourage the creativity at the

same time teachers who are responsible for both producing good performance and for maintaining the value of an underlying facilities such as a piece of equipment or a school's reputation may neglect the long run value of the facilities if they are not provided with strong motivators to focus on the output.

In Israel motivation was provided to teachers based on student's scores (Lavy, 2002a, b) in which teachers were given motivation when their students' scored high marks and this improved their performance. The same was done to teachers in Mexico that provided performance rewards to secondary school teachers which influenced their performance positively where improvement was noted. The improvement index was from 36% to 47% which was calculated as 11%. At the same time Lavy (2002, a) found that an Israel program providing individual teachers with cash prizes for increases in students scores on a high school matriculation examination increased high school matriculation examination rates from 42% to 45.3%. At 60% to 300% of the average monthly salary, the prizes given in this case were much larger than those in most teacher motivation programs in US. Lavy (2002, b) found that rewarding Israel teacher based on school average performance rather than individual performance increased test scores and participation in motivation examinations.

In Asia study carried out by VSO (1999) found that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work) and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities,

teaching preparation and marking (World Bank, 2004). In the same country, the poor and declining quality of public education has led to growing number of parents sending their children to non-state schools (Bennett, 2003).

In Mauritius it is unfortunate that learners' performance in the schooling system is a cause of concern. The average failure rate of learners at the end of primary education examinations is 40% annually and 30% in the higher School Certificate Examinations (Seroo, 2006). These figures are alarming and they may be ascribed to the teachers' level of motivation. Teachers' knowledge, along with teachers' feelings, become integrated within the learners' schemata, and motivation is one of the dynamics which coalesce with the teacher who loves teaching (Czubaj, 1992). The same situation has been found in Malawi, Uganda, Tanzania, Mozambique, Ghana, Papua New Guinea and Zambia in Africa (Acheampong *et al.* 2003).

In Kenya the situation is not different as teachers hiring, firing and transfer decisions in Kenya are made centrally by the ministry of education. Hiring is based primarily on academic qualifications. Salaries are set through collective bargaining between the government and the politically powerful Kenyan national Union of Teachers (KNUT). In 1997, the starting salary for teachers was Ksh.5175 (Us dollar 88) per month (KSSHA, 2008). Teachers' salaries depend on education and experience. There is little opportunity for performance based promotion or increase in salary. Teachers have strong civil service and union protection and are difficult to fire. In some cases teachers who have performed very badly are transferred to desirable locations while the government may look more favourably on requests for transfers to more desirable positions or to



home areas from teachers who perform well, this lowers motivation to perform (MOE, 1997).

Although motivation of teachers by their employer is weak, every school is supposed to have a parent committee that provide gifts to teachers when schools perform well on national examinations. Similarly committees refuse to allow exceptionally bad teachers to enter the school, thus putting pressure on the Ministry of Education (MOE) to arrange a transfer for the teacher. However, only minority of school committees provide supplemental bonuses and only attempt to influence the National authorities in extreme cases Ministry of Education (MOE, 1997). The ministry of education through seminars have invited all teachers to keep in mind the pillars of education and to strive to leave a lasting legacy of good teaching to their learners (Ministry of Education, 2006). The fundamental transformation of infrastructure of public schools was undertaken in 2002 when National Rainbow Coalition (NARC) took over from Kenya African National Union (KANU). This was through the introduction of constituency development fund (CDF). A number of Constituency Development Fund (CDF) schools have been built and equipped with modern equipments such as libraries, parking zones for teachers, assembly halls, and gymnasiums have been added to each newly created school. This indeed have motivated teachers in such points as their working environment was changed a great deal though is not in every district.

Constituency Development Fund (CDF) schools are at limelight in every constituency as well as upcoming centres of excellence (Vision, 2030). At the same time schools face acute shortage of teachers caused by freezing of employment of teachers by the government (Wabala, 1997) which have influenced teachers' motivation on

performance as work load goes up without proportional increment in extra work done compensation. The country's recommended ratio of teachers to students is 1 to 45, but many teachers are handling classes of up to 70 students. This means less individual attention to students and lack of motivation for teachers who are overworked and underpaid (Education-Kenya, 2008). With significant number of older teachers retiring, some districts are expected to lose more of their teaching staff in the next few years and younger ones are rapidly leaving the profession to other countries and other profession, the situation is worsening and urgent action is needed as this influences motivation of teachers as workload keep on changing to the detriment of their performance (KNUT, 2008).

The intent of this wave of change regarding motivation of teachers on performance appears appalling, but little attention has been paid to teachers' motivation in Kenya. Indeed, teacher motivation has a substantial influence on the attribution of teacher efficacy which in turn has positive influence on learners' performance (Enderlin-Lampe, 1997). Teachers' enthusiasm is contagious and affects the learners in their classrooms. The average failure rate of learners at the end of primary education examinations is 40% annually and 30% in secondary schools examinations (Ministry of Education, 2009). These figures are alarming and they may be ascribed to be the teachers' level of motivation in both primary and secondary schools. This was revealed by Augustino (2002) who found that Kenyan teachers faces a number of problems such as inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, negative attitude and behaviour of school head teachers, students' poor work attitude and lack of interest in school, poor

employment policies, large class sizes, work overload and constant blame from parents wherever schools register poor performance. This is confirmed by frequent strikes in Kenya by teachers as was the case in 1997, 1999 and 2007 (Wabala, 1997). The situation spreads in all the districts in the country even though the level varies from one district to another due to geographical location, teachers' availability, training, motivation level, goal-oriented administration, and parent's ability to reward teachers, student's ability to learn and appreciate teachers' work as well as government's commitment to quality education through teachers' performance in the region. Uriri district is one such unique case which has been carved from the former Migori district in Nyanza province (KSSHA, 2009).

The district has a total of 15 secondary schools with teacher population of 136 employed by Teacher Service Commission (TSC). Initially the district used to enjoy all educational facilities from the former wider Migori district in terms of education office and officers, wider centres of excellence from bigger schools such as Kanga boys, Rapogi boys, Kanyawanga boys, and Ulanda girls, parents from wider geographical region with different capabilities in fee payment and motivation to teachers. Teachers' interaction was within a wider area. As at now, students' selection is restricted to a smaller area, bench marking in terms of performance is reduced. The education office is new with limited manpower and facilities to manage education affairs, yet the district is expected by education stakeholders to shine in academic performance just like any other district in Nyanza province. Furthermore, the most ambitious education related Millennium Development Goal (MDG) aimed at attainment of basic Education for All (EFA) by 2030 is now two decades away. It has been repeatedly pointed out that this is a major challenge

for national government, civil society organisations and the international community (GCE, 2005). Without teachers, there can be no education, and without education, sustainable economic, political and social development is not possible. As Wabala (1997) pointed out, whether there would be sufficient number of teachers with the necessary competence, commitment and motivated to provide good quality basic education to all children in Kenya? As Mugenda (2008) puts it, a desired education outcome is based on curriculum instruction which is solely provided by motivated teachers.

The literature above leads to the question “Is there influence of motivation on teachers’ performance in secondary schools in Kenya with special reference to newly created districts?” It is against this background that this study was conceived: to investigate the influence of motivation on teachers’ performance in secondary schools in Uriri district in Nyanza province to give education stakeholders a clue on how to handle influence of motivation on teachers’ performance in secondary schools and to achieve their vision and mission for the new district for years to come in terms of performance and in fulfilment of Millennium Development Goals (GCE, 2005).

## **1.2 Statement of the Problem**

Education is intricately related to national development. A well educated person is a need for African countries such as Kenya to establish the weaknesses within their educational systems and determine the points of intervention and the magnitude of the effort to achieve quality education through teachers’ performance which is positively correlated to motivation (Word Bank, 2004). The role of motivation is a key component in promoting the ability of teachers to function effectively to the realisation of the teaching and learning process in schools.

Based on background information of teachers' motivation in different countries in the World, teachers' motivation is fragile and declining. Teachers have low self-esteem in their professional role and feel they are not respected by others should be enabled to perform well. Teacher motivation is critically ignored factor in education policy-making (VSO, 2002) and yet there is a strong link between teachers' motivation and Performance. However, improving teachers' motivation is not uniformly prioritised as a major concern of national and international policy- makers. Policy-makers are aware of poor teacher motivation, but are not taking appropriate action either to seek teachers' views or address their needs (World Bank, 2004).

It is recommended that addressing teachers' motivation should be a major concern of policy-makers for this will create conditions of success for other education interventions. Education stakeholders should recognise the value of teachers on performance in secondary schools (DESO/SIDA, 2000). As Csikszentmihalyi (1997) in Japan noted, teachers' motivation varied significantly under different leaders with almost the same teaching staff, equipped with the same newly-built school premises and teaching resources. Teachers showed different attitudes towards their work, their learners, their colleagues and individual Principal. This suggests that school administration impacts on teachers' motivation and the provision of quality education.

In Kenya with unique districts created to ease administration, teachers' morale is low and their pay cannot match inflation and job tenure. They have been going on strike due to low salaries, poor working conditions, selective promotion, poor employment procedures and ever increasing workload (Wabala, 1997). There are no direct policies pertaining to motivation of teachers that have been introduced even though parents

sponsor teachers' tours, out of pocket whenever results are good as well as extra lessons in schools. However, the pass rate has been falling continuously over the last ten years (KSSHA, 2008).

Educational policy makers in Kenya have never consulted secondary school teachers on this critical issue in education, even though schools are centres of learning that demands professionalism, enthusiasm, passion and commitment in the classrooms from teachers who are directly responsible for helping children realise their potential and opportunities (Crowther *et al.* 2002). He added that for schools to be successful, they should be dynamic source of inspiration, intellectually vibrant, morally disciplined and aesthetically stimulating to teachers. In fact, they need to be told repeatedly that they matter and do make a difference in the learning of the children (Mclean, 2002). Indeed, school effectiveness depends on the motivation, commitment and performance of teachers (Heynes, 2000). In this regard, the study is an important tool for advancing knowledge, promoting progress and enabling people to relate more effectively in institutions of learning especially secondary schools to accomplish their purposes (Cohen & Manion, 1998).

### **1.3 The Purpose of the Study**

The purpose of the study was to investigate the influence of motivation on teachers' performance in secondary schools in Uriri District in Nyanza province-Kenya.

#### **1.4 Objectives of the Study**

The study sought to:

1. Establish how promotion influences motivation on teachers' performance in secondary schools in Uriri district.
2. Determine whether working conditions and environment influences motivation on teachers' performance in secondary schools in Uriri district.
3. Explore the strategies used by schools on motivation of teachers to perform in secondary in Uriri district.
4. Determine the influence of head teachers on the motivation of teachers to perform in secondary schools in Uriri district.
5. Establish whether policies of compensation and benefits influence teachers' motivation on performance in secondary schools in Uriri district.

#### **1.5 Research Questions**

Research questions are objectives written in question form such that if they are answered, the responses will help achieve objectives Oso and Onen (2005). This study was therefore guided by the following research questions:

1. How does promotion influence motivation on teachers' performance in secondary school in Uriri district?
2. What is the effect of working conditions and environment on motivation of teachers on performance in Secondary Schools in Uriri district?
3. What are the strategies used by schools on motivation of teachers to perform in secondary schools in Uriri district.

4. Is there influence of head teachers' on motivation of teachers to perform in secondary schools in Uriri district?
5. How does policy of compensation and benefits influence motivation of teachers on performance in secondary schools in Uriri district?

#### **1.6 Significance of the Study**

The findings of this study would help in identifying the importance of promotion as a factor in motivating or de-motivating teachers as workforce in secondary schools and influence on their level of performance. The study would help in determining the type of working conditions and environment that influence teachers' motivation in secondary schools in Uriri district. The findings would be used for identifying strategies that schools use for motivation of teachers and thereafter influence performance so that quality education could be achieved. The study would help in providing equipment and facilities that make work easier and interesting in secondary schools which could improve quality learning.

It was aimed at throwing light on the influence of head teachers on teachers' motivation and how this influences teachers' performance that is seemingly becoming a demand of teachers at the end of every academic year. It brings to light the teachers' views in relation to policies of compensation and benefits on motivation and how this affects performance.



## **1.7 Basic Assumption of the Study**

The study was based on the assumptions that Uriri as a newly created district in 2009 would remain as it was geographically without subdivision into a new district and that enabled data collection as was planned. The study assumed that questionnaires would be distributed to respondents upon which filling in would be done and be submitted back to the researcher. The study also assumed that the respondents were literate people and could read and write in responding to the questionnaires.

## **1.8 Limitations of the Study**

The Limitations encountered during the study included the respondents' inability to respond to questionnaires in time as some respondents were out on official duties out of their working stations and required booking appointments with them on later dates. This was corrected by the researcher collecting filled in questionnaires after one week from respondents who could not be reached earlier. In a number of cases respondents were not willing to fill the questionnaires demanding to be motivated (*Gonya*), however, after explanation that the study was purely academic, they reluctantly filled in questionnaires which was collected from them after a week. Another limitation was that the distance between them was great. It was also very difficult to reach these schools as the study was done during rainy season that made roads impassable by motorcycles. To overcome this early morning journeys were necessary. Due to busy schedule by some Principals of schools, interview with them was not easy and earlier appointments were made to access them on later dates.

## **1.9 Delimitations of the Study**

This study dealt with teachers' motivation and how this was influencing performance in every school in the district. It covered promotion of teachers within the school and its influence on performance, working conditions and the environment in the schools and its influence on teachers performance, strategies used in schools to motivate teachers to perform, how head teachers influenced teachers' motivation to perform as well as the role of compensation and benefits in influencing motivation of teachers to perform. This was situations within the secondary Schools environment such as learners, teachers and parents as stakeholders.

The respondents were literate group of people who would handle the instruments for data collection very well within the stipulated time. The study area was served with good transport and communication network together with availability of effective motorcycle means of transport that enabled the researcher to access target population, collect and compile quality report.

## **1.10 Definition of Significant Terms as Used in the Study**

The most important concepts related to this research and which need to be defined and explained are as follows:-

**Motivation (*Gonya*):** Motivation is a theoretical concept that accounts for the fact that people choose to engage in particular behaviour at a particular time (Beck, 2003). For the purpose of this research, motivation refers to the degree of energy and commitment with which a person performs a job. Teacher motivation therefore refers to the willingness or the desire of the teacher to achieve the goals of the school as an organisation.

**Policy:** Refers to the adequacy or inadequacy of a system. Its management structure in relation to goals and objectives which can be harmful or beneficial to the system (secondary school).

**Promotion:** Refers to the actual change in the status or position of the person in the institution.

**Relationship:** Refers to the situation involving the characteristics of the interaction between the respondents and the supervisor (head teacher).

**Strategy:** Refers to the reinforcement that can influence individuals' drives and desires towards an activity.

**Working Condition and Environment:** Refers to the physical conditions work, workload, or facilities available for doing work.

**Performance:** Refers to how well or badly teachers impart knowledge to learners in teaching-learning situation in secondary schools.

### **1.11 Organisation of the Study**

The study is organized into five chapters comprising of chapter one which is the introductory chapter. The introductory chapter describes the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, basic assumptions of the study, limitations of the study, Scope and de-limitations of the study and definition of significant terms used in the research. Chapter two comprises of literature review from various scholars considered relevant to the study objectives put in thematic sub-section reflecting objectives, theoretical framework, and Conceptual framework and knowledge gaps. Chapter three is characterized with research methodology. This describes in detail: research design, target

population, sample selection and sample size, research instruments, validity and reliability of study instruments, data collection procedure, ethical issues of the study and data analysis techniques. Chapter four consists of analysis, presentation, discussion, and interpretation of data collected. Chapter five comprises of the summary of the findings, conclusions, recommendations for further research and contribution to the body of knowledge.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter highlights the meaning of teacher motivation and the concept of motivation is explained. Motivation as a concept within teaching as a profession is discussed, thematic sections as revealed in objectives are highlighted as promotion and its influence on motivation of teachers' performance, working conditions and environment and its influence on motivation of teachers to perform, strategies used by schools to motivation teachers to perform, relationship between teachers and head teachers and influence on motivation of teachers' performance as well as policies of compensation and benefits and how this influence motivation of teachers' performance. The theory that applies to this study is discussed in detail and how it best fits into this study is elaborated. A theoretical framework as obtained from the literature review is presented as well as conceptual framework that develops the study is given together with definition of variables in the study. The chapter is concluded by gaps in knowledge as revealed by literature review.

#### **2.2 Definition of Motivation**

Steers and Porter (1991) dealt with three main issues while discussing motivation they defined motivation as what energizes human behaviour, what directs or channels such behaviour to be maintained or sustained. But as stated by Brown (1994), motivation is a term that is used to define the success or the failure of any complex tasks. Williams

and Burden (1997), defines motivation as interest, curiosity or a desire to achieve and concluded that the interest as a component of motivation should be sustained. While Ryan and Deci (2000) stated that to be motivated means to be moved to do something, unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task. In real life situation motivation refers to a reinforcement that is positively executed to induce an action and sustain it such that input continue to create an increasing output level or inner force that drives individuals to accomplish personal and organization goal. However, Harmer (2001) defines motivation as some kind of internal drive which pushes someone to do things, in order to achieve something.

According to Dornyei (2001), motivation is said to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. Oxford Advanced Learners Dictionary defines motivation as the stimulation of interest of somebody to cause to do something and to cause to act in a partial way. In school situation the stimulation of teachers' interest to do or to carryout an action with the aim of producing an increasing level of output is motivation. The output here is performance level. Motivated teacher is ready to perform extra hours, sacrifices his time outside scheduled school activities and always with learners. Teachers feel de-motivated when faced with a lot of work i.e. more load, large sized classes, setting and marking examination, pressure from fellow staff mates, pressure from unachieved duties/responsibilities, lack of promotion and growth in the organization, poor wages/salaries, non-existence of job security, less appreciation of work; no help with personal problems, indiscipline among learners as well as personal loyalty to other

employees, these creates low motivation and pressure among teachers in secondary schools (Ibid).

### **2.3 Motivation as a Concept within the Teaching Profession**

The most important human resource in the education institution that enables it to achieve its core mission is the teacher (Kruger & Van Schalkwyk, 1997). The teacher is the full-time classroom practitioner whose main function is more instructional in approach than managerial. They offer formal education to learners. Their professional activity involves the transmission of knowledge, attitudes and skills to learners enrolled in an educational programme in a school (Van Amelsvoort *et al.* 2005). According to Barnby (2006) teachers perform their tasks for three main reasons: altruistic, self generated factors which motivate people and external factors that motivate teachers. However, the reasons for choosing the profession as a career are predominantly related to altruistic and intrinsic stimuli (Moran *et al.* 2001) and maintaining a wholehearted passion for teaching and leading requires skill as well as excellence, inner strength and a strong spirit (Jackson & Jackson, 1999).

Teacher motivation has to do with teachers' attitude to work. Tracy (2000) defines motivation as all those inner striving conditions, described as wishes or urges that stimulate the interest of a person in an activity. Indeed motivated teachers have a sense of professionalism and are enthusiastic and totally committed to teaching. In this regard (Steyn, 2002) identified the following signs of a high morale that is closely related to effective motivation: excellent performance and the consistent achievement of results, a positive attitude regarding problem solving and a willingness to accept responsibility and accommodate change. This will contribute to the effective realisation of the school's

organisational vision, mission and goals. Consequently, in effective schools with motivated and well committed teachers, there is an effective culture of teaching and learning.

#### **2.4 Influence of Promotion on motivation of teachers and performance**

Career opportunities remain limited in most countries which means that a teacher's salary increases by relatively little over time. Being able to double one's salary over 30 years career is still the exception in Africa. Teachers in some countries such as Malawi complain that their promotion prospects are considerably worse than for other civil servants in other comparable occupations. Promotion criteria are also based on qualifications, interviews and years of service. Consequently, both good and bad teachers get promoted together, which many teachers find very demoralising (Harding & Mansaray, 2005). Upgrading of professional qualifications is the major avenue for promotion in many countries. In Sierra Leone, for example, one in eight secondary school teachers were on study leave aimed at upgrading professionally in 2004. According to Vail (2005), in-service influence teachers' performance and that it is a fact that teachers' motivation in developed countries is provided with good quality teacher training and they have opportunity to further improve their training for skills acquisition to improve their performance. Teachers who feel good about themselves and their work will be continually improving ways to reach all learners and so create an atmosphere where the learners want to be.

In Pakistan, teachers have to acquire additional qualification in order to be promoted especially women. Teachers working in remote areas find it very difficult to study (Harding *et al.* 2005). In Kenya, teachers complain that the system of teacher



upgrading is haphazard and erratic, as teachers who live in remote areas have virtually no chance of being visited by an inspector even though District Quality and Standards Officer (DQUASOs) are there which dramatically reduces their promotion prospects (KSSHA, 2008). Attempts have been made in some countries to introduce performance based system but to date they have been unsuccessful. Appraisal instruments are too complicated and without major changes in pay structures, most teachers see little point in taking new appraisal system seriously (Musikanga, 2005).

## **2.5 Influence of Working Conditions and the Environment on Teachers' performance**

The physical conditions of the classroom indicate orderliness and self-discipline. He gauges learners' feelings and attitudes by discerning their behaviour and responses in the classroom environment. Thus, depending on the degree of congruence between classroom practices and school environment, teachers' activities enhance learners' performance. However, the converse also applies as a teacher's attitudes to their work can just as easily curb learners' performance and so hamper the quality of teaching. Teachers who feel good about themselves and their work will be continually improving ways to reach all learners and so create an atmosphere where the learners want to be. Teachers are the group who can have the single most significant influence on learners' achievements. It is important to note that a teacher's attitude, whether good or bad, filters down to the learners (Vail, 2005). According to Hyde *et al.* (2005), working environment have influence on performance and that the number of hours worked is a key factor in teachers' perception of the quality of their working lives and a reduction does not necessarily always motivate. A study by Deci *et al.* (2001) on the influence of facilities

on teachers' performance concluded that the amount of work and facilities for doing the work are fringe benefits that motivate teachers to work hard and increases their level of performance.

In Sierra Leone, Ghana and Zambia, it is noticeable that a large majority of teachers in rural areas indicate that working conditions are poor and very poor. While concerned efforts are being made to improve working and living conditions, the daily challenge for most teachers remain daunting. In Nepal, working conditions at schools in the mountains are so difficult that typically, teachers (who are mostly males ) only stay short periods, which means that they have to limited commitment to school (Ramachandran, 2005). Housing and travel are the two critical issues affecting teachers' moral and motivation in virtually every country. Finding decent accommodation in rural areas is a major problem for most teachers. Travelling to work tend to be a much bigger problem for urban teachers. The high cost of travel contributes to teacher absenteeism and lateness in urban schools. In India, most teachers talked about distance from home to school as the main problem they face (Ramachandran, 2005).

The universal primary education (UPE) is now the single most important education goal in nearly all low-income developing countries such as Kenya. However, the pursuit of this goal has both positive and negative impacts on teachers' motivation. Efforts to attain UPE goals are usually accompanied by much increased resource flows with the support of international donor partners. But, at the same time, teachers can become seriously demoralised, especially when teacher recruitment does not keep pace with rapidly increasing enrolments as has been the case in both primary and secondary schools. In Kenya, for example, "the free primary and secondary education (FPE & FSE)

initiative appears to be strongly resented by both primary teachers and secondary school teachers in areas where education demand is strongest. Teachers in both schools now have to cope with much increased workload with the introduction of Universal Primary Education (UPE) and Universal Secondary Education (USE) at the same time resources to deal with this increase is strained (Hyde *et al.* 2005) teachers are de-motivated as they strive to cope with too much work with no additional change of working environment. Workload and class size has increased appreciably in many countries as a result of universal primary education (UPE) and Universal Secondary Education (USE) policy. Teachers and teachers' unions complain that most of the additional resources have been used to increase enrolment capacity and education at the expense of the teachers' motivation which had influenced their ability to perform as expected (Hyde *et al.* 2005).

## **2.6 Strategies Influencing Motivation of Teachers and performance in Schools**

A survey of the literature on teacher motivation reveals that many of the factors that determine the motivation of secondary school teachers. The driving factors are diverse and they may interact rather than be mutually exclusive (Fiddler & Atton, 1999). However, because the factors which determine teacher motivation are school-based and context bound and because teacher motivation within developed as opposed to developing societies involves different nuances, it is necessary to distinguish between the two sets of factors that impact on teacher motivation. The distinction is also important because in Kenya all sets of factors impacting on teacher motivation that are present in a number of schools represent a developed world context while others resemble conditions similar to developing societies.

An important aspect pertaining to teacher motivation in developed countries is the fact that teachers are provided with good quality teacher training and they have opportunities to further improve their training (Evans, 2000). They work in acceptable physical school contexts and they are decently paid for their work. The main factors that determine teacher motivation in developed countries, such as the United States of America, the United Kingdom and Australia are discussed below.

Interaction of teachers with learners excelling on a daily basis is the most encouraging aspect of their profession. Undoubtedly they find such psychological rewards to be source of work satisfaction. Though they may be dissatisfied with their overall profession, they remain motivated when they see their learners achieve academically. The latter are probably getting good parental support and academic guidance at home. The positive relationship with learners heightens the teachers' sense of professionalism, enthusiasm and self-worth and this motivates them to give their best to learners. However, in many developed countries, namely the U.S.A and the U.K, many social and environmental factors are enforcing negative learner attitudes. These undermine the teachers' overall enjoyment of their profession (Stenlund, 1995; Ingram, 1997; Wright & Custer, 1998; Scott, Cox & Dinham, 1999).

The respect and outside criticism directed to teachers is wanting. Teachers from developing societies feel that they do not get the respect they deserve as professionals. There is a general decline in the public's appreciation for teachers as well as from other professionals. Changes are inevitable and when changes are not ideologically and pragmatically accepted teachers become frustrated and dispirited which reduces their level of performance even though there are constantly increasing expectations from a

more discerning public (Dean & Rafferty, 1996; Scott *et al.* 1999; Evans, 2000; Abdo, 2001). In developing countries, teachers' competencies are not so critically questioned by the community which results in less awareness of how they should perform as professionals, whereas in developed countries there are clear expectations of how teachers are to perform.

Professional autonomy required by teachers in their work execution has never been recognized in many countries. Because of their professional training, teachers consider they should have the autonomy to experiment and develop classroom practices. However, there is a threat to de-professionalise teaching as a result of school-based teacher training as well as increasing interference and directives from administrators. This follows on from the process of decentralisation and the devolution of power from the central government to school authorities in the first world. This reduces their freedom not only in the classroom but in the school context as a whole. Moreover, teachers are demotivated because decisions are made about their own learners in forums outside their control (Evans, 1997; Evans, 2000; Bakker, 2005; Day, Elliot & Kington, 2005).

Though unreasonable working hours were not traditionally a significant factor that de-motivated teachers, recently they have become one of the factors that discourage new graduates from entering the teaching profession and causes veteran teachers to leave it (Barnby, 2006). Indeed, the number of hours worked is a key factor in teachers' perception of the quality of their working lives. However, a reduction of working hours does not necessarily always motivate teachers since it sometimes corresponds with a decrease in teacher motivation, particularly in secondary schools. According to Butt *et al.* (2005) this is because teachers' motivation in developed countries is embedded in a large

set of beliefs and attitudes pertaining to an unquestionable commitment to teaching regardless of the number of hours demanded and the impact thereof on their private lives.

Work overload is exacerbated by bureaucracy, paperwork and administrative tasks. Increasing formal demands are made on teaching, such as, monitoring, assessment, reporting, recording and accountability (MARRA). As a consequence of various so-called educational reforms, that have been and are being introduced in the developed world, teachers feel overwhelmed and dispirited. They also feel that they are not compensated accordingly for their increased workload. Dissatisfaction with the workload inevitably leads to low motivation. The number of hours worked have become one of the factors that discourage new graduates from entering the teaching profession and causes veteran teachers to leave it as reduction in working hours or its payment does not necessarily always motivate teachers since it sometimes corresponds with a decrease in teacher motivation (Stewards & Spence, 1997; Campbell, 1999; Barmby, 2006).

The Professional Development of teachers have remained a point of reference in many countries as clear cut policies of how to handle it remain with respective governments of various countries. Although teachers appreciate the opportunity to follow a professional career path that allows them to grow and receive recognition as professionals and continuous learners, some of these programmes are demeaning and tedious. In addition they are not permitted to give input. Linked to these frustrations are the excessive amounts of time devoted to administrative and non-curricular tasks as including coping with constant change that is characteristic of the developed world and that erodes the available time for professional development. Teaching thus becomes a stressful experience (Sparks, 1997; Scott *et al.* 1999; Vail, 2005).

Although educational reforms, such as, the implementation of a new national curriculum like in Kenya from 7.4.2.3 to 8.4.4 in 1981 (Mackay Education Report, 1981) and the issue of performance contract in Kenya that teachers rejected due to already overloaded professionals (KNUT, 2008), new staff appraisal systems and new evaluation methods are potentially exciting challenges, many teachers actually feel that they constitute a threat. Teachers are profoundly conservative in nature and are primarily more concerned about how the changes will affect themselves personally in terms of their classroom and extra-curricular activities than appreciating the potential over-all benefits of the proposed new educational policy. Consequently, when educational changes are not ideologically or pragmatically acceptable to them, they become frustrated and dispirited (Fullan, 1991; Dean & Rafferty, 1996; Evans, 1997; Scott *et al.* 1999; Evans, 2000).

According to Keiser and Shen (2000) teacher empowerment is a source of motivation for teachers. They consider that the more they share in decision-making the greater their job satisfaction will be hence their job performance, quality of work and the higher their self-esteem will be. The more teachers see that they have choices in how they complete their work the greater their perception that they are achieving their goals through their own efforts (Vail, 2005). Teachers are happier when they have some measure of control over their working environment. Autocratic top-down leadership tends to quell teacher motivation and morale. When teachers are not given the opportunity to voice their views and opinions and to participate in making decisions on matters that affect them, they become dissatisfied with their profession (Davis & Wilson, 2000).

Teachers experience disciplinary problems of learners as one of the major causes of de-motivation. This is because learners are the essence of their existence in the classroom. Often, when it comes to disciplining individual challenging children and also because they work in isolation, they do not feel that they are supported adequately by the principal (Stenlund, 1995). This is especially so in a toxic environment with ongoing conflicts and hostilities among learners and between learners and teachers that reflects the breakdown of the school culture Vail (2005). However, toxic environments are also very much part of the school climate prevailing in developing countries Christie (1998). Undoubtedly, learners' misbehaviour and negative attitudes towards their learning demotivate teachers (Dean & Rafferty, 1996; Wright *et al.* 1998; Woods & Weasmer, 2002).

Remuneration (Pay) is regarded as a stick disguised as carrot and it serves to prevent dissatisfaction or to act as a satisfier (Steward & Spence, 1997). Intrinsic factors such as recognition and praise are more significant motivators. However, negative job related attitudes among teachers do correlate with low salaries to some extent. It is the perception of the inequity in salaries which results in the dissatisfaction of teachers (Luce, 1998). In the developed world, people working in the business and engineering fields have witnessed markedly higher salary increases due to the high demand for their services, compared to the lower increases in the teaching profession (Weld, 1998; Evans, 2000; Mansell, 2002).

Mutual adjustment and a community of practice where teachers work remain very important aspect. Much of a teacher's work is carried out in self-contained classrooms that isolate them from the full support of their colleagues and the Principal.



Teaching can be a very lonely profession, and teachers who struggle without support trying to do their best become frustrated and consequently experience low levels of motivation. In addition when teacher's needs for affiliation are not met, they become dissatisfied (Frase & Sorenson, 1992). On the other hand, teachers find colleagues intellectually and emotionally stimulating. They find it encouraging when given the opportunity and time to collaborate with their colleagues and discuss common teaching concerns. The search for collegiality is a motivating factor for teachers in the developing world as well. Most motivating in the developed world today is the existence of a community of practice in schools. According to Sergiovanni (2004), teachers are motivated when they are able to share a common body of knowledge. Consequently, they work together to expand that knowledge and use it more effectively for the benefit of the community of teachers as a whole thus transcending their own individual practices (Ingram, 1997; Vail, 2005; Butt *et al.* 2005).

Recognition and feedback concerns informing teachers that they are doing a good job and recognising their achievements, both publicly and privately, makes them feel appreciated (Steyn, 2002). Recognition in the form of praise and constructive feedback from colleagues and the principal has a positive impact on teacher motivation, self-esteem, confidence and sense of security (Blase & Blase, 2004). From this they can develop a habit of reflection which can inform their behaviour. Indeed, teachers long for recognition, praise and feedback about their achievements and this is likely to motivate them professionally (Vail, 2005). Most of the factors affecting teacher motivation in the first world are related to both intrinsic and extrinsic motivation and are present in a number of schools in Kenya (Wabala, 1997).

Taylor (1856-1917) put forward the idea that workers are motivated mainly by pay. He argued that workers do not only naturally enjoy work but need close supervision and control accompanied by positive reward. Mayo (1880-1949) believed that workers are not just concerned with money but could be better motivated by having their social needs met while at work; managers taking interests in what workers do and treating them as people; as well as interacting with others, greater manager involvement in employees lives, working in groups or teams. As Czubaj (1996) states that teachers with an internal locus of control are less demoralised and therefore more motivated and are successful in teaching. Their students feel less stressed and take higher scores in their assessments. According to Deci *et al.* (2001), there are two sources of motivation being internal and external (intrinsic and extrinsic) self-generated factors such as responsibility, freedom to act and develop skills and abilities, interesting and challenging work, opportunities for advancement (intrinsic reward) and what is done by other people to motivate somebody (extrinsic reward) such as promotion, punishment, rewards, job security, the amount of work, facilities available for doing the work, the level of salary, fringe benefits are all tangible benefits that motivate employees.

Rewards for better performance to teachers with respect to Hygiene factor theory by Vroom states that employees must be highly motivated when the work is interesting, opportunities are given for extra responsibilities; recognition as workers and human beings get promotion as they work, high level of pay, safe working conditions, the same has been held by Herzberg (1993) who believed that employees are motivated when there is job enlargement that is a variety of tasks to perform which make the work more

interesting, job enrichment where workers are given a wider range of more complex, interesting and challenging tasks surrounding complete unit of work (Hertzberg,1993).

## **2.7 Influence of Head teachers on motivation of teachers' performance**

The Principal has to play a significant role in motivating his or her teachers in order to facilitate the effective functioning of the school as an organisation. Indeed, the key role of the principal is leading the staff and shaping an environment in which teachers can do their work best (Marshall, 1993). The teacher need the full support of the management to be motivated (Murthy, 2003). The principal has the responsibility to practise effective instructional leadership as this contributes to high teacher morale. Furthermore, by understanding the roots of motivation, leaders can create positive motivation and elicit effective teaching from all their staff (Chan, 2004). Consistent with this view, Smith (1994) points out that knowledge about the various theories of motivation and their constructive application assists the Principals in their management tasks and thus contributes positively to motivating personnel. Steyn (2002) argues that effective principals are able to create an ethos that generates motivated and successful teachers and stimulated and inspired learners in an effective school setting. Further, he stated performance alone does not allow individuals to satisfy their needs especially if they lack the appropriate skills or when their prior training is inadequate. It is therefore the role of head teachers to create an ethos that generates motivated, successful, stimulated and inspired teachers in an effective school setting. There is thus a relationship between teacher motivation and the execution of the Principal's instructional leadership responsibilities. The Principal can influence teacher motivation by concentrating his or her leadership on two aspects, namely, the bureaucratic and structural aspects and the

informal aspects respectively (Kruger, 2003). By means of the instructional leadership task, he or she can influence the organisational programmes, involving teachers in decision-making, providing resources, supervision and the provision of instructional time. Leaders may also inspire motivation in teachers through their own behaviour at schools.

According to Bennett (2003), inspirational motivation occurs when leaders motivate and inspire teachers, who are followers, by providing meaning to and challenges in their work, for example, by giving inspirational talks, communicating their vision and acting in ways that inspire enthusiasm. The Principal as a visionary leader should build commitment among teachers, individually and collectively, and motivate them to work effectively towards the realisation of the school's core mission. Principals motivate and inspire teachers who are followers by providing meaning to and challenges in their work, for example, by giving inspirational talks, communicating their vision and acting in ways that inspires enthusiasm. Teachers are motivated in their work when they feel good. They feel good when the principal avoids 'professional myopia; and when teachers do not work in an uncompromising context. In this situation teachers' job-related ideals incorporate ethical, epistemological, affective, professional and economic which shape their views on equity and justice, pedagogy and androgogy, organizational efficiency, interpersonal relations, collegiality self conception and self image (Evans, 2001). This implies that teachers are motivated when there is a teacher- centred approach to educational leadership (Evans, 1998). This approach is only possible when the principal as an educational leader, over and above their management role, endeavours to meet as many individual needs as possible and leads the teachers with considerable care, a positive attitude and interest in their welfare. A Principal guided by this approach

develops a work context that is underpinned by a professional culture of tolerance, cooperation, compromise and consideration of the teachers. Sergiovanni (1993) calls this approach the 'pedagogical leadership' approach.

A study of teacher motivation has two main themes. The first is why teachers behave in the way they do in the school setting. The second is how they can be helped by the Principals and other stakeholders so that they engage in work and teaching behaviour which will contribute to the core function of the school, which is teaching and learning (Crawford, 1997). As pointed out by (Sergiovanni & Starrat, 1993), motivated teachers have a positive impact on learner learning, and are able to create an appropriate classroom atmosphere, have reasonable control of their work activities, are willing to accept responsibility and are personally accountable for outcomes. In addition they announce their teaching and learning objectives publicly on notice-boards and frequently schedule meetings with their learners' parents (Kloep & Tarifa, 1994). Anderson and Kaprianou (1994) outlined three ways in which motivated teachers may make schools more effective. These are: they will always find better ways to do their job, they are seriously concerned about quality and, they do their best to ensure that the teaching and learning process takes place effectively in the school as well as the success of the educational establishment because they are always looking for better ways of doing their job (Steyn, 1996). As a result there is less likelihood for poor performance (Fiddler & Atton, 1999).

The importance of Teacher Motivation is core especially where schools exist, primarily, to educate children. It is for that purpose that teachers and others are employed in schools (Fiddler & Atton, 1999). Teachers are arguably the most important

professionals for any nation's future. However, without adequate resources teachers will not be motivated although they may be highly qualified. It is regrettable that evidence indicates that the teacher - the most vital resource in the school - is being neglected and teacher turnover is very high in many African countries (Abdo, 2001). This is an unfortunate state of affairs as it is beyond doubt that schools would not survive without highly motivated and dedicated teachers (Abdo, 2001) pointed out that the strength of a nation depends on the high quality of its educational system. The strength of such a system depends on qualified and motivated teachers. Together, with the learners, teachers bear the greatest responsibility for ensuring the success of the school, as an edifying organisation. Inspired teachers are essential in providing excellence in education. According to Barnby (2003) teachers feel they are not compensated accordingly for their increased workload and dissatisfaction with the workload inevitably leads to low motivation to perform.

In any school where the teachers are happy and productive, the learners are also likely to be the same. As pointed out by Lethoko, Heystek and Maree (2001), committed teachers make committed learners. They are regarded as a crucial component of effective schools. For instance, motivated teachers in Albania are reported to be engaged in using desirable classroom practices such as the planning and implementing of lessons. Teachers' willingness to work helps control learners within the school. In addition to their teaching loads, they also help to solve punctuality, truancy and disciplinary problems (Lethoko, Heystek & Maree, 2002). This contention is supported by Ofoegbu (2004) who asserts that a motivated teacher inspires respect and a desire to learn.

## **2.8 Influence of Policies of compensation and benefits on motivation of teachers' performance**

A study in France noted that teachers' performance is assessed by the school (40%) and the inspectorate (60%). Teachers with the highest performance marks see their pace of promotion increased and may reach the top of the salary scale after 20 years instead of 30 years. Such compensation programs motivate teachers to perform better. However, this involves high costs (inspection, management) which may outweigh the benefits. In Germany teachers are entitled to state retirement benefits and do not have to pay social security contributions. The retirement age for teachers is 65; however they may apply for early retirement at the age of 63. Any teacher with 5 year tenure is entitled to pension. The pension amounts to 1.875% of the eligible earnings for each year of service, with a minimum of 35% and a maximum of 75% of the latest earnings. Further in Germany, teachers aged over 55 have the possibility to toothless hours with only a small reduction in pay. Teachers pay is largely determined by seniority and the type of school with wages increasing with the level of the school. This enables teachers to perform as expected and thus their motivation is high (OECD, 2000). In Netherlands the compulsory retirement age for teachers is 65 years, although a lot make use of early retirement schemes. Further, there are special leave arrangements for older teachers, which allow them to reduce their number of hours without an equal reduction in pay. Older teachers may reduce their working hours by four (from the age of 52), or eight from the age of 56) per week in exchange for a 50% reduction of their salary over these hours. Such arrangements make teachers happy and ready to perform (CPB, 2000).

In line with the shape of salary profiles, productivity profiles in most countries with work-like compensation are slowly increasing for men. A flat productivity profile is found for some countries with short salary scales. The absence of an increase in productivity might suggest that better teachers are leaving the classroom early in these countries. Therefore, productivity profiles give some evidence in support of an effect of work-like compensation on teacher performance. In addition, they seem to show that male teachers are more responsive to earnings than female teachers (in line with other studies), for example Waterreus and Dobbelsteen (2001). The revelation by Evans (2002) who carried out a study on the impact of salary on motivation of teachers and concluded that the level of salary affects teachers' performance, as more salary is paid, teachers become more motivated to work effectively. According to INEE (2002) that carried a study on education compensation and payments for educational staff, concluded that compensation should be sufficient to enable teachers to focus on their professional work rather than having to seek additional sources of income to meet their basic needs. Compensation should be contingent on adherence to the conditions of work and code of conduct. The appropriate level of compensation should be determined through a participatory process ensuring co-ordination between the actors involved. It should aim to be at a level that ensures professionalism and continuity of service and sustainability. In Kenya teachers are promoted on seniority and compensated at retirement time. Other compensations are only done when teachers are transferred in between district for disturbances.



## **2.9 The Role of Motivation in Institutions**

Why do we need motivated teachers? Smith notes it is survival (Smith, 1994). Motivated teachers are needed in our ever changing institutions such as secondary schools to help such institutions to survive the current demand of performance; motivated teachers are productive as their productivity is revealed by excellent academic performance as many girls and boys acquire university entry points. Education administrators such as heads of schools should understand what motivates teachers; this is due to the fact that what motivates employees like teachers keeps on changing constantly (Bowen & Radhakrishna, 1991). Researchers assert that as employee's income increases, money becomes less of a motivator (Kovach, 1987). Also as employees get older, interesting work becomes more of a motivator. Therefore more and more avenues need to be identified to keep pace with the constantly changing motivators. Motivation is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it (Dornyei, 2001). Motivation energizes people to carry out an activity willingly and with sustainable ability upto the end of the task. Motivation is needed in our institutions to propel the implementation of educational policies such as education for all by 2030. Such policies require implementers who are out to work without complain, a class of people who have self-drive, activated to work and can sustain that activity for a good time to achieve intended goal for the country.

Motivation increases employee level of commitment to his job it also facilitates smooth running process of the institution of learning as all people will be activated to do their best. Motivation enables resource integration in an institution of learning as

resources are put together for a common purpose by all parts. It enables management to develop towards the best using simple, sensible, relevant activities to guide what you need to get as the results you need for the institution.

## **2.10 Dissatisfied Teachers and their Impact on Learning**

Today, with increasing demands placed on teachers in contexts of increased tendencies of a breaking down of the culture of teaching and learning on account of increasingly pervasive societies, it is difficult to urge teachers to put their heart and soul into their work (Murthy, 2003).

As a matter of fact, the work has become a place of disillusionment; teachers start with enthusiasm and creativity but day after day they feel more and more helpless, overwhelmed, exhausted and bored. Teachers often feel isolated from colleagues and from needed supervision (Caladarci, 1992). Teachers who are de-motivated often display apathy and indifference to their work, poor time keeping and high absenteeism, a lack of cooperation in handling problems and an exaggeration of the effects of or difficulties encountered when facing problems (Scott, Cox & Dinham, 1999). This makes it clear that job satisfaction, teacher motivation and morale vary between schools and among individual teachers depending on work contexts and the Principal's role as a leader in the organisation. These factors make them feel as if "they have been shot down" (Weiss, 2006:1) and a negative impact on teacher morale and job satisfaction. According to Barmby (2006), this is because teachers have too many responsibilities or excessive non-teaching responsibilities such as paper administration task for which they have insufficient support from the administration.

In the same vein, Caladarci (1992) and Barmby (2006) found that bureaucracy is a de-motivating factor. There is lack of job autonomy processes at school. They also found that remuneration impacts on teacher motivation. Klang (2005) argues that if you don't feel well, you don't work well, and if you don't work well, your full potential is never realized. Thus teacher motivation impacts on the realisation of the school's core mission. Indeed, de-motivation is to the detriment of any school and the learner's performance (Smith, 1994). Consistent with this view, Ofoegbu (2004) points out that lack of motivation may lead to stress which eventually translates to ineffective classroom management and lack of school improvement.

Many teachers manifest poor motivation and this prevent the school from reaching its ultimate goal of effective teaching and successful learning. Poorly motivated teachers are recognisable by the following signs (Smith,1992): they frequently express concerns about earnings; they often seek reassurance about job security; they always need to have duties spelled out clearly; they follow instructions but never show initiative; they frequently express concerns about working conditions; they show little interest or enthusiasm for the job in hand. According to Woods and Weasmer (2002), eager neophyte teachers burst into the classrooms confident that they will touch their learners' lives and inspire them to learn. This is due to the positive image of teaching as the transmission of a predetermined curriculum that is teacher-driven and which demands obedience and passivity from learners (Hargreaves & Jacka, 1995). There is always a wide gap between the young, beginning teachers' concepts and ideals and the actual practice and experience of school and teaching realities. This is most often associated with a breakdown of the school culture of learning and teaching.

Saunders (1996) and Lethoko *et al.* (2001) cite when referring to this absence of good teaching in black secondary schools in South Africa as “a crisis of gargantuan proportions.” As a result, the school is becoming a place of disillusionment for teachers. This, however, tends to be a worldwide problem. In Israel, the percentage of teachers who leave within five years is estimated to be between 20% and 50% (Asrat,1991) while American studies indicate that many graduates never actually start a teaching career and as many as 50% may leave the profession within the first five years (Fresko *et al.*1997).’ Furthermore, according to Gullatt and Benett (1995), teachers’ performance declines during their second and seventh years of teaching. This is mainly because the teachers’ needs are not met. The reasons for the lack of quality in educational provision are that one cannot enhance educational quality without also attending to the poor status and the low salaries of teachers, especially in such regions as Middle East and North African regions (Abdo, 2002). De-motivated teachers have a low morale because of various pull-factors that are associated with the school’s poor working conditions. Teachers with poor motivation cannot be expected to perform their task in an effective way. According to Masitsa (2003), unmotivated teachers can neither perform in accordance with their ability nor motivate their learners effectively. Obviously, this will impact negatively on the teaching quality and learners’ performance. No matter how excellent education may be, unless learners are motivated to take advantage of it, they will not apply themselves diligently enough to learn (Masitsa, 1995).

Since teachers are the key people in the school, they need to be highly motivated in order for learning to happen. However, due to their low morale Evans (2001) accompanied by a breakdown of motivation (Lethoko *et al.* 2001), it seems that schools

are not dynamic sources of inspiration; neither are they intellectually vibrant, morally disciplined and aesthetically stimulating (Crowther *et al.* 2002). Ideal teachers should be the main force towards achieving these ends. A decade ago Meadows (1993) pointed out that teachers were neglected and too often schools do not pay sufficient attention to their fundamental needs. With the increasing demands made on them, teachers need more than ever before, to be motivated and guided by the education stakeholders. Moreover teaching can be a bit too absorbing and can take over the life of the teacher (Day, Elliot & Kington, 2005).

## **2.11 Approaches to Motivation**

Motivation is vast and complicated topics that include many theories. Wool folk (2001) highlighted four general approaches to motivation, namely behavioural, humanistic, cognitive and socio-cultural conceptions. The different approaches to motivation attempt to explain what motivation is and each approach contributes its own way towards a comprehensive understanding of human motivation. On the other hand, theory of motivation concentrates on the aspects that motivate individuals at work and examine the relationships among the different variables that make up motivation (Crawford, 1997). These four approaches to motivation represent a theoretical framework for the 'what' and 'why' of motivation and serve as a broad basis for an analysis of the contextual motivation of secondary school teachers. For the purpose of this study Behavioural approach is adopted and is explained as follows:

Behaviourists explain motivation in terms of concepts, such as, "rewards" and "incentives". According to Luce (1998), incentives are used to motivate workers' performance whereas rewards are used to compensate worker's performance. In fact,

these approaches view motivation as a change in the rate, frequency of occurrence or form of behaviour as a function of the environmental events or stimuli (Pintrich & Schunk, 1996). In many schools it is the practice to reward teachers for their extra efforts in their contribution to the realisation of the school goals. Enhanced pay packages, staff tour, free tea and lunch as motivators may result in better and further improved teaching performance while negative reinforcements as withdrawal of benefits such as rewards, praises, free tea and lunch will always de-motivate (Luce, 1998). The above approach lead to the theoretical framework as discussed below.

## **2.12 Theoretical Framework**

A theory is a series of concepts organized into assumptions and generalizations that tend to hypothesize about phenomena Glatthorn (1999). There are a number of different views as to what motivates workers. The most common theory that fits this study is Expectancy Theory even though there are a number of other theories relating to motivation. Unfortunately these theories do not all reach the same conclusion. This theory can bring about a better understanding of the behaviour and attitudes of teachers in the school setting and the factors that impact on these behaviour and attitudes. This theory was first developed by Victor Vroom in 1964 and later extended by Porter and Lawler in 1968. It explains the determinants of workplace behaviour and attitudes (Drafke & Kossen, 1998). Expectancy theory states that managers and business owners have been thinking about how to motivate their employees and get most out of them in terms of productivity for many hundred years. The question of what motivates is as old as the concept of having employees itself. With the advancement of society in the past

10,000 years we still have not solved the question expectancy theory helps us to understand motivation in the work place better even if it is not perfect.

Expectancy theory states that workers motivation is as result of how much a person wants a reward (valence), the estimate that the probability that the effort will result in the expected performance (expectancy), and the belief that the performance will result in the reward (instrumentality). In other words people want to believe they will be rewarded for their effort(s) and the level of effort they are willing to exert is based on this belief of the reward.

Expectancy theory is constantly working in any organisation that has employees. Employees come to work because they get paid despite whether or not they enjoy the type of work they are doing. To enjoy the work is another benefit for them. Workers make choices from the options that are available and their likelihood of achieving beneficial results. This helps determine how much energy and motivation they are going to spend in achieving these objectives. We learn that managers can adjust how much motivation and energy employees put forth in the workplace by determining what workers are looking to achieve in terms of goals and objectives. This does not mean that we should give every employee what they want but we should structure our motivation programmes so that they encourage high productivity. For example if the company increases its productivity and sales by 10% in the month of June, 1% will be given back to employees in terms of benefits.

Vroom comes down to this "equation"  $M = E \times I \times V$  or Motivation = Expectancy x Instrumentality x Valence, where M (Motivation) is the amount a person will be motivated by the situation they find themselves in. It is a function of the following. E

(expectancy) this is the person's perception that effort will result in performance. In other words, the person's perception of the degree to which effort actually correlates with performance. Instrumentality (I) this is the person's perception that performance will be rewarded. The person's assessment of how well the amount of reward correlates with the quality of performance. This model is based on extrinsic motivation in that it asks "what are the chances that I'm going to get rewarded if I do good job". Valence (V) this is the perceived strength of the reward or punishment that will result from the performance. If the reward is small, the motivation will be small, even if expectancy and instrumentality are both perfect. Vroom proposal is that motivational force is a function of Valence and expectancy. For example, let us consider one initiative to motivate staff, the offer of promotion within an institution, if certain qualities are met. For one member of staff this is highly attractive (Valence = 0.9) but their past performance means they perceive achievement of the outcome almost impossible (expectancy = 0.1) by applying the formulae  $F = V \times E$ .  $F = 0.9 \times 0.1 = 0.09$ . This shows a weak motivational force. In the second case, another of staff finds the possibility of promotion reasonably attractive (Valence = + 0.6), and based on their past performance, they feel reasonably confident that they will achieve the target set (expectancy = 0.8) here we see that motivational force is far stronger in comparison.  $F = V \times E$ . Therefore  $F = (0.6 \times 0.8) = 0.48$ . The above examples further underline the individual nature of motivation in that what might appear to be a universally appropriate means of motivating people, can actually have significantly differing effects on each individual. This is what the study is to investigate.

According to this theory, prior to investing effort, the teacher goes through a process of evaluating the value of rewards (valence), the probability that the effort will



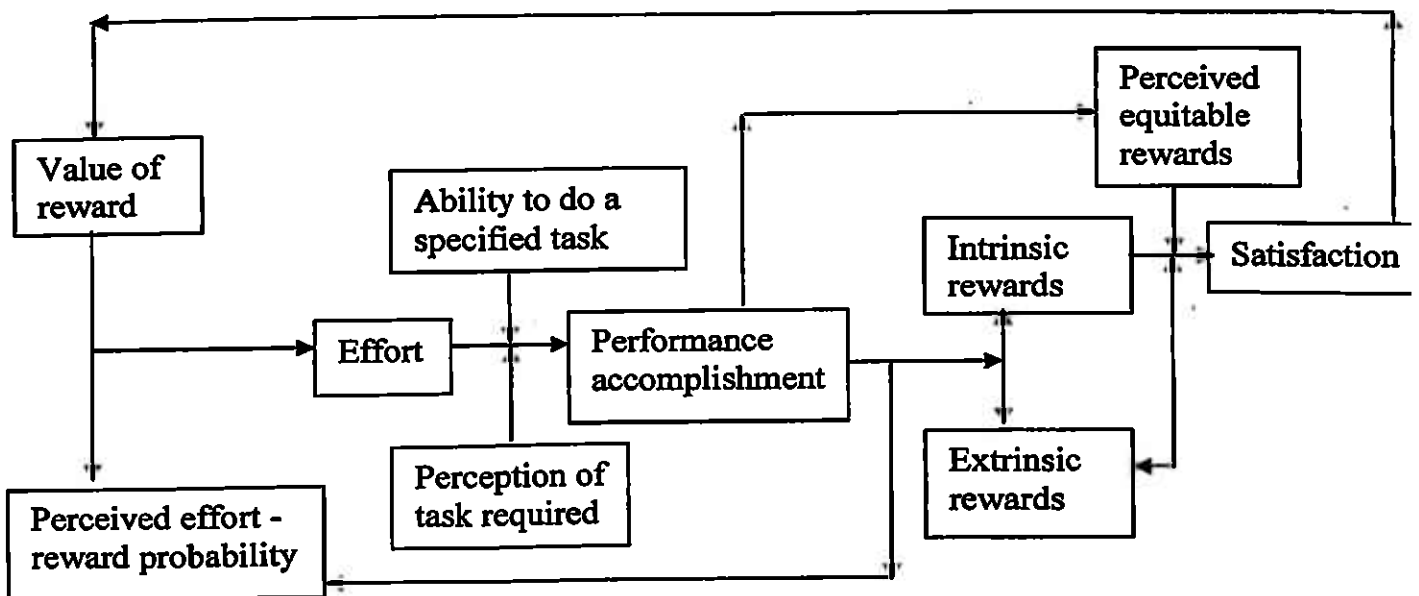
achieve results (expectancy) and that effort will achieve the performance required (instrumentally). The degree of motivation is affected by the teacher's preference for intrinsic or extrinsic rewards and perceptions of equity. Consistent with this view Steyn (2002) asserts that motivation is determined by individuals' beliefs in their own efforts, the resulting job performance and finally the outcomes or rewards offered for the job performance.

From the Expectancy theory, it is clear that teachers will be motivated only to the extent that they expect high levels of efforts to be reflected in high levels of performance. If teachers do not believe that their performance will be rewarded then this will affect motivation negatively, but if they believe in the high valence of outcomes then they will be highly motivated (Steyn, 2002). Wool folk (2001) added that if one of these factors is absent, motivation will be zero. The strength of Vroom's theory is also its weakness. His assumption that perceptions of value vary among individuals at different times and in various places appears to fit real life more accurately. The theory proposes that for motivation of employees to take place the following must be observed; recognise individual differences, match people to job, use goals, individualise rewards, link rewards to performance, check the system for equity do not ignore money.

The theoretical framework for this study is derived from the Porter and Lawler model of motivation built in large part on expectancy theory by Victor Vroom (1964). This model clarifies motivation as not just a simple concept instead motivation pertains to various drives, desires, needs, wishes and other forces that administrators particularly Education stakeholders can employ to motivate teachers. For example by providing an environment that induces organisation's members to contribute positively to the

productivity. The complexity of motivation requires a contingency approach that takes into account the environmental factors including the organisation climate as Porter and Lawler (1968) asserted and derived from complete model of motivation. This model was applied primarily to managers of institutions where it was aimed at motivating employees to increase their productivity which is similarly applicable in institutions of learning that need high productivity. For example secondary schools are managed by principals and other education stakeholders. The model illustrates the interrelationships between independence variables, intervening variables and resulting dependent variable as shown below:

**Figure 2.1: The Porter and Lawler Motivation Model**



Source: Adapted from L.W. Porter and E. E. Lawler (1968 pg.265)

As this model indicates, the amount of effort (the strength of motivation and energy exerted) depends on the value of a reward plus the amount of energy a person believes is required on the probability of receiving the reward. The perceived effort and the probability of actually getting a reward are, in turn, influenced by the record of actual

performance. Clearly, if teachers know they can do a job or if they have done it, they have a better appreciation of effort required and know better the probability of getting a reward.

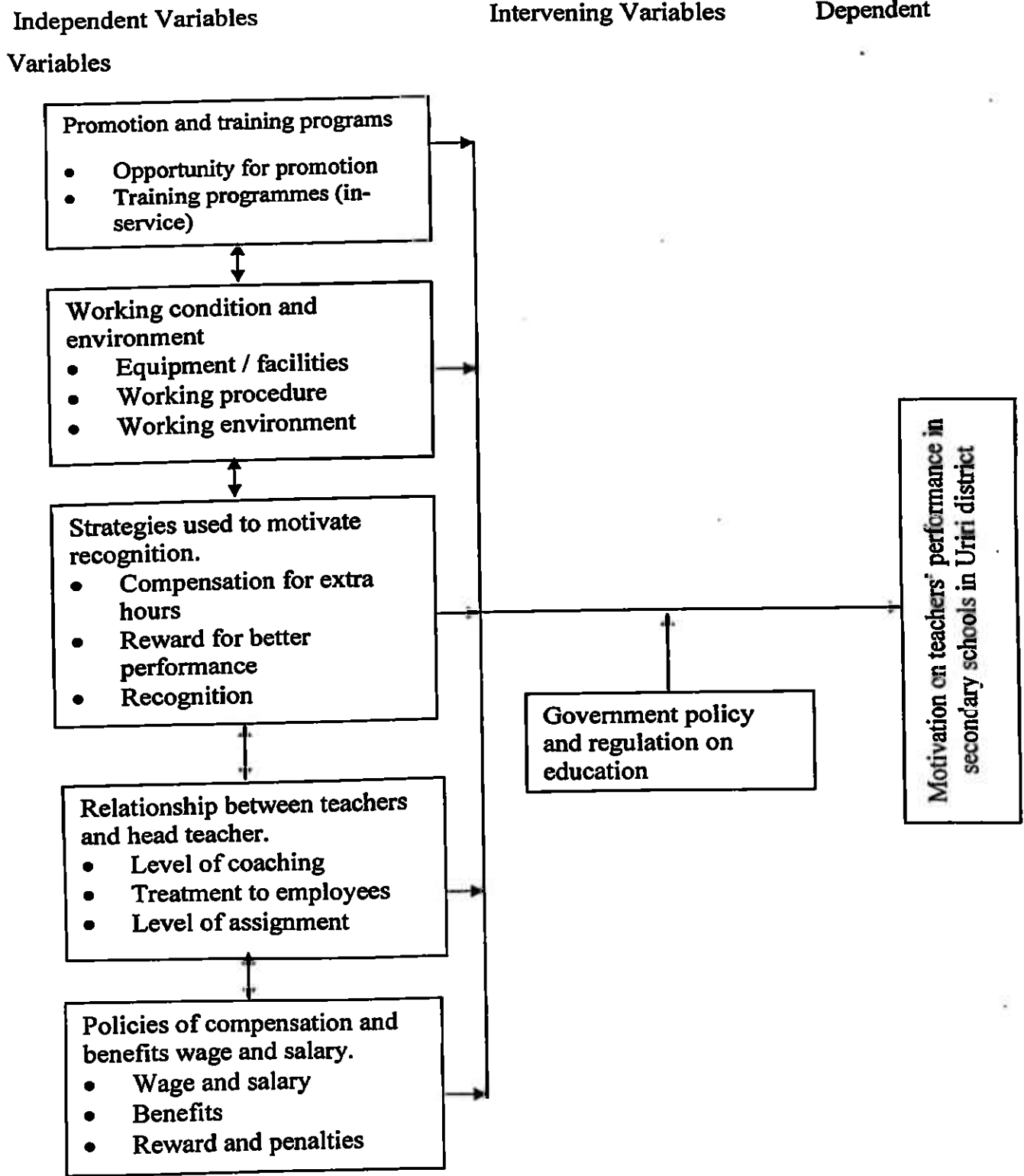
Actual performance in a job (the doing of tasks or the meeting of goals) is determined principally by effort expended. But it is also greatly influenced by individual's ability (knowledge and skills) to do the job and by his or her perception of what the required task is (the extent to which the person understands the goals, required activities, and other elements of a task). Performance, in turn, is seen as leading to intrinsic rewards (such as sense of accomplishment or self-actualisation) and extrinsic rewards (such as working conditions and status). These rewards tempered by what the individual sees as equitable, lead to satisfaction. But performance also influences sensed equitable rewards. Understandably, what the individual sees as a fair reward for effort will necessarily affect the satisfaction derived. Likewise, the actual value of rewards will be influenced by satisfaction.

In conclusion the Porter and Lawler model of motivation, while more complex than other theories of motivation, is certainly more adequate portrayal of the system of motivation in the institutions of learning such as secondary schools. To the practicing school administrators, this model means that motivation is not a simple cause and effect matter. It means too, that administrators should carefully assess their reward structures and that through careful planning, managing by objectives, and clearly defining duties and responsibilities through a good organisation's structure, the effort-performance-reward-satisfaction system can be integrated into an entire system of managing educational institutions.

### **2.13 Conceptual Framework**

A conceptual framework is a diagrammatic explanation of the research problem hence an explanation of the relationship among several factors that have been identified as important to the study problem (Ngechu, 2006). The study is therefore guided by the following conceptual framework; independent variables, intervening variables and dependent variables. In this study independent variables will be as follows: working condition and environment, promotion, teachers' relationship with head teacher, policy of compensation and benefits as well as strategies used for motivation. The study considers motivation on teachers' performance as dependent variable while intervening variable was government policy and regulation on education. Highly motivated teachers support an effective education system (VSO, 2002). The social context of the teachers, the teachers' attitude and their working conditions are intimately related in every complex manner and need to understand them better. What is a very clear picture is what demotivate them (Garret, 1999).

**Figure 2.2: For relationship between variables**



The above conceptual framework illustrates that when all the above parameters are positively influenced the output is a highly motivated teacher who is ready to effectively carry out his duties without any blame from students, head teachers, fellow teachers, employer and government and that quality education for all is achieved. Walter (1966) recommended good leadership as key and will enable each and every individual to realize that he is recognized and respected and therefore his accomplishments appreciated. This will enhance personal training of employees on the job, delegation would be done to allow individual to feel part of the team, and recognition of the role of every worker would be noticed. These lead to greater motivation to perform better than before. When this is confrontational and lacks appreciation performance declines due to low motivation, interpersonal relationships with teachers is very important motivator as well as de-motivator. While Spiegel (1977) noted that when teachers are exposed to strife ridden atmosphere which is not conducive for working they will be de-motivated and their performance will automatically drop tremendously.

According to Bennett (2002), when working and environment is conducive teachers will be eager to work and will try to motivate learners to work for better performance. However, Whawo (1993) noted that the higher the prestige of appreciating the condition, the greater the job satisfaction and vice-versa. Many workers however are satisfied in even the least prestigious environments. That is why they simply like what they do. This will make them be highly motivated teachers. But as Hawley (1995) puts it, working condition should be good enough to keep teachers' competence high. This includes equipments such as housing for shelter and working hours. This should be added

to fair and predictable assessment; this was also held by Humphrey (1996) and Kottler (2000).

The scarcity of resources to boost learning process in the classroom situation is all a climate of frustrations to the teachers noted an instructor VSO (2002) in Zambia. The further deteriorating social standing renders teachers ineffective and frustration sets in Torres (1995). If adjustments policies are to be made then teachers will be happier and will feel they have opportunity to exert their influence in education and this will lead to great performance. Such strategies would include; compensation for any extra work done, reward for better performances when they are done as well as recognition to individual performance. This boosts morale of teachers.

#### **2.14 Relationship between Variables in the Conceptual Framework**

Operational definition is a set of procedures that describes the activities to be performed in order to establish degree of existence of a concept Mutai (2000). A variable is anything that can take on differing values. The figure 3 illustrates the factors whose influence either increase or decrease teachers' motivation on performance in our daily lives as teachers. Conducive working condition and environment; This refers to the physical conditions of work in terms of work load, facilities available for doing the work, security of the work itself, freedom of speech and expression, appreciation of what one does, and job enrichment. All these should make a person happy, confident, effective and loving and this finally enhances his performance as a teacher.

Promotion and growth in organisation; This is to do with change in the status of or position of the person at the work place for example being promoted to deputy and to

principal as years advance in the profession. Promotion is personal growth which is motivating for further work (performance) a waiting more of it.

Good relationship between teachers and head teachers, the situation involving the characteristic of the interactions between the respondent and the head teacher. As relationships spring among members of staff respect and honesty develops among them. This makes them to co-ordinate and corporate as a team to achieve institution's goals which leads to highly motivated teacher who performs in class. This relationship enhances the level of delegation, treatment of employees as people and giving assignments in terms of skills which improves motivation to perform.

Policies of compensation and benefit, these are benefits to teaching which make an individual teacher to gauge his future in the profession based on what he/she stands to get in the course of their employment such includes wage and salary level, benefits such as (insurance, education of children), rewards such as (reward for long serving in the profession, retirement package) as well as penalties whenever one does wrong. These are very important indicators of motivation to performance. Strategies used for motivation; the motivating strategies used would induce individuals to work tirelessly without complain especially where they are considered timely and in good proportion to the work done. Such strategies includes; compensation for any extra work done outside the routine, rewards for better performances that stands out to be a record as well as recognising individuals for their efforts in given activities in the institution where sacrifice is needed. These induce individuals to perform and vice-versa. Highly motivated and effective teacher exercising good performance. The end result of a motivated teacher who feels he



/she is enjoying his /her work, happy about his work, enabled to fully get committed to his /her work sustains his /her activity on a daily basis without a problem.

## **2.15 Existing Gaps in Knowledge**

Education stakeholders agrees that teachers are the pillar of education in the world and that whatever affects them influence education and thereafter general life of everybody. It is therefore necessary to understand their role in the process of teaching-learning for the betterment of future generation to come (Asrat, 1991). Studies have been done on teachers' motivation such as the motivation of language teachers in Japan by Csikszentmihalyi (1997), what makes teachers tick? By (VSO, 2002) in Japan, "Why teachers leave teaching for other jobs" by (VSO, 1999) in Zambia, "Why teachers go on strike" by (Wabala, 1997) in Kenya Causes of declining quality education in South Asia by (Bennett, 2003) and others. The above literature review has left out a number of areas untouched such as Research into the relationship between teachers' motivation and teaching effectiveness as well as the influence of motivation on teachers' performance. This prompted the investigation of influence of motivation on teachers' performance in secondary schools with respect to Uriri district which was a new district by then.

In conclusion, the literature review on teachers' motivation highlighted the most important factors pertaining to teachers' motivation in schools. It gives clear picture of what Education stakeholders need to do to motivate teachers. The theory reviewed explained further the realities behind expectancy theory of motivation. However, the above theory was tested in business world long time ago and did not take issue with current trends in Education development such as radio lessons where there is limited contact between the teacher and the student though evaluation is ongoing and

performance is registered. The theory did not also register the dynamic nature of school system where administrators are transferred to other stations and this hinders continuity in policies directed to teachers' motivation. The theory further did not explain how these aspects of teachers' motivation can be applied in school situation with respect to secondary schools. Hence the case of teachers in Uriri district in Nyanza province Kenya whose potential are immense in terms of performance but policy makers are not keen on their motivation level for effective involvement in the process of teaching-learning.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses research design, area of study and target population, sample selection and sample size, research instruments, validity of the instruments, reliability of the instruments, data collection procedure, data analysis techniques and summary.

#### **3.2 Research Design**

The study adopted descriptive survey design method to collect information. It is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research and maintains high level of confidentiality (Orodho, 2003). Descriptive survey design was used since it was convenient and enabled data to be collected faster, enabled questions to be asked personally in an interview or impersonal through a questionnaire about things which could not be observed easily. It also gave the study the opportunity to get accurate view of response to issues as well as test theories on social relationship at both the individual and group level (Kothari, 2003). Descriptive survey design was considered most appropriate because it enabled the study to collect information about the opinion and attitude of teachers towards the role of motivation as influencing teachers' performance. It also used both qualitative and quantitative approaches which could be analyzed.

### 3.3 Target Population

The study focussed on the target population of 136 teachers both male and female in Uriri district. The area was consisting of fifteen secondary schools namely: Chungge-5; Uiri-30; Arambe-11; Bware-8; Ossogo-6; Thimjope-7; Mukuyu-8; Pinyowacho-8; Andingo-3; Lwala-10; Oruba-5; Godsibuoche-1; St. Linus Koyier-2; Oyani-1; Rapogi-31. Out of the above 105 are male and 31 female. This was accessed because the target population was small and could be seen as shown in the table 3.1 below:

**Table 3.1 Teacher Population in Secondary Schools in Uriri District**

<b>School</b>	<b>No. of Teachers Employed by T.S.C</b>
Andingo	3
Arambe	11
Bware	8
Chunge	5
God Sibuoche Mixed	1
Lwala	10
Mukuyu	8
Oruba Girls	5
Osogo	6
Oyani Mixed	1
Piny Owacho	8
Rapogi	31
St. Linus Koyieko	2
Thim Jope	7
Uriri	30
<b>Total</b>	<b>136</b>

Source: MOE, Uriri district (2010)

### **3.4 Sample Size and Sample Selection**

Sampling is the selection of a part of the population to represent the whole and the process of selecting a number of individuals for the study in such way that individuals represent the large group from which they were elected (Peil, 1995; Orodho, 2002; & Mugenda & Mugenda, 2003).

#### **3.4.1 Sample Size**

For the purpose of this study, the sample size was drawn from fifteen schools in Uiri District (Kenya) which added to 136 teachers employed by Teachers Service Commission (TSC) as shown on table 3.1 above.

#### **3.4.2 Sample selection**

The target population was small therefore the whole population was used. As Kothari (2006) asserts when the universe is small the whole population is sampled, hence the case of this study in which the entire population was considered.

### **3.5 Research Instruments**

The study used the following research instruments to collect data: the questionnaires and interview. The study used questionnaires as a tool for collecting data from the male and female teachers in the fifteen schools. This was because questionnaires sought to collect raw data from teachers. It was also advantageous because it required minimum financial expenses and effort. According to Mouly (1993), the questionnaires normally have a large and representative sample. It can be used in a wide geographical area than other techniques and assures confidentiality which would be permanent in the study. It was aimed at eliciting more information and objective replies. The target population was consisting of literate individuals who could read questionnaires

and write answers in English (Howe, 2003). However, those who had problem of time to fill the questionnaires accessed interviews especially Principals. The questionnaires were organized into two types; first one was for teachers aimed at collecting information to do with demographic characteristics, opinion, perception and attitude on motivation and how it influences their performance. Second one was general statements on teachers' motivation which aimed at soliciting information such as provision of facilities, working environment for teachers, promotion opportunities, in-service opportunities, compensation policies and benefit. Third one was for Principals of Secondary Schools aimed at soliciting information on personal background of teachers and issues related to motivation of teachers in Schools. Questionnaires were distributed to all respondents and were collected after a week by the researcher for analysis.

The study also used interviews as a way of data collection. This is an oral administration of questions using face-to-face encounters hence involves a set of assumptions and understanding about a situation which is not normally associated with a casual conversation (Denscombe, 1983; Mugenda & Mugenda, 2002). Structured interviews were conducted to fifteen School Principals using face-face conversations. This helped in collecting in depth information that might have not been collected through questionnaire forms. It made the study unit interviewed feel part of the study since there was no rigidity displayed hence freely participated in the study. The method enabled the study to gather more information about the attitude of Principals and education office towards teachers' motivation. Moreover, interviewing allowed to collect data on emotions, experiences and feelings based on sensitive issues and privileged information (Denscombe, 2000). The interview collected such information as feeling about

motivation in general, why it was necessary and what strategies were being used to motivate teachers in Schools. Appointments were made with principals especially where immediate interview could not succeed due to commitment by respective principals. This was carried out by the researcher.

### **3.6 Validity and Reliability of Instruments**

In order for the study to ensure that instrument measured what it was supposed to measure in a consistent manner, validity and reliability of the instruments were considered.

#### **3.6.1 Validity of the instruments**

Validity refers to degree to which a test measures what it was intended to measure. Cook and Campbell (1979) defines it as the best available approximation to the truth or falsity of a given inference, proposition or conclusion. It concerns accuracy of the data obtained (Mugenda & Mugenda, 2003). Pilot testing of 30% was used to measure the validity of the study so as to elicit a more candid and explicit responses. Validity evidence in this study was also ensured through the use of experts. The first group of experts were two supervisors of this project who read the study instruments again and again until they were convinced that the instruments were adequate to obtain the desired results from the field. The second group consisted of experienced researchers who helped in judging the content of the instrument's adequacy to elicit intended information using Best and Khan's two-step method of demonstrating evidence of validity, i.e. first, defining the universe of content that could be included in the test, and second, ensuring that the test's items are representative of the universe. The result was that the research

instruments were fine-tuned to reflect the informed comments prior to the actual data collection.

### **3.6.2 Reliability of the instruments**

Reliability refers to measure of consistency in producing similar results on different but comparable occasions (Coolican, 1994). The tendency towards consistency found in repeated measurements is referred to reliability (Carmines & Zeller, 1979). A test is therefore reliable to the extent that it measures whatever it is measuring consistently (Best & Khan, 2006). The study ensured reliability of the instruments by pilot-testing (Mugenda & Mugenda, 1999), it was meant to identify major problems with the instruments and achieve consistency of responses to the questions asked. This was done by administering the instruments twice allowing an interval of one week in one district in Nyanza but not Uriri district where the study was carried out. In this case Migori and Rongo districts were used where instruments were administered to fifty teachers in each case. The responses were compared and the results were the same in (44) out of (50) cases and only (6) cases had problems. This helped to modify the (6) cases to give similar responses. This was repeated to achieve consistency in responses.

### **3.6.3 Pilot-testing**

Pilot-testing is used in two different ways in social research. It can refer to the so called feasibility studies which are “small scale versions, or trials run, done in preparation for the major study” (Pilot *et al.* 2001). However, a pilot-testing or study can also be the pre-testing or ‘trying out’ of a particular research instrument (Baker, 1994). One of the advantages of conducting a pilot study is that it might give advance warning about where



the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated. In the words of De Vaus (1993) “Do not take risk, Pilot test first”.

The method helps to refine research instruments in order to capture the intended information (Mugenda & Mugenda, 1999). The study pre-tested the instruments on 50 teachers from secondary Schools in Rongo and Migori district to confirm if it measured accurately the variables it was intended to measure. The participants in the pre-test were outside the district where the study was to be carried out (Uriri district). The participants were given one week to work on the questionnaires, after which questionnaires forms were collected and analyzed and results were used for amendments of instruments for accuracy and consistency. The purpose of pilot-testing was to validate research tools and confirm their validity and reliability. The process of pilot-testing helped to refine the questionnaire design and identified errors which could have been apparent to the population concerned such as meaning of words used.

### **3.7 Data Collection Procedure**

The data collection exercise was carried out by the researcher. Data collection took twenty seven days (27). Authority to collect the data was granted by the University of Nairobi and then obtained permission from the Ministry of Education thereafter obtained permission from District commissioner and District Education Officer (DEO) of the area who wrote a letters to that effect as well as teachers through their principals. While in the field a letter of introduction was given to respondents for surety of confidentiality and permission for their participation. Before actual data collection was carried out instruments were Pilot-tested within Migori and Rongo District to ensure

accuracy and consistency (validity and reliability). This provided practical experience to the researcher that remained very useful during actual data collection. Data were collected at two phases. Phase one involved collection of both qualitative and quantitative data from teachers using questionnaires with both open and closed ended to collect qualitative and quantitative data respectively from 121 teachers. The phase two was administering interviews to 15 principals of schools. Purely primary data and Secondary data were directly obtained from respondents by filling in questionnaire forms by teachers and providing answers to the interviews by principals as well as obtaining information from the internet and government offices for example DEO's office. The information obtained was to address all the five objectives of the study.

### **3.8 Data Analysis Techniques**

After completion of data collection, data collected was computerized and analyzed using statistical Package for Social Sciences (SPSS) Nie *et al.* (2000). The questionnaires were scored and edited, coded and entered into computer for analysis. A code sheet was used for synthesizing data which was analyzed quantitatively because all the data involved in the study could be reduced to numerical values. Quantitative analysis involved getting the total scores of each subject on the study and the presentation of statistical data in the form of frequency distribution tables using descriptive and inferential statistics. It gave clear picture of the nature of influence of teachers' motivation on performance in secondary schools in Uriri District (Kenya). Tabulation for each questionnaire depending on the responses of the study units was made. The results were discussed, conclusions and recommendations made based on study findings.

### **3.9 Ethical Issues of the Study**

Ethical issues in regard to the study were taken into account and the study took responsibility to protect the study unit in the event of any consequences in line with the study. The study purpose was fully explained to the participants and high level of confidentiality was maintained at all times. The study sought permission from respondents to use all the information obtained from them for the study, Authority from the National Council of Science and Technology (NCST), District Education Officer (DEO) in charge of Uriri district as well as District Commissioner (DC) of the area.

## **CHAPTER FOUR**

### **4.0 DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the research findings which have been discussed under thematic sub-sections in line with study objectives. Thematic sub-sections include; Questionnaire Return Rate; demographic data of respondents by sex, age, education, marital status, residence, experience, salary increment; the level of effect of teachers' motivation on performance, factors influencing teachers motivation in secondary schools; motivation strategies used in schools; strategies to improve motivation in schools; the link between motivation and performance and changes required at local and national policy level in reducing effects of teachers' motivation on performance and relationship between teachers' motivation and performance.

#### **4.2 Respondents Questionnaire Return Rate**

The sampled 136 respondents who were issued with questionnaires responded 100%. This was illustrated in table 4.1 as follows;

**Table 4.1 Questionnaire Return Rate**

<b>Respondents Per school</b>	<b>Administered</b>	<b>Returned</b>	<b>% Return Rate</b>
Andingo	3	3	100%
Arambe	11	11	100%
Bware	8	8	100%
Chunge	5	5	100%
God Sibuoche	1	1	100%
Lwala	10	10	100%
Mukuyu	8	8	100%
Oruba	5	5	100%
Osogo	6	6	100%
Oyani Mixed	1	1	100%
Piny Owacho	8	8	100%
Rapogi	31	31	100%
St. Linus Koyieko	2	2	100%
Thimjope	7	7	100%
Uriri	30	30	100%
<b>TOTAL</b>	<b>n = 136</b>	<b>n = 136</b>	<b>100%</b>

The questionnaire return rate was registered to be 136 (100%). This could have been due to small number of sampled population and access to schools that was possible during the period of data collection. It was also ensured by allowing respondents seven days period to fill the questionnaires and avail them for collection by the researcher. This finding was confirming that the intended target population was reached and that the results gave the true picture of Uriri district teacher population in terms of their attitude, feelings, opinions as well as perceptions towards teachers' motivation which was the core issue in the study.

#### **4.3. Demographic characteristics of respondents**

It was also necessary to know the demographic characteristics of the respondents so that their opinion, perception and feelings could be used in response to answering the objective questions especially the level of influence of teachers' motivation on

performance, factors influencing teachers' motivation to perform and also to know who was in need of what type of motivation to perform which was in line with Zehn (2000) and Pettlier (2002) that teaching is one of the most stressful profession in the world and that teachers requires motivation so that their fundamental contributions to education effectiveness are realized for the benefit of all towards attainment of EFA by 2030. Based on this, the respondents who participated in the study were asked to state their sex, age, place of residence, education level, marital status, and experience. This was illustrated in the table 4.2 as follows:

**Table 4.2: Distribution of respondents by demographic characteristics.**

	Frequency	Percent %
<b>Sex (n = 136)</b>		
Male	33	24.26%
Female	103	75.74%
<b>Age (n = 136)</b>		
Below 30	16	11.76%
31 - 35	25	18.38%
36 - 40	39	28.82%
41 and above	46	33.82%
Not Sure	10	7.35%
<b>Education (n = 136)</b>		
Diploma	15	11.03%
University	121	88.97%
<b>Marital Status (n = 136)</b>		
Single	33	24.26%
Married	87	63.97%
Divorced	6	4.4%
Widowed	10	7.35%

#### **4.3.1 Distribution of respondents by Gender**

The study carried out an analysis of characteristics of respondent by Gender. This was necessary to enable the researcher to gauge who benefited on motivation available in secondary schools. The analysis was as given in the table 4.2a below.

**Table 4.2a. Distribution of respondents by Gender.**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	33	24.26%
Female	103	75.74%
<b>Total</b>	<b>136</b>	<b>100%</b>

On sex, out of 136 respondents who participated in the study, 33 (24.3%) were female while, 103 (75.7%) were male. This implies that the majority of the teachers in the district were male. This means there is still gender bias on girl child education which influence 30% intake requirement to the higher institution of learning.

#### 4.3.2 Distribution of respondent by Age

The study sought to know characteristics of respondent in terms of Age that participated in the study. This was important since Age is a determinant of requirements that motivates teachers to perform. It was necessary to define which Age bracket was mostly available for the study and how their Ages could have influenced their demand for motivation. This was summarised in the table 4.2b below.

#### 4.2b Distribution of respondents by Age.

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Below 30	16	11.76%
31 - 35	25	18.38%
36 - 40	39	28.82%
41 and above	46	33.82%
Not Sure	10	7.35%
<b>Total</b>	<b>136</b>	<b>100%</b>

On age, the study wanted to establish the age of respondents since motivation of the young people and old people are different. To achieve this, respondent were asked to

state their age. Out of 136 (100%) respondents, 16 (11.8%) fell below 30 years, 25 (18.3%) fell between 31 to 35 years, 39(28.82%) fell between 36 to 40 years, 46 (33.82%) fell between 41 years and above and 10 (7.35%) were not sure of their ages as depicted in the table 4.2. This meant that majority 46 (33.82%) of teachers in Uriri district are 41 years and above. This reflected the slow pace at which the government is carrying out the employment of teachers and is felt in every school in Uriri district. This was in line with (KSSHA, 2008) that carried out a study on employment situation of teachers in Kenya and concluded that it was very low. It also confirms the case in Germany that after 15 years of work, the employment contract cannot be ended if the teacher has reached the Age of 40 years (OECD, 2000) as their performance remains very high and experienced. At the age of 52 years they reduce their working hours by 4 and 8 at the Age of 56 years per week (Ibid).

#### **4.3.3. Distribution of respondents by level of Education**

The study sought to analyze characteristics of respondents in relation to education level for this was important determinant of pay level and promotion. The study found that level of education was very important because teachers with higher education qualifications are more motivated and perform much better than teachers with lower qualifications. It also revealed that it was the level of education that makes one qualify to be a teacher in secondary School. Based on this, the respondents were asked to state their level of education. The analysis was done in table 4.2c below.



**Table 4.2c Distribution of respondents by level of Education.**

<b>Education</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	15	11.03%
University	121	88.97%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 (100%) respondents, 15 (11.03%) had attained diploma while 121 (88.97%) had degree (university qualification). This implies that the majority of teachers in Uiri district have degree qualifications and therefore they have the necessary skills to impart knowledge. This was in line with Evans (2000) who carried out a study on relationship between qualification and performance, concluded that qualification goes hand in hand with quality performance. This is depicted in table 4.2c. This further implies that there are other motivational factors affecting teachers' performance other than academic qualifications. This assisted in enhancing government national policy plan of training more teachers.

#### **4.3.4. Distribution of respondents by Marital Status**

Marital status remains a very important variable during employment, retirement and experience as it is the foundation upon which individuals spring up to grow and develop since it comes with responsibilities that make people behave in a particular manner. This include teachers who even though are instructors are also family people. Married teachers tend to have more responsibilities than single ones. Based on this the study sought to establish the marital status of respondents and to achieve this, respondents were asked to state their marital status. The responses were analyzed in the table 4.2d below.

**Table 4.2d Distribution of respondents by Marital Status.**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	33	24.26%
Married	87	63.97%
Divorced	6	4.4%
Widowed	10	7.35%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 (100%) respondents who participated in the study 33 (24.26%) were single, 87 (63.79%) were married 6 (4.4%) were divorced. 10 (7.35%) were widowed. The findings showed that majority of respondents were married and therefore had a lot of responsibilities that affected their performance other than motivation level.

#### **4.3.5. Distribution of respondents by experience**

Experience is believed to increase productivity and efficiency. On this, respondents were asked to state for how long they have been in the profession. This was in response to entry behaviour that determines the level of teachers' motivation and commitment to their duty. The responses given were recorded as follows in the table 4.3:

**Table 4.3. Distribution of respondents by experience.**

<b>Period</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Below 5 years</b>	59	43.38%
<b>6 - 10 years</b>	28	20.59%
<b>Above 10 years</b>	49	36.03%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 (100%) teachers, 59 (43.35%) teachers had been in teaching for a period of below 5 years, 28 (20.59%) teachers had taken between 6-10 years and 49 (36.02%) teachers had taken over 10 years in teaching. The illustration revealed the

impact of slow employment of teachers by the government to schools. This was why 59 (43.35%) had not taken more than five years in teaching. It was also worth noting that overstaying in teaching could have been a cause of low motivation in secondary schools as was confirmed by the study. It was noted that the more teachers stayed in the profession, the more de-motivated they became. This was in line with Dornyei (2001) that carried out a study on relationship between experience and performance. He found that as more time is taken by teachers in the profession, there is a wide gap between the young, beginning teachers' concepts and ideals and actual practice and experience of school and teaching realities.

#### 4.3.6. Distribution of respondent by resident

In order to know the level of experience acquired from the environment teachers came from, the respondents were also asked to state their places of residence. This was aimed at knowing the proportion of teachers staying in both rural and urban areas for the purpose of knowing their likes and dislikes in terms of motivation. Here they were asked to state their places of residence. The responses were given in the table 4.4 as follows:

**Table 4.4. Distribution of respondents by place of residence.**

<b>Residence</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Rural</b>	83	61.03%
<b>Urban</b>	53	33.97%
<b>Total</b>	136	100%

Out of 136 (100%) teachers in the district, 53 (38.97%) teachers were residing in towns while 83 (61.03%) were residing in rural setup. It was concluded that majority of teachers in Uriri district reside in rural areas a fact that was de-motivating and that was

why most of the teachers who wanted transfer suggested to be transferred to town schools. This also give the reason for balancing of teachers in 1997 as was stated by Ministry of Education (2005) that carried out a study on distribution of teachers between Urban and Rural areas that found out that distribution was biased towards urban areas which finally affected teacher- learner ratio and thereafter increased the working load that de-motivated teachers to perform as was expected.

#### **4.4 Promotion and its influence on motivation of teachers' performance**

Promotion in any organisation is aimed at influencing the achievement level as people work effectively and efficiently to be promoted for professional recognition. To this end, there was need to know the level of promotion done as well as in-service training for teachers which goes hand in hand with professional development and skills acquisition for quality teaching. Promotion is also aimed at a way of achieving salary increase over the years in the profession.

##### **4.4.1 Level of promotion opportunities**

Promotion is believed to make teachers happy as they move up the ladder in the profession. This is due to the fact that as you get promoted your salary increases which is motivating. To achieve this, respondents were asked to state the level of promotion opportunities they have gone through. Their responses were reflected in the table 4.5 as follow:

**Table 4.5. Distribution of respondents by level of promotion opportunity.**

<b>Promotion level</b>	<b>Frequency (n = 136)</b>	<b>Percentage (100%)</b>
Strongly disagree	13	10%
Disagree	43	32%
Neutral	16	12%
Agree	48	35%
Strongly Agree	4	3%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents who participated in the study, 13 (10%) strongly disagreed that the level of promotion was low, 43 (32%) disagreed it was low; 16 (12%) did not know the level, 48 (35%) agreed that the level of promotion was high and 4 (3%) strongly agreed that the level was high and was motivating. This implies that a large number of teachers in Uriri district (35%) have had the opportunity to be promoted in their schools and therefore stayed in their current stations which was motivating and improved teachers' performance. This is in line with Vail (2005) that carried out a study on the influence of promotion on performance and concluded that teachers appreciate the opportunity to follow a professional career that allows them to grow and receive recognition as professionals.

#### **4.4.2. In-service opportunities**

In-service training is aimed at refreshing the skills of professionals and updating them on new trends in the profession. The teacher is included. To achieve this, the respondents were asked to state whether they have had the opportunity to be in-serviced to achieve the same. The responses given were illustrated in table 4.6 as shown.

**Table 4.6. Distribution of respondents by level of in-service opportunity.**

<b>In-service opportunities</b>	<b>Frequency (n = 136)</b>	<b>Percentage (100%)</b>
Strongly disagree	19	13.9%
Disagree	36	26.47%
Neutral	55	40.44%
Agree	20	14.7%
Strongly Agree	6	4.49%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents, 19 (13.9%) strongly disagreed that they had opportunity for in-service training, 36 (26.47%) disagreed that they had opportunity for in-service while 55 (40.44%) were not sure, 20 (14.7%) agreed that they had opportunity for in-service training which was motivating and only 6 (4.49%) strongly agreed that there was opportunity for in-service training. This implies that a good number of teachers in Uriri district had no opportunity for in-service and this de-motivated them to perform as was expected since new skills were non existence as retraining adds value to our professionalism. This was in line with Vail (2005) that carried out a study on the influence of in-service on teachers' performance and concluded that it is a fact that teachers' motivation in developed countries are provided with good quality teacher training and they have opportunity to further improve their training for skills acquisition to improve their performance. There is need for the government of Kenya to avail in-service training programme to teachers in Secondary schools in Uriri district.

## 4.5 Working conditions and environment

Working condition and environment is to do with what surrounds the work place where employees interact on daily basis. This can be motivating where the condition prevailing does not reduce productivity of the worker. However, in most cases the opposite is seen to happen. This includes the conditions of work such as reporting time, hours one is to take working in a day and the environment which entails the effect from the surrounding.

### 4.5.1 Working environment

In order to achieve this, the respondents were asked to state whether the schools where they are provide an environment that promotes motivation to work. This was necessary so as to know the extent to which schools were utilising the environment to motivate teachers to perform. Responses given were illustrated as follows in table 4.7 below.

**Table 4.7. Distribution of respondents by working environment.**

Response	Frequency (n = 136)	Percentage (100%)
Strongly Disagree	34	25%
Disagree	40	29.41%
Neutral	11	8.09%
Agree	37	27.21%
Strongly Agree	14	10.29%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 (100%) respondents, 34 (25%) felt that the working environment was very poor, 40 (29.41%) felt that the working environment was poor, 11 (8.09%) were not

sure, 37 (27.21%) accepted that working environment was good and 14 (10.29%) accepted that the working environment was very good. This implies that a large number of teachers in Uriri district are not motivated by the working condition and environment in which they work. This was in line with Hyde et al (2005) that carried out a study on the influence of working environment on performance and concluded that the number of hours worked is a key factor in teachers' perception of the quality of their working lives and a reduction does not necessarily always motivate. This implies that the government through district education officers should do something to avert the scenario.

#### 4.5.2 Equipments and facilities

The study sought to know how schools in Uriri were dealing with the provision of facilities in motivating the teachers. To this end the respondents were asked to state whether the provision of facilities were fully done to motivate them. The responses received were given in the table 4.8 as follows:

**Table 4.8. Distribution of respondents by provision of Equipment and Facility.**

<b>Response</b>	<b>Frequency (n = 136)</b>	<b>Percentage (100%)</b>
Strongly disagree	52	38.24%
Disagree	40	29.41%
Neutral	15	11.03%
Agree	17	12.5%
Strongly agree	12	8.82%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents that participated in the study, 52 (38.24%) strongly disagreed that provision of facilities was well to warrant motivation, 40 (29.41%) disagreed that provision of equipment and facilities was well done to motivate them, only



15 (11.03%) were not sure about provision of facilities, 17 (11.03%) agreed that provision of facilities was done and 12 (8.8%) strongly agreed that provision of facilities was good and motivated them to perform. This implies that majority of teachers felt that provision of the equipment and facilities were not availed to motivate them to perform. This further implies that there is need by the government to change the trend. This was not in line with Deci *et al.* (2001) that carried out a study on the influence of facilities on teachers' performance and concluded that the amount of work and facilities for doing the work are fringe benefits that motivate employees to work hard especially teachers.

#### 4.5.3 Working procedure

Working procedure is the institutions' structure that spells out how people fall within work frame. It indicates who does what at what level. The nature of this can motivate or de-motivate workers. To know the position in Uriri district, the respondents were asked to state how work procedure influences their motivation and further performance. Responses given were illustrated in the table 4.9 as follows:

**Table 4.9. Distribution of respondents by working procedure.**

Response	Frequency (n = 136)	Percentage (100%)
Strongly Disagree	28	20.59%
Disagree	15	11.03%
Neutral	4	2.94%
Agree	55	40.44%
Strongly Agree	34	25%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents, 28 (20.59%) strongly disagreed that working procedure was good to motivate them to perform, 15 (11.03%) disagreed that working condition

was good to motivate them, 4 (2.94%) were not sure, 55 (40.44%) agreed that the working procedure was good to motivate them to perform and 34 (25%) strongly agreed that working procedure was good and motivated them to perform. This implies that majority felt that working procedure was good and motivated them to perform as was expected. This was in line with Vail (2005) who carried out a study on impact of working procedure on teachers' performance and concluded that teachers who feel good about themselves and their work will be continually improving ways to reach all learners and so create an atmosphere where the learners want to be.

#### **4.6 Strategies used by schools to motivate teachers**

It was important for the study to know strategies used by schools to motivate teachers so that they could perform. This was to give the background of the study especially the reality in the field before any action could be taken. To know this, compensation for extra work, reward for better performance and recognition after achievement were considered.

##### **4.6.1 Compensation for extra work**

This is payment made to an individual as result of man hours or loss incurred as a result of doing extra work. It makes workers get motivated since no loss would be incurred time and energy. To achieve this, respondents were asked to state whether they were being compensated as a result of doing extra work. Responses registered were as illustrated in table 4.10 as follows:

**Table 4.10. Distribution of respondents by compensation for extra work.**

<b>Response</b>	<b>Frequency (n = 136)</b>	<b>Percentage (100%)</b>
Strongly Disagree	29	21.32%
Disagree	55	40.44%
Neutral	15	11.04%
Agree	27	19.85%
Strongly Agree	10	7.35%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents who participated in the study, 29 (21.32%) strongly disagreed that compensation was being given for extra work to motivate teachers, 55 (40.44%) disagreed that compensation was being given to motivate them, only 15 (11.04%) were not sure, 27 (19.85%) accepted that compensation was given to motivate them and 10 (7.35%) strongly agreed that compensation was given for extra work to motivate them. This implies that majority of teachers were not being compensated for any extra work done which was de-motivating. This was in line with Barmby (2005) who carried out a study on the influence of compensation for extra hours worked on productivity of workers and concluded that the number of hours worked have become one of the factors that discourage new graduates from entering the teaching profession and causes veteran teachers to leave it as reduction in working hours or its payment does not necessarily always motivate teachers since it sometimes corresponds with a decrease in teacher motivation.

#### **4.6.2 Reward for better performance**

It was also necessary to know whether teachers were being rewarded for better performance. It was to expose how hard work was rewarding and motivating to teachers

in secondary schools. To achieve this, respondents were asked to state whether they were being rewarded for better work done. Responses given were illustrated in the table 4.11 as follows:

**Table 4.11. Distribution of respondents by reward for better performance.**

<b>Response</b>	<b>Frequency (n = 136)</b>	<b>Percentage (100%)</b>
Strongly Disagree	26	19.12%
Disagree	55	40.44%
Neutral	16	11.76%
Agree	34	25%
Strongly Agree	5	3.68%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents who participated in the study, 26 (19.12%) strongly disagreed that reward for better performance was being given, 55 (40.44%) disagreed that reward was being given for better performance, 16 (11.76%) remained neutral, 34 (25%) agreed that reward for better performance was being given and 5 (3.68%) strongly agreed that reward for better performance was being given to motivate them. This implies that majority of teachers in Uriri district are not receiving rewards for better performance which is discouraging and de-motivating them to perform as expected. This was in line with Scott *et al.* (1999) who carried out a study on the impact of accepting change in the institutions of learning and its influence on performance and concluded that when changes are not ideologically and pragmatically accepted teachers become frustrated and dispirited which reduces the level of performance.

### 4.6.3 Recognition of achievement

Recognition is an act of being aware that somebody is doing something good around and needs a reward for the excellent work being done. Recognition could come from different sources: administrators, students, fellow teachers, parents, or the general public in the form of notice, praise or blame. To know this, respondents were asked to state whether they were being recognized after an achievement. Responses got were tabulated as in the table 4.12 as follows:

**Table 4.12. Distribution of respondents by recognition of achievements.**

<b>Response</b>	<b>Frequency (n = 136)</b>	<b>Percentage (100%)</b>
Strongly disagree	18	13.24%
Disagree	42	30.88%
Neutral	20	14.71%
Agree	50	36.76%
Strongly agree	6	4.41%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents who participated in the study, 18 (13.24%) strongly disagreed that recognition was there, 42 (30.88%) disagreed that recognition was being done to motivate high achievers, 20 (14.71%) were not sure of what was happening, 50 (36.76%) agreed that recognition was offered to high achievers and 6 (4.41%) strongly agreed with the fact that recognition was practiced. This implies that a large number felt that the level of recognition towards achievement was practiced and motivated them to perform. This was in line with Deci *et al.* (2001) who carried out a study on the influence of self generated and external factors that impact on motivation of employees and concluded that what is done by others to motivate somebody (extrinsic reward) such as

promotion, rewards, job security, the amount of work and facilities available for doing the work, the level of salary, fringe benefits are all tangible benefits that motivate employees such as teachers.

#### 4.7 Influence of Head teachers on teachers' motivation and performance

Relationship is a situation involving the characteristics of the interaction between the respondents and some other individuals in this case head teacher of the School. It affects motivation especially when one is rejected by others at place of work. As Mclean (2002) rightly asserts that the school administrator has to play a critical role in the development of a motivated school as he/she must appreciate the significance of linking whole-school development and efficiency with the individual teacher's growth and value.

##### 4.7.1 Level of coaching on the job by Head teacher

This is the training of employees at work place on particular skills required to perfect performance of individuals. To achieve this, respondents were asked to state whether coaching was used to motivate teachers on their job by the Head teacher of Schools they happen to be. Responses were illustrated in the table 4.13 as follows.

**Table 4.13. Distribution of respondents by level of coaching on the job by head teacher.**

Response	Frequency (n = 136)	Percentage (100%)
Strongly disagree	9	6.62%
Disagree	12	8.82%
Neutral	17	12.5%
Agree	57	41.91%
Strongly agree	41	30.15%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents who participated in the study, 9 (6.62%) did not accept the fact that coaching was done to motivate them to perform, 12 (8.82%) did not accept that coaching was being done to enhance their motivation while 17 (12.5%) were not sure, 57 (41.91%) accepted the fact that coaching was being offered by head teachers to enhance skills acquisition on the job and 41 (30.15%) strongly agreed that coaching was done. This implies that majority of teachers in Uriri are coached by head teachers on the skills required to perform better which is motivating. This was in line with Steyn (2002) who carried out a study on the role of head teachers as motivators in schools and concluded that performance alone does not allow individuals to satisfy their needs especially if they lack the appropriate skills or when their prior training is inadequate. It is therefore the role of head teachers to create an ethos that generates motivated, successful, stimulated and inspired teachers in an effective school setting.

#### **4.7.2 Treatment of teachers in schools**

This is how teachers are being handled by head teachers to influence them to perform. It is believed that workers behave in different ways depending on how they are handle by their supervisors while they are on duty. This was achieved by asking the respondents to state the kind of treatment they were getting from head teachers which could motivate them to perform. The results were discussed in the table 4.14 as follows:

**Table 4.14. Distribution of respondents by treatment of employees.**

<b>Response</b>	<b>Frequency (n = 136)</b>	<b>Percentage (100%)</b>
Strongly disagree	10	7.36%
Disagree	16	11.76%
Neutral	18	13.24%
Agree	58	42.64%
Strongly agree	34	25%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of possible 136 respondents, 10 (7.36%) strongly disagreed that there was good treatment of teachers by their head teachers, 16 (11.76%) disagreed that there was good treatment by their head teachers while 18 (13.24%) were not sure of what was going on, 58 (42.64%) agreed that there was good treatment of teachers by head teachers and 34 (25%) strongly agreed that treatment by head teachers was there which motivated them to perform. This implies that majority of teachers in Uriri district are being treated by their head teachers to motivate them to perform. This was revealing the role of school head teachers in motivation of teachers which was in line with Barnett and Krugger (2003) who carried out a study on inspirational motivation in schools and concluded that leaders motivate and inspire teachers who are followers by providing meaning to and challenges in their work, for example, by giving inspirational talks, communicating their vision and acting in ways that inspires enthusiasm.

#### **4.7.3 Level of assignment**

Assignment is the way head teachers usually delegate duty to individual as their supervisors. It also involves delegation of duty by the supervisors. To know the level this,



respondents were asked to indicate the role of head teachers on this. Responses recorded were shown in the table 4.15 as follows:

**Table 4.15. Distribution of respondents by level of assignment.**

<b>Response</b>	<b>Frequency (n = 136)</b>	<b>Percentage (100%)</b>
Strongly disagree	27	19.85%
Disagree	16	11.76%
Neutral	20	14.72%
Agree	57	41.91%
Strongly agree	16	11.76%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents, 27 (19.85%) strongly disagreed that they were getting assignment given by head teachers, 16 (11.76%) disagreed that head teachers gave a lot of assignment while 20 (14.72%) were not sure, 57 (41.91%) agreed that head teachers were giving assignment and 16 (11.76%) agreed that head teachers gave assignment that was a lot. This implies that majority of teachers in Uriri district are given a lot of assignment by head teachers that de-motivated them. This was in line with Barmby (2003) who carried out a study on influence of work load on motivation and concluded that teachers feel they are not compensated accordingly for their increased workload and dissatisfaction with the workload inevitably leads to low motivation to perform.

#### **4.8 Policy of compensation and benefits**

On matters to do with policies, it was necessary to be clear on action plan to be taken by employer when individual workers needed to be paid wages, salaries, benefits and compensation when their time reached. Here level of wage and salary at employment and reward and benefits at retirement time were required.

#### 4.8.1 Level of wage and salary at employment

To confirm further the entry behaviour at employment time, respondents were asked to state their net salary by employment period and the results were as follows in table 4.16 below:

**Table 4.16. Distribution of respondents by level of salary at employment**

<b>Salary Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Below Ksh. 6000	67	49.3%
Ksh. 6001 - 12000	38	27.9%
Ksh. 12001 - 18000	31	22.8%
Ksh.18000 and above	0	0%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 (100%) teachers, 67 (49.3%) had a net salary of below Ksh.6000, 38 (27.9%) teachers had their net salary pegged at between Ksh.6001-12000 and 31 (22.85%) had net salary of between Ksh.12001-18000. None of the teachers had a net salary of above shillings 18000. This implies that majority 105 (77.2%) of teachers in Uriri district had their net salary pegged between ksh.6000 to ksh.12000 at employment time which was very low. The revelation was in line with Evans (2002) who carried out a study on the impact of salary on motivation of teachers and concluded that the level of salary affects teachers' performance, as more salary is paid; teachers become more motivated to work effectively.

#### 4.8.2 Benefits at work place

These are advantages that workers enjoy at work place. They are believed to be very important motivators at work place. This was obtained by asking the respondents the question whether they were getting benefits from their place of work

**Table 4.17. Distribution of respondents by benefits at work place**

Response	Frequency (n = 136)	Percentage (100%)
Strongly disagree	36	26.47%
Disagree	60	44.12%
Neutral	12	8.82%
Agree	27	19.85%
Strongly agree	1	0.74%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents who participated in the study, 36 (26.47%) strongly disagreed that they were getting benefits, 60 (44.12%) disagreed that benefits were given to motivate them while 12 (8.82) were not sure, 27 (19.85%) agreed that they were getting benefits and 1 (0.74%) strongly agreed that they were getting benefits. This implies that majority of teachers in Uriri district are not getting benefits from schools as a matter of motivation which was de-motivating. This was in line with OECD (2000) that carried a study on the role of compensation on teachers' motivation to perform and concluded that withdrawal of benefits such as rewards, praise, free tea and lunch will always de-motivate teachers and finally reduce their performance level.

#### 4.8.3 Rewards and penalties

Rewards and penalties lie side by side since achievement is rewarded but failure is penalised. Penalties also act as check measures to positive performance. To this end,

respondents were asked to state whether the two were being used in motivating them.

Responses recorded are shown in the table 4.18 as follows:

**Table 4.18. Distribution of respondents by rewards and penalties.**

<b>Response</b>	<b>Frequency (n = 136)</b>	<b>Percentage (100%)</b>
Strongly disagree	26	19.12%
disagree	55	40.44%
Neutral	16	11.76%
Agree	34	25%
Strongly agree	5	3.68%
<b>Total</b>	<b>136</b>	<b>100%</b>

Out of 136 respondents, 39 (19.12%) strongly disagreed that rewards and penalties were there to motivate teachers, 55 (40.44%) disagreed that there were rewards and penalties meant to motivate teachers, 16 (11.76%) remained neutral, 34 (25%) agreed that there were rewards and penalties being given and 5 (3.68%) strongly agreed that rewards and penalties were there for teachers. This implies that majority of teachers in Uiri district are not rewarded and penalised for any work done. This was not in line with INEE (2002) that carried a study on education compensation and payments for educational staff and concluded that compensation should be sufficient to enable teachers to focus on their professional work rather than having to seek additional sources of income to meet their basic needs. Compensation should be contingent on adherence to the conditions of work and code of conduct.

## **CHAPTER FIVE**

### **5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusions and recommendations for the study.

#### **5.2 Summary of the Findings**

The first objective of this study was to establish how promotion influenced motivation of teachers on performance. To this end two variables were tested namely: promotion opportunities and in-service. On promotion opportunities, results revealed that a large number of teachers accepted that the level was good and motivated them to remain intact in their current stations. They narrated that more work was done to improve performance, 43 (32%) disagreed that it was good, only 16 (12%) were not sure. On in-service, 20 (14.7%) had the opportunity to access in-service training which assisted in maintaining their skills for the betterment of students while 55 (40.44%) were not sure of what was happening with in-service training. 36 (26.47%) had no opportunity for in-service courses. This discouraged them and could not do much in performance thus performance was automatically dropping. A gap was therefore identified by this study that needed to be filled by Education stakeholders in the provision of in-servicing to help in current skills acquisition by teachers. According to Smith (1999) motivated teachers are needed in our ever changing institutions such as Secondary schools to help such institutions to survive the current demand of performance. Motivated teachers are

productive as their productivity is revealed by excellent academic performance as many girls and boys acquire university entry points. Motivation energizes people to carry out an activity willingly and with sustainable ability up to the end of task.

The second objective was to determine whether working conditions and environment influences teachers' motivation on performance. To achieve this, three variables were tested namely: Working environment, equipment and facilities as well as working procedure. The results revealed that, out of 136 respondents, 40 (29.41%) reported that working conditions were very poor and they were de-motivated to perform to everybody's expectation, Only 37 (27.21%) agreed that working conditions were good enough to propel them to perform; out of 136 respondents, 52 (38.24%) stated that equipment and facilities provision was poor and did not motivate them to perform while 29 (20.87%) felt that provision was okay and that they were motivated to perform. On working procedure, out of 136 respondents, 55 (40.44%) strongly confirmed that working condition was good and they were motivated to be efficient and effective in their work while another 34 (25%) confirmed the same. The findings revealed that working procedure was catered for otherwise, working conditions and environment as well as provision of equipment and facilities were very poor and created a wide gap that needed to be filled for performance to be realised.

The third objective of the study was to explore the Strategies used by schools on motivation of teachers to perform. Here three variables were tested namely: compensation for extra work, reward for better performance and recognition of achievement. The result of the study shows that, out of 136 respondents, 84 (61.76%) disagreed that they were compensated for any extra work so that they could be motivated

to perform while 37 (27.12%) agreed that they were being compensated for extra work done that motivated them to perform, 16 (11.76%) were neutral; on reward for better performance, out of 136 respondents, 81 (59.56%) disagreed that they were receiving reward for better work which discouraged them to perform better while 39 (28.68%) agreed that rewards for better work done was given and this motivated them to perform, 16 (11.76%) remained neutral and on recognition of achievement, out of 136 respondents, 60 (44.12%) were not getting recognition for work well done, this demotivated them and could not do much to improve performance while 56 (41.17%) agreed that they were being recognised for achievements made, only 20 (14.71%) were neutral about recognition for achievement. In this case it was true to conclude that even though strategies to motivate teachers were used, the level was too low to create any impact on motivation and thus performance.

The fourth objective was to determine whether relationship with head teacher influence teachers' motivation on performance. To this end three variables were scrutinised namely: level of coaching, treatment of employees, level of assignment. The results of the findings indicated that, on level of coaching, out of 136 respondents, 98 (72.06) are being coached by head teachers in Uriri district on the skills required for teacher, management, counselling, finances as well as general operations of school system and this assist them for further performance while 21 (15.44%) disagreed that coaching is not done by head teacher to make them perform and only 17 (12.5%) were neutral and therefore did not commit what is going on. On treatment of employees, out of 136 respondents, 92 (67.64%) agreed that they are treated well by head teachers and this motivates them to perform better than before while only 26 (19.12%) disagreed that they

are not being treated well by head teachers, this is de-motivating and interferes with the performance and. On level of assignment, out of 136 respondents, 73 (53.67%) got a lot of assignment from the head teachers which was de-motivating while 43 (31.61%) did not get assignment from head teachers and were therefore free to do other work, only 20 (14.72%) were neutral thus did not take sides. It was therefore true to conclude that influence of principals was great among teachers and this affected the motivation and performance of teachers as level of coaching, treatment to teachers and level of assignment were all utilized to influence motivation and thus performance of teachers.

The fifth objective was to establish whether policies of compensation and benefits influence teachers' motivation on performance. To achieve this, three variables were tested namely: the level of wage and salary at employment, benefits at work place and reward-penalties. On level of salary, out of 136 respondents, 67 (49.3%) had net salary of below ksh.6000, 38 (27.9) had salary pegged between ksh.6001 to 12000 and 31 (22.85%) had salary of between ksh.12001 to ksh.18000. On benefits, out of 136 respondents, 28 (20.59) were given benefits, 96 (70.59%) had no benefits given while 12(8.82%) were not sure. On rewards and penalties, out of 136 respondents, 39 (38.56%) were rewarded and penalised while 81 (59.56%) were never rewarded and penalised, 16 (11.76%) were neutral. The above results confirmed that performance largely depended on motivation this was in line with (Evans, 2001).



### **5.3 Conclusions**

The study investigated the effects of motivation on teachers' performance in secondary schools in Uriri district. Based on the findings, the following conclusions can be made: The study found that teachers' motivation in secondary schools in Uriri district is low and needed a number of strategies which were used as variables. This conclusion is made since the findings revealed that, the level of teachers' promotion to influence career development was lacking in most of the schools and was de-motivating as a good number did not access as well as getting opportunities for promotion. This needs improvement as it impacted negatively on performance as some teachers would request for transfer to schools where such were offered, some left the profession to take other jobs due to lack of professional development. This was followed by drastic fall in general performance in schools as witnessed by teachers especially principals.

The working conditions and environment was appalling as many teachers saw it not conducive for working, facilities were inadequate and could not motivate teachers to do their best. However, even though the work procedure was well taken care of, it was not much since there were other factors affecting motivation of teachers at the same time. The government of Kenya should now come out to sort out the mess in schools to achieve quality teaching through motivation of teachers. This will call for improvement on working conditions and environment, provision of equipment and facilities as well as improving the working procedure for better performance more than where we are today.

The strategies that could have been used to motivate teachers were not utilised to their capacities as findings revealed that compensation for any extra work done and reward for better performance were utilized but to a lower degree that very few people

could talk about it. Even though recognition of achievement by teachers were all neglected such were very important motivators which could change the attitude of teachers towards performance and they were too little too late to create an impact only to worsen the situation as it had been prevailing.

The level of relationship with head teachers through coaching was executed and treatment of teachers was taken care of but too much assignment by head teachers bogged them down and could not do much as they were frustrated and de-motivated. The policies of compensation and benefits even though were existing in practice, did not please any teacher since there was no change as salaries remained below par, benefits at work place remained low as well as penalties were all a myth to talk about as motivators of teachers.

The interviews with head teachers revealed that major motivators in schools were lacking such as houses, water, electricity, transport facilities, achievement rewards, promotion and compensation for extra work. The result was poorly motivated teachers who could not perform. It also revealed that there are other strategies used to motivate teachers in schools in Uriri district such as tea, lunch, remedial lessons, tours and internal promotion by board of governors. Unless something was done to change the scenario the situation of teachers' motivation is bad. Girl child bias still exists in Uriri shown by the proportion of female teachers to male teachers. This study is a breaking point for education stakeholders let no time be given to this situation if we need to achieve quality Education for all in Kenya.

#### **5.4 Recommendations**

The study makes the following recommendations given that teachers' motivation has a significant role to play in improving performance of teachers in various institutions

pecially secondary schools in Kenya. There is need for policy makers to institute measures that would facilitate and encourage teachers in secondary schools to do their work without hitches that always de-motivate them (Woolfolk, 2001). Based on the findings from the literature review, analysis and interpretation of data the following recommendations are offered:

The link between teachers' motivation and performance established that the level of teachers' motivation in secondary schools was very low and most institutions did not take seriously the issue of motivation. It recommends that the government should:

1. Provide teachers' motivating strategies which include salary increase, promotion to various job groups, payment of any extra work done, employment of more teachers to reduce the work load and generally making teaching as a profession attractive.
2. Provide lunch, tea, conducive working environment, maintain their teaching-learning facilities, and provide housing for shelter in or near schools to bridge long distances travelled, remedial lessons as a way of additional funds as well as achievement rewards.
3. Improve the motivation strategy affecting teachers' motivation in secondary schools in Uriri district by the government through DEOs offices in every school since there was no level playing ground for Schools on motivation and this affects performance greatly.
4. Step up action plan against the 30% policy of girl child admission to University to correct the biasness in teaching as a profession.

## 5.5 Contribution to the Body of Knowledge

This part presents contributions to the body of knowledge based on the findings of the study objectives.

**Table 5.1: Contribution to the Body of Knowledge**

<b>Objectives</b>	<b>Contribution</b>
1. Establish how promotion influences motivation of teachers' performance in secondary schools in Uriri district.	The study established that promotion influences motivation of teachers and that it was poorly executed. This was confirming other earlier study done by (Dorneyi, 2001).
2. Determine whether working conditions and environment influences motivation of teachers in secondary schools in Uriri district.	The study revealed that in Uriri district better working conditions and environment influences motivation which was confirming earlier studies done by (Barmby, 2005).
3. Explore strategies used by schools to motivate teachers to perform in secondary schools in Uriri district	The study established that schools are using the following strategies to motivate teachers in the district: lunch, tea, achievement reward, staffing, remedial lessons, housing, working procedure as well as relationship between teachers and head teachers. This was new finding since such study had never been carried out in Uriri district in Nyanza province-Kenya.
4. Determine whether relationship with head teachers influences motivation of teachers' performance in secondary schools in Uriri district	The study established that coaching, treatment of teachers and assignments by head teachers influence teachers' motivation in Uriri district which was a new idea since it was created as a district.
5. Determine whether policies of compensation and benefits influence motivation of teachers' performance in secondary schools in Uriri district.	The study established that policy of compensation affects teachers' motivation in Uriri district. This was a new finding.

## **5.6 Recommendation for Further Research**

The study is by no means exhaustive as it only covered few aspects of teachers' motivation and its influence on performance. In this regard the gaps which the study would recommend for further research are:

One, a more detail country wide study of teachers' motivation should be carried out. Two, there is need for an in-depth study of teachers' motivation in other districts to compare whether teachers' motivation impacts positively or negatively on learners' performances.

Three, it is recommended that a research be conducted on motivation strategies used in secondary schools to counter teachers' motivation to perform since teachers' motivation may not necessary influence performance positively or effectively.

Four, there is need to do research on relationship between teachers' salary level and taking upgrading courses for their professional development.

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## APPENDICES

### APPENDIX A -

#### QUESTIONNAIRE

#### TO BE FILLED BY TEACHERS IN URIRI DISTRICT

*Where alternative responses are shown please tick one that best suits your position in regard to the statement given.*

#### PART A: Background Information

1. Sex: female/male.
2. Age: (below 30/ 31 – 35/ 36 – 40 / above 41 years)
3. Where do you live (town /rural).
4. What is your level of education? University  Diploma  High School
5. For how many years have you been teaching? (Below 5 years/6 – 10 /above 10 years)
5. What is your marital status (married/single/ Divorced/ widowed.)

**Direction.** For the following questionnaires, tick the number that best describes your feelings against each of the statements given.

1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly disagree.

#### PART B: Promotion of teachers and its effects on motivation

		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1.	The level of promotion opportunities in the school is high					
2.	Your take as far as in-service training opportunities offered to teachers is concerned is excellent					

#### PART C: Working Condition and Environment

		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1.	Working conditions and environment in this school are conducive for teachers.					
2.	The level of equipment and facilities provision to improve working conditions are well catered for.					
3.	The working procedure used by the school is good.					



**PART D: Strategies used for motivation**

		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1.	The level of teachers' recognition after doing a good work is high					
2.	The nature of compensation for extra work done in the school is excellent.					

**PART E: Relationship between teachers and head teachers**

		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1.	The level of treatment of teachers when given duties by the head teacher is excellent					
2.	Teachers in the school are given a lot of work					
3.	Teachers in the school are well coached on their job					

**PART F: Policies of compensation and benefits**

	Question	Below Ksh. 6000	Ksh.6001-12000	Ksh.12001-18000	Ksh.18000 and above	
1.	Indicate the level of your net salary at employment					
		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
2.	Compensation and benefits offered by the school after doing a good work is good.					
3.	The reward and penalty after achievement in the school is good.					

## APPENDIX B

### General statement on teachers' motivation

*Personal Background Questionnaires for Teachers.*

*Where alternative responses are shown please tick one that best suits your position in regard to the statement.*

1. Sex: female/male.
2. Age: (below 30/ 31 – 35/ 36 – 40 / above 41 years)
3. Level of school education you completed (University/Diploma/High School)
4. For how many years have you been teaching? (Below 5 years/6 – 10 /above 10 years)
5. How many schools have you worked at? (1/2 / 3 / 4 / 5)
6. Marital status (married/single/ Divorced/ widowed.)

	Strongly disagree (1)	Disagree (2)	Neutral( 3)	Agree (4)	Strongly agree (5)
1. Teachers in this school have skills to do their work well					
2. Teachers in this school are well motivated					
3. The working environment at this school is adequate					
4. The teachers absenteeism is not a problem in this school					
5. Teachers at this school come to work on time					
6. Teachers in this school are well managed					
7. The head teacher of this school lead by example.					
8. Teachers at this school work well together.					
9. School inspectors regularly visit this school.					
10. Teachers and parents work well together.					
11. My subjects' performance has been improving					
12. Teachers at this school are increasingly de-motivated.					
13. The behaviour of students in class is not a problem for teachers at this school.					
14. Teachers' transfers are managed well and fairly.					
15. Teachers sometimes come to school hungry					
16. Teachers are respected in the community.					
17. Qualified teachers are better motivated than unqualified teachers.					
18. Teachers in this school are housed in the school					
<b>Personal statements</b>					
19. My current level of job satisfaction is high					
20. My pay as a teacher is good					
21. Working conditions in this school are excellent					
22. Opportunities for upgrading professional qualifications are high					
23. Other in-service training opportunities are high					
24. My level of job satisfaction over the last 5 years is high					
25. My standard of living over the last 5 years is good					

## APPENDIX C

### Interview Schedule for Secondary School Principals

**Major questions to the principal**

**Please where alternatives are given tick one that best suits your position.**

1. Sex: female/male.
2. Age: (below 30/ 31 – 35/ 36 – 40 / above 41 years)
3. Where do you live (town /rural).
4. What is your level of education? University  Diploma  High School
5. For how many years have you been teaching? (Below 5 years/6 – 10 /above 10 years)
6. What is your marital status (married/single/ Divorced/ widowed.)

What instructional strategies are you employing to motivate the teachers of your school to teach inspiringly	Responses (Yes / No)
1. Institutional resource provision is adequate	
2. Teacher support and empowerment (delegation, cooperation, collective creative problem solving, SMT, shared/decision making/power)	
3. Professional teacher/development and growth	
4. Interpersonal relationship/personal approach to teachers	
5. Always available	
6. Employing young teachers	
7. Salary supplement	
8. School location	
9. Conducive working environment	
10. Achievement motivation	
11. Easy transfer where necessary	

## APPENDIX D - LETTER OF TRANSMITTAL

**MOSES AOL JABUYA,  
ST. JOSEPH'S SCHOOL, RAPOGI,  
P.O. BOX 11, SARE  
E-mail mosesjabuya@yahoo.Com  
0722 – 426723**

**27<sup>th</sup> February 2010**

Dear Madam/Sir,

**RE: EFFECTS OF TEACHERS MOTIVATION ON PERFORMANCE IN  
SECONDARY SCHOOLS IN URIRI DISTRICT, NYANZA PROVINCE -  
KENYA.**

I am a Masters student at the University of Nairobi. As part of the requirement of the Masters Degree in project planning and management, I am conducting research for my project on effects of teachers' motivation on performance in secondary schools in Uriri district, Nyanza Province - Kenya. This will help to improve teachers' motivation and result into better performance in secondary schools in Uriri district.

To enable me collect data for the research, you have been selected as one of the participants of the study. Kindly complete the questionnaire and interview schedule attached. The research is for academic purposes only and thus your responses will be treated with utmost confidence. You are requested to give your response as honestly as possible.

Thank you in advance for participating in this research.

Yours Sincerely

Moses Aol Jabuya,  
Student, School of Continuing and Distance Education  
Department of Extra-Mural Studies  
University of Nairobi

# APPENDIX E – RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegram: "SCIENCE TECH", Nairobi  
Telephone: 254-020-241349, 2213102  
254-020-310571, 2213123.  
Fax: 254-020-2213215, 318245, 318249  
When replying please quote

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Date: 28<sup>th</sup> April, 2010

Our Ref: NCST/RR1/12/1/SS/280/5

Mr. Moses Jabuya Aol  
University of Nairobi  
P. O. Box 30197  
NAIROBI

Dear Sir,

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of motivation on teachers' performance in secondary schools in Uriri District, Nyanza Province, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Uriri District for a period ending 31<sup>st</sup> July, 2010.

You are advised to report the District Commissioner and the District Education Officer, Uriri District before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

**P. N. NYAKUNDI**  
**FOR: SECRETARY/CEO**

Authority granted  
7/5/2010

**DISTRICT COMMISSIONER**  
**URIRI DISTRICT**  
**P. O. Box 100-40228,**  
**URIRI.**

Copy to:

The District Commissioner  
Uriri District

# APPENDIX F – NATIONAL RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss MOSES  
AOL JARUYA  
of (Address) UNIVERSITY OF NAIROBI  
P.O. BOX 30197 NBI  
has been permitted to conduct research in  
URIRI District,  
NYANZA Province,  
on the topic EFFECTS OF MOTIVATION  
ON TEACHERS' PERFORMANCE IN  
SECONDARY SCHOOLS IN URIRI  
DISTRICT, NYANZA PROVINCE,  
KENYA.  
for a period ending 31ST JULY 2010

PAGE 3

Research Permit No. NCST/RRI/12/1/SS/280  
Date of issue 23/04/2010  
Fee received SHS 1,000



[Signature]  
Applicant's  
Signature

[Signature]  
Secretary  
National Council for  
Science and Technology

## CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA  
RESEARCH CLEARANCE  
PERMIT

GPK6055(3m)10/2009

(CONDITIONS— see back page)