

**FACTORS INFLUENCING PERFORMANCE AMONG  
TEACHING STAFF IN MARANDA DIVISION, BONDO  
DISTRICT, NYANZA PROVINCE, KENYA.**

**BY  
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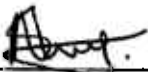
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## DECLARATION

This is my original work and has not been presented for any award in any university for approval.

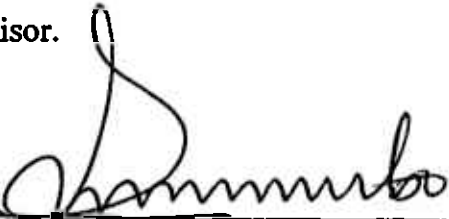
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## **DEDICATION**

I wish to dedicate this work to my lectures, my family, friends and relatives for their support emotionally, morally and any worthwhile support they gave me in fulfilling this noble project.

## **ACKNOWLEDGEMENTS**

I wish to acknowledge the support of many people who assisted me complete this work. My special thanks go to my supervisor, Dr. C.M Rambo, lecturer, University of Nairobi. This study relied a lot on insights and views of important stake holders who were willing to share from their experience and also provide the necessary documentation to illuminate issues explored. A big challenge of conducting research into education in Kenya is the availability of reliable and consistent data. In reaching conclusions of specific issues I was exploring I had often to seek clarification and commentary on data and other educational statistics relevant to the study. Education officials were very instrumental in helping me reach an informed and valid interpretation of data and other sources of information. I wish to thank all who played such a role in this study.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>GNI</b>	<b>Gross National Income</b>
<b>HRM</b>	<b>Human Resource Management</b>
<b>ICT</b>	<b>Information Communication Technology</b>
<b>NPEC</b>	<b>Nigeria Policy Education Choices</b>
<b>PA</b>	<b>Positive Affective</b>
<b>TSC</b>	<b>Teachers Service Commission</b>
<b>UNESCO</b>	<b>United Nations Educational, Scientific and Cultural Organization</b>
<b>WTO</b>	<b>Washington Teachers Union</b>

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## ABSTRACT

Performance is an important aspect of HRM. Employees should be motivated in order to improve on their performance. Employees should therefore be provided with a sound working environment and also good pay. When employees fail to be motivated they tend to be reluctant in their productivity and cannot attain the organizations' goals. To enhance performance of employees it is imperative to improve harmony develop favourable relationship and alleviate conflict among them. A high performance work system is an integrated set of HRM policies and practices that together produce superior employee performance. Contingent rewards, information sharing, reduced status distinction between managers and workers, employment security and selective hiring help improve performance.

The efficiency of an educational system depends largely on the efficiency of its teachers. The quality of education imparted to students depends to a large extent on the quality of teachers in the schools and colleges. Buildings, equipment, curricula, books and teaching methods are no doubt important. But no other aspect of education is so vital and significant as the men and women who actually teach in the educational institutions. It is they who can make a proper use of the buildings and equipment, who can give life and meaning to the curriculum, who can make the books interesting or dull, who can make teaching methods inspiring or soul killing. Performance of teachers is equally as important to education. It becomes the key to a good school system.

The study was guided by the objective; to investigate to what extent remuneration, workload, and conditions of service, incentives and promotion influence performance of teachers. All the head teachers and teachers interviewed were from randomly sampled schools which were included in the study. The sample covered teachers in the selected five public secondary schools with fifty respondents in all schools and was limited to Maranda Division, Bondo District, Nyanza province, Kenya.

The methodology used in the study was descriptive survey; because of the nature of the study that required a descriptive analysis of the situation based on respondents perspective. This will later allow for quantitative and qualitative techniques to be used. Close ended questionnaire and interview guides was used to collect data.

# CHAPTER ONE

## INTRODUCTION

### 1.1 The Background of the study

Education is universally recognized as one of the most fundamental building blocks for human development and poverty eradication. The professional growth of a teacher is thus a career long process of development beginning with undergraduate studies and culminating in retirement. Teachers' exhibit different needs at different times in their professional lives, and these needs point a differentiated approach to their professional performance.

The need for teachers' development to increase performance is important. The expectation of performance in mastering the direction of the learning of others is all encompassing in nature. It requires more than knowledge of subject matter. Teachers are expected to perform such though students are diverse in capacity to learn, school systems are variable in progress and organization, societal characteristics often are unpredictable and government controls are inflexible. In the presence of these conditions the teacher must accomplish the goals and purposes of education. Once teachers were on the job, several situational factors either helped or created major problems for them. Policy choices in secondary education in Africa highlight challenges seen from different perspective in African countries. Learning is a process of interaction between teachers and students as they both participate in the learning process, but with more insight given to teachers to show the way. Learning achievements can mainly be determined in classroom by motivated teachers who plan for teaching and put into practice what they

have learnt but teachers' motivation is a critically ignored factor in all levels of policy choices. (Nyachieu, 1992).

In the US recently, there has been quite a bit of discussion about teacher performance and paying or (cutting teachers) based on their performance. Interestingly there has been little discussion about the amount of resources provided to teachers in order for them to properly do their job. This certainly affects their performance (Blair, 2010) According to (Mani, 2010), educational progress depends upon the quality of teachers. Unfortunately most of the persons who enter the teaching profession do not like their jobs at all because the profession is not made attractive enough for people to want to join.

Motivation of teachers help to retain teachers at their work places and it includes "materials and psychological needs." As pay on its own does not increase motivation among teachers. However, pecuniary motives are likely to be dominant among teachers in less developed countries. In Sub-Saharan Africa for example, teachers' motivation is low and has been detrimental to the quality of education.

Discussions on teachers' salaries cannot be held in isolation. Rather they need to be seen in a context that appreciates wider issues which affect teachers. Teacher's motivation, expectations and respect, which usually from the basis of collective bargaining, do not depend on salary alone. Other factors such as the working conditions and environment, school leadership, or possibilities for professional development are as important and at times even, more important, for the improvement of teachers' professional lives.

Negotiations on teacher's salaries can also include a focus on inequalities within teaching corps. Important imbalances such that as between different regions in a country, between men and women or between contract (Para) teachers and teachers with a certain form of tenure are other contextual factors that determine discussions on salary progression. All these are key concerns for teachers. (Watt, 2009).

In most countries all over the world, it is challenging to ensure that teaching is and remains an attractive career option and attracts a sufficient number of high quality applicants. A study in Ghana found out that some young people chose teaching because of a vocational commitment. For many people teaching was chosen on the basis of the possible benefits it offers including job security and opportunities for advancement (Akyeapong and Stephens, 2002).

The work environment is also an important determining factor of performance. The teachers working environment in Nigeria for example has been described as the most impoverished of all sectors of the labour force (NPEC, Nigeria). Facilities in most schools are dilapidated and teaching resources are inadequate. working environment in rural areas do not attract teachers to work in very remote areas. There is great lack of staff houses in rural areas for teachers to rent. One of the most frequently reported reasons for leaving the teaching profession was the lack of respect that teachers receive from the community and students. Lack of respect from the community referred to several different other factors: a lack of attention from policy makers to address teachers' needs,

harassment from students and parents, increasing demands from administration, combined with little support.

Teachers' salaries and career structures depend highly on teachers' professional status. As these are all key concerns for teachers. They are analyzed and brought forward by teacher and education unions in negotiations. Unions have an important role in bringing a social dimension to discussions, which dimension is intrinsically linked to professional needs. Indeed, in the context of the crisis, social issues have been better addressed when unions have been involved in preparing the response. Declining morale has serious implications for recruitment and retention of teachers as well as for teachers' performance. Motivation is highly related to career path projections and opportunities for progression. (Watt, 2009).

Many occupations and all professions offer their recruits the opportunity of pursuing a career. In the sense that individuals can be promoted through a clearly delineated promotions hierarchy. This aspect of a career is referred to as its' mobility dimension. Promotion is therefore regarded as the passage to a higher rank. Promotion is one of the reinforcers of the reward system to help motivating employees (teachers).

One thing is certain: in the engineering sector, if a company had deterioration in performance comparable in scale to that which has taken place during the past three decades in student performance on tests, there would be no debate over the matter- because the company would no longer exist. Long, long before the elapsing of three



decades, the conclusion would have been reached that something is fundamentally wrong with the system, the problem investigated and an appropriate course of action embarked upon. Think about it: we would immediately, launch into an investigation into the causes of failure, no buts about it. And why? Because the bottom line is at stake. Is it so difficult to understand that teachers have a bottom line, too?

Normally, when we try to judge performance we seek to measure customer satisfaction. If that measure is used in education, the parent and future employer will be asked if they are satisfied. One measure of this would be the amount and cost of providing remedial education to high school students.

A study by Green (2000), for the Mackinac Centre for Public Policy titled "The Cost of Remedial Education": how much Michigan pays when students fail to learn the basic skills "puts the costs, obtained by averaging five calculations, at around \$600 million annually. Extrapolated to the entire nation and the amount came to \$16.6 billion nationally.

Another researcher, David Breneman, also found high national remedial education costs in a separate study. What this means is that students aren't leaving school with the skills and knowledge they need to succeed in the world—a failure we are playing for in far more ways than monetary. Unfortunately, rather than being able to attack the problem head on, many countries so far have been able to nip away at the chinks in the establishment's considerable armor. One of those chinks has widened into a bonafide hole: private schools. And it is there where teacher incentives are beginning to have an impact.

## **1.2 The statement of the problem**

It is in view of the above background that the study wishes to explore;

How the levels of remuneration to employees gauge as to how they will carry out their work from time to time. The study will also seek to explore how workload, working conditions, promotion and incentives as motivational factors influence performance.

To a larger extent, it is beyond reasonable doubt that the results of any institution (school) will be directly based on the teachers (employee's) performance which is directly proportional to the level of performance in the organization (school) itself. It is therefore important to note that in any organization, employees are human resources in it. The study will therefore at the end of the day try to investigate and evaluate the factors that influence performance among teaching staff in maranda Division, Bondo district and the subsequent mechanics that should be put in place to rectify the problem.

## **1.3 The purpose of the study**

The purpose of this study is to establish factors influencing performance among teaching staff in maranda division, Bondo District, Nyanza province, Kenya.

## **1.4 The objectives of the study**

The objectives of this study are to;

1. Determine the extent to which workload influence performance of teachers in Maranda division, Bondo district.
2. Establish the level at which remuneration influence performance of teachers in Maranda division, Bondo district.

3. Asses the extent to which working conditions influences performance of teachers in Maranda division, Bondo district.
4. Determine the extent to which promotion influences performance of teachers in Maranda division, Bondo district.
5. Investigate the level at which incentives as a motivational factor influence performance of teachers in Maranda division, Bondo district.

### **1.5 The Research questions**

The following will be used as research questions in the study;

1. What is the extent of workload of teachers on performance in Maranda division, Bondo district?
2. To what level does remuneration influence performance of teachers in Maranda division Bondo district?
3. To what extent does working conditions influence performance of teachers in Maranda division, Bondo district?
4. To what extent does promotion influence performance of teachers in Maranda division Bondo district?
5. What is the level at which incentives as a motivational factor influence performance of teachers in Maranda, Bondo district?

### **1.6 The significance of the study**

Teachers all over the world affect eternity and they can never tell where their influence stops. It is therefore important to note the factors that influence their performance. This

research is an eye opener to the stakeholders in education and anyone interested in knowing what influences the performance of teachers in this country. The research is also meant to stress the importance of improving teachers' performance for them to be motivated. At the end of the research the recommendations are meant to give an insight into how performance of teachers can be improved. The findings of this study will also help the TSC in knowing what factors influence performance of teachers and what the employer needs to do to improve on teacher performance. The study informs the educators of those challenges that teachers face.

### **1.7 Basic assumptions of the study**

This study assumes that Maranda division, Bondo district with its employees (teachers) are true representatives of the study population. The study assumes that workload, remuneration, conditions of service, promotion, and incentives are among the factors that influence performance of teachers. Information collected will thus be correct for making the study assumptions. The study also assumes that the targeted respondents will be competent enough to respond to the interview questions.

### **1.8 The limitations of the study**

The Programme did not offer consideration for study leave and therefore balancing time to carry out the research study and performing the functions of my job description was quite a challenge. Other limiting factors include time and funds. Only a limited number of respondents participated. The research study used ex-post factors research design which had indirect control of independent variable

### **1.9 Delimitations of the study**

The study focused on five sampled secondary schools in Maranda division. This was because the division had quite a number of schools which are easily accessible. The site was also within the cell phone range. The other public schools were not covered as it would have caused financial constraints on the budget. The factors influencing performance of teachers were researched by administering questionnaires and interview guides to the teachers

### **1.10 Definition of Significant Terms**

<b>Influence</b>	-	<b>A power affecting a person</b>
<b>Performance</b>	-	<b>productivity expected from teachers</b>
<b>Teaching staff</b>	-	<b>employees who are teachers in school</b>
<b>Workload</b>	-	<b>Amount of work teachers are expected to do</b>
<b>Remuneration</b>	-	<b>Salary that is paid for services rendered as an employee</b>
<b>Working conditions</b>	-	<b>Environment in which teachers work</b>
<b>Promotion</b>	-	<b>change in a job at a lower level to one at a higher level.</b>
<b>Concomitant</b>	-	<b>Happening at the same time.</b>
<b>Pecuniary</b>	-	<b>Of or relating to money.</b>
<b>Teacher corps</b>	-	<b>A Programme established by the United States congress to improve elementary and secondary school teaching.</b>
<b>Delineated</b>	-	<b>To draw or sketch the outline of; sketch out..</b>
<b>Intrinsic</b>	-	<b>Belonging to a thing by its very nature.</b>
<b>Dilapidated</b>	-	<b>Having fallen into a state of disrepair or deterioration.</b>

- Impoverished - Reduced to poverty; poverty stricken
- Detrimental - Causing damage or harm
- Encompassing - Surrounding, closely encircling
- Contingent rewards- Rewards given for motivation other than monetary

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

The study is organized into five main chapters; Chapter one highlights the introduction which contains; background of the study, the objectives of the study, the research questions, significance of the study, basic assumptions of the study delimitation of the study and limitations of the study. chapter two presents the views of the related literature on the factors that influence performance of teachers that is; influence of workload on teachers performance, influence of remuneration on teachers performance, working conditions on teachers performance, influence of promotion and teachers performance and influence of incentives and teachers performance. The third chapter describes the research design, target population, sampling size and procedures, research instruments, validity and reliability of instruments, data collection procedures, and data processing and analysis. Chapter four will present data analysis, interpretation and presentation. Chapter five of the study will give summary of the findings, conclusions, recommendations, contribution to the body of knowledge and suggestions for further studies. This will be followed by a list of chronologically organized reference materials utilized in the study and attached appendices.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The teachers are probably the most important resource that any country has. This is because an efficient human capital development depends on the quality and effectiveness of teachers. The quality of the doctors, lawyers, accountants, engineers and other professionals depends on how they will have been prepared for their various roles in the society by their teachers. Teachers thus play a key role in the overall human resource development in any country.

There are several factors that influence performance of teachers. A consciously designed human resource development efforts is, therefore needed if the work, motivation and job satisfaction are to be improved. In order for the teaching staff to be effectively involved in the achievement of the educational objectives their potentials need to be consciously detected, developed and realized. Teachers play a very crucial role in any educational organization and so their roles must be seen within the context of an integrated system.

This chapter highlights the main concepts reviewed and found to be related to the study. The chapter examines the literature related to factors influencing performance of teachers in developed and developing countries of the world. The review of literature study was drawn from newspapers, journals, government publication and documents, reports and works that have a bearing on teachers' performance. This also includes the internet. This is looked at under the following subheadings.

## 2.2 influence of workload on teachers' performance

One of the concerns expressed by teachers is the amount of work they do. The number of contact hours teaching subject matter is only one aspect of the workload of teachers. The number of students per course also affects teachers' workload. In some countries teachers reported having 50-100 students in class. Teachers also need time to prepare for their courses and assess student learning. Teachers in Uganda consistently reported that continuous assessment was burdensome, time consuming and one reason for not wanting to stay on the job.

When the workload is heavy teachers lack time for preparation marking and discharging of other responsibilities. This therefore creates the characteristic pressure situation of attempting to do more work in less time.

The problem is that teachers may not be able to complete all the work they are given or set for themselves but it is also a question of not being able to achieve a level of performance is an important aspect of their work which would bring warm feelings of a job well done. When the workload is manageable; it will not place a lot of burden on teachers; they will have enough time to prepare and mark exams. This would directly impact on teachers' motivation and commitment.

**Table 2.2.1. Time use of teachers in Madagascar**

Workload	Time use of teachers in secondary schools	
	Lower	Upper
Teachers teaching two subjects or more	33	45



### **2.3 influence of remuneration on teachers' performance**

Teachers' salary form the biggest proportion of education spending in African countries (UNESCO 1998) and in some cases, also account for the largest part of the public service pay bill. Teachers pay often accounts for up to four fifths of education spending (colloids 2001) making governments to face a dilemma. On the one hand raising salaries is a powerful way to attract more and better qualified teachers. Low pay may result in poorly qualified and disinterested teachers; reducing the quality and impact of education system. Teachers' organizations assert that salary levels are low often declining in real terms and relative to remuneration in other professions. Where teachers salaries have been eroded this has often pushed teachers into second jobs or private tutoring (Gaynor 1994; USO 2002). One common consequence is high teacher absenteeism, as teachers supplement their income with second and third jobs (Chapman 1994).

When teachers' standard of living is so low that their basic needs are not met, they do not give priority to their teaching responsibilities. In these circumstances, instructional quality suffers (Dacin 1997). A further difficulty arises when salaries are paid late or the payment system is insufficient or unreliable. Late payment of salaries impose hardship on teachers. In Ghana, teachers reported frequent delays of between two and nine months (hedges, 2002).

The presence of a differentiated salary structure is perhaps as important as the starting salary level in the motivation and retention of teachers. There is a danger of attracting teachers with higher starting salaries only to have this salaries stagnate by mid career.

Countries in Sub-Saharan Africa are therefore faced with difficult trade offs between numbers of teachers and level of teachers pay. Low salaries have a detrimental effect on

teacher morale and work practices. But there is little to suggest that raising salaries alone has a significant impact on the quality of teaching (WB 1995). Although increased salaries on its own may not improve teaching, increases may be used to attract higher caliber of entrant into the profession or facilitate changes in work practices that would otherwise not be possible.

The district of Columbia public schools, the American federation of teachers and the Washington teachers union(WTO) feel that teachers have not been properly rewarded and agree to provide the school district's teachers with some of the highest levels of professional rewards, salaries and support in the nation(internet april,21,2010)

The table below shows the range of salary for teachers, the salary equivalent in US dollars and salaries as percentage of per capita (GNI). The salary range reflected differences in years of teaching from the first year of service and subsequent years in: Guinea, Madagascar, Ghana, Tanzania, Ethiopia and Uganda

#### Teacher salary range

Country	Salary per annum	US \$ Equivalent	Per capita GNI in US \$
Guinea	1680000-288000 francs	\$840- 1440	\$ 410
Madagascar	11400000-16800000 md francs	\$ 2040-3000	\$ 240
Tanzania	768000-1476000 Tshs	\$ 720-1440	\$ 280
Ethiopia	8400-18000 birr	\$1020-2160	\$100
Uganda	2400000-5040000 Ug shs	\$1200-2520	\$25
Ghana	12-15million cedis	\$ 1440-2160	\$ 272

Source: World Bank. Table 2.3 1

In Kenya Teachers' salary has always been an issue and they have continued to be dissatisfied with what the government offers compared to what their counterparts in civil service earn. The table below shows the new salary scale for teachers which will be equivalent to those of the civil servants in three years time. Standard newspaper. Saturday, 13<sup>th</sup> June 2009.

**Table 2.3.2 Teacher Salary Range in Kenya**

Group	Present (Ksh)		New (Ksh)	
	Lowest	Highest	Lowest	Highest
F	10,185	12,345,	11,611	13,069
G	11,180	15,340	12,745	16,268
H	12,470	17,580	14,365	18,663
J	16,335	20,735	18,849	22,799
K	18,165	24,465	21,428	27,477
L	20,395	27,495	24,425	30,607
M	24,650	33,010	28,900	36,956
N	26,510	35,155	32,240	40,947
P	30,915	38,715	44,061	55,790
Q	34,010	41,660	51,416	64,575
R	36,790	44,990	59,768	75,102

*Source: Standard Newspaper, Saturday 13<sup>th</sup> June 2009*

Discussions on teachers' salaries cannot therefore be held in isolation. Rather they need to be seen in a context that appreciates wider issues which affects teachers.

## **2.4 Working conditions on teachers performance**

Briggs and Richardson state that morale is a concern in the industrial world, where salaries, working conditions, employee input, and management, labour relationships are areas of concern due to their impact on productivity and attitude. they go on to quote Schulz and Schulz's statement is that unhappiness at work carries over into other aspects of life, can disrupt relationship with family and friends and can influence physical and mental health.

Work conditions are always a main reason for wanting to leave or stay in any given profession. Work conditions refer to the amount of work teachers do, the remuneration they receive for their work and the support they receive from the community for their work as well as the working environment.

### **2.4.1 Working Environment**

When the environment in which teachers work is poor three important kinds of pressure are generated: physical, financial and organizational.

The physical aspects of poor working conditions include badly constructed buildings with inadequate sound-proofing and high noise levels. The financial aspects are becoming increasingly significant; narrowing of promotion opportunities and restriction of career prospects. The organizational aspects include difficult and frustrating staff relationships which may result in little support of junior staff by top management, poor cooperation among the academics conflicts between departments and between colleagues in the staffroom

The major consequence of poor communications include conflicts about different aspects of school policy and time pressures because of poor planning of issues such as meetings and deadlines . The work environment is therefore an important determining factor of performance. The teachers working environments in Nigeria for example has been described as the most impoverished of all sectors of the labour force (NPEC /Nigeria 1998) facilities in most schools are dilapidated and inadequate.

When a healthy school environment exists and teacher morale is high 'teachers' feel good about each other and, at the same time, feel a sense of accomplishment from their jobs (Hoy and Miskel 1987).

Kelehear (2004) states 'stress occur among all groups in a school community and can affect morale performance and leadership ability.' when schools function under high level of stress, especially unmanaged stress; the school atmosphere becomes unhealthy and dysfunctional. If the stress level of the teachers in a school change, then the school culture changes and people are more open to criticism. The teachers and the principles become more willing to listen to the needs of their students and the school has a better sense of well being and efficacy.

### **2.5 Influence of Promotion and Teachers Performance**

Promotion is regarded as a change or assignment from a job at a lower level to one at a higher level within the organization (school). Promotion always provides an employee with an increase in pay and status.

Promotion can depend on the employee (teachers) point of view: some employees may consider a promotion as a demotion or step backward in their careers. But in general one can hardly find an employee who does not anticipate promotion regardless of one's performance, job group or type of work performed.

Many occupations and all professions the world over, offer their recruits the opportunity of pursuing a career. In the sense that individuals can be promoted through a clearly delineated promotions hierarchy. This aspect of a career is thus referred to as its vertical mobility dimension. Promotion being the passage to a higher rank is one of the reinforcers of the rewards system to help motivating employees (teachers).

When promotion system is clear and consistently implemented promotion becomes a motivator and a very powerful tool for performance and productivity improvement.

Teachers need to improve their performance in order to enhance the education of children. It has been pointed out that HRM systems and practices that are properly designed and applied can create value in terms of performance improvement, but in some cases they can even do harm, to the organization. If promotion is poorly administered; can cause the entire organization more trouble than poor salaries would cause.

For example salary increases based on subjective merit rating may even boomerang and decrease initiative and productivity. In the same manner, promotion that may be intended to improve much more the performance of a hard working teacher can even result in the decline of his productivity. This happens when they are "promoted to their level of incompetence."

At times reliable teachers may no longer be competent when they are promoted to position with responsibilities they cannot handle. Promotion can infect organizational

units with the virus of jealousy if not properly handled and become a source of conflict. Whenever there is a promotion, it creates ripples in the school system like any other change event. The ripples will disappear if the promotion of the teacher is accepted by other teachers in the old and new ranks. vertical model of achievement based on promotion is necessary. In the early part of teacher's careers, this model matched reality: they were promoted to middle management positions with the strong assumption that further progress would follow.

The risks of non promotion can affect professional and personal development of teachers. In many countries, teachers are demoralized by the lack of transparency and information in the promotion process.

Teacher promotion is therefore an important issue in school administration that deserves more academic attention. In the existing education system, pay levels and structure are relatively fixed and it is difficult for principals to use the compensation system as a tool to motivate teachers. Promotion is therefore the most important rewards that principals can use.

## **2.6 Influence of Incentives and teachers performance**

### **2.6.1 Improving teaching and learning through effective incentives**

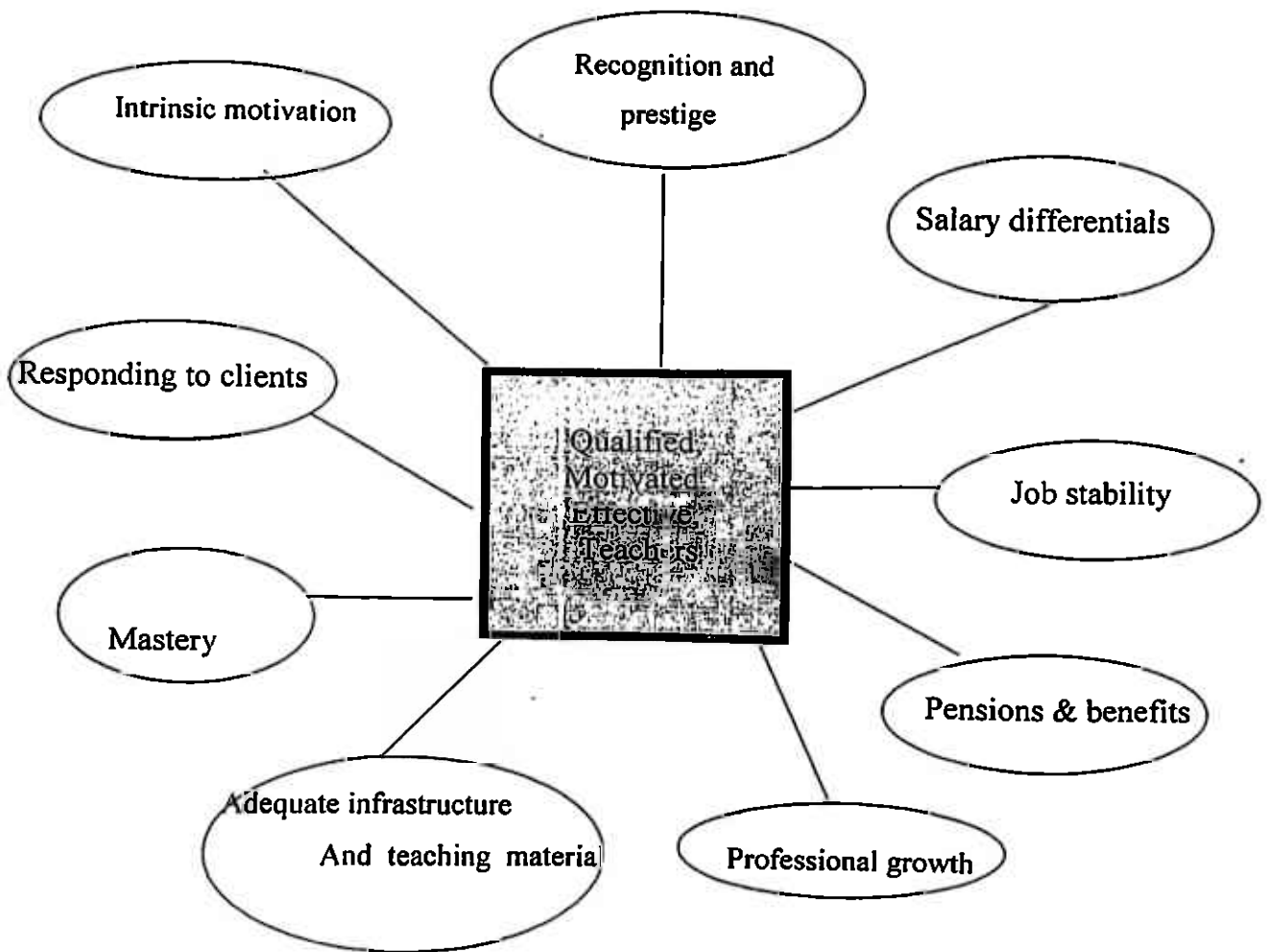
Incentives are general and teacher incentives in particular have been the subject of much academic and policy debate. It is clear that incentives do matter for better or worse (Prendergast 1999). That is incentives have direct implications on teachers characteristics and behaviour. Similarly, it is intuitively clear that teaching quality affects student learning and development.

Incentives are therefore a way of motivating workers (teachers). They include financial rewards paid to workers (teachers) whose production exceeds some predetermined standard.

The school administrators devising an incentive plan should remember that different people react to different incentives in different ways. For example low PAs respond favourably to merit raises than high PAs perhaps because the raise gives the relatively unhappy low PAs relatively more to be happy about. Giving teachers certificates of recognition, a trip to a destination of their choice, home improvement/beautification items and shopping sprees at stores of their choice help in improving performance as they see that their efforts are being recognized and appreciated.



**Figure 2.6.1 Types of teachers' incentives**



For decades, America's education establishment-especially its very powerful teachers' unions-had opposed the idea of "merit pay" or other types of incentives for excellent teaching, as a novel idea smacking of across commercialism that has no place in the hallowed sanctum of the classroom.

But there's no reason why human nature should respond any differently in this realm as in any other. there is nothing base in the fact that economic incentives motives excellence in virtually every area in human endeavour.is it not the lack of incentives for performance one of the key reasons for the failure of socialist systems around the world? It could also be the key to recognizing a source of failure in our education system.

Teachers are professionals yet they, unlike virtually every sort of professional working in private enterprise, have no element of performance incentives in their pay structure. Incentives work. Doesn't a sales person have more reason to increase sales if he is paid at least partially on commission? Does it not make common sense that if excellence in teaching were rewarded monetarily that teachers would be more likely to try harder?

## **2.7 Theoretical framework**

Theory can be seen as the axis around which studies work revolve. It also forms the foundation upon which the practice is based. In this context this sub-section examined two key theories found to be relevant to the study. These include principal-agent theory and the theory of motivation.

### **Principal-Agent Theory**

The principal agent theory is an economic theory concerning how employees such as principals design compensation structures to get agents such as employees (teachers) to work in the principals interest (Ross 1973). In education, the principal-agent relationship can take multiple forms in the sense that teachers, as agents, can be considered as working on behalf of multiple principals, including parents, school principals, including parents, school principals, or education officials. Principal's agent theory rests on the assumption that the interest of principals and agents are frequently not aligned. Instead, employers want high employee productivity and efficiency while employees want high compensation for little effort. The principal-agent theory state that employers design schemes to motivate their employees to behave in certain ways that employers believe will result in high productivity and efficiency. Those schemes are often, but not

exclusively, monetary incentives that reward or sanction specific behaviors (Prendergast 1999).

To what extent an agent will alter his or her behaviour, theorist claim, depends in part, on the agent's degree of risk aversion, his or her assessment of the risk involved in the behavior, and the desirability of the reward or aversion to the sanction (Baker 2002; Prendergast 1999). A teacher offered a potentially large reward is more likely to put substantial effort into changing his or her behavior than a teacher offered a small reward. Likewise, a teacher offered a reward based on behavior that requires little effort or risk is more likely to change his or her behavior than a teacher offered a reward for behaviour that requires substantial effort or involves significant risk.

The success of incentive schemes depends on the employers' ability to accurately determine and evaluate the desired behavior of employees. Making this determination is one of the foremost challenges in designing incentive schemes. Principals use a variety of measures of agent output, effort, or input depending on the type of work, facility of measurement, and outcome goals. Measures can be quantitative, such as student test scores, or qualitative, such in- class teacher evaluations (Murnane and Cohen 1986). The designs of teacher incentive schemes vary enormously.

**Individual merit pay** rewards individual teachers with pay bonuses that are based on particular outcomes or behaviours such as improvements in student test scores.

**Group performance-based incentives** reward or sanction a group of teachers, frequently a school, on the basis of some measure (s) of performance.

**Competitive incentives** such as tournaments put teachers or schools in competitive with one another for a limited prize such as job promotion or cash.

**Automatic incentives** are incentives such as seniority pay or job security that teachers receive irrespective of performance measurements. Many incentives are not exclusively monetary; they may offer educational and training opportunities, increased decision making authority, or other non monetary rewards or sanctions (Prendergast 1999).

### **The theory of motivation**

Several motivation theories also have particular relevance in designing incentive plans. These include theories associated with the psychologists Fredrick Herzberg, Edward Deci, Victor vroom and B.F skinner.

Hertzberg for example, says that the best way to motivate someone is to organize the job so that doing it provides the feedback and challenge that help satisfy the persons “higher level” needs for things like accomplishment and recognition. These needs are relatively insatiable, says Hertzberg, so recognition and challenging work provide a sort of built in motivation generator. Satisfying lower levels needs for things like better pay and working conditions first keep the person from becoming dissatisfied. Hertzberg says the factors (“hygienes”) that satisfy lower level needs are different from those (“motivators”) that satisfy or partially satisfy higher level needs. If hygiene factors (factors outside the job itself such as working conditions, salary out incentive pay) are inadequate, employees become dissatisfied. However, Hertzberg warns that relying exclusively on financial incentives is risky.

The lists of factors devised by Hertzberg which can give satisfaction and raise morale include;

**Achievement;** Teachers often speak of their pleasures at seeing the progress a particular student makes as a way in which their morale is raised.

**Recognition;** this might be from society at large, from the government recognizing the school, or from one's superiors or parents.

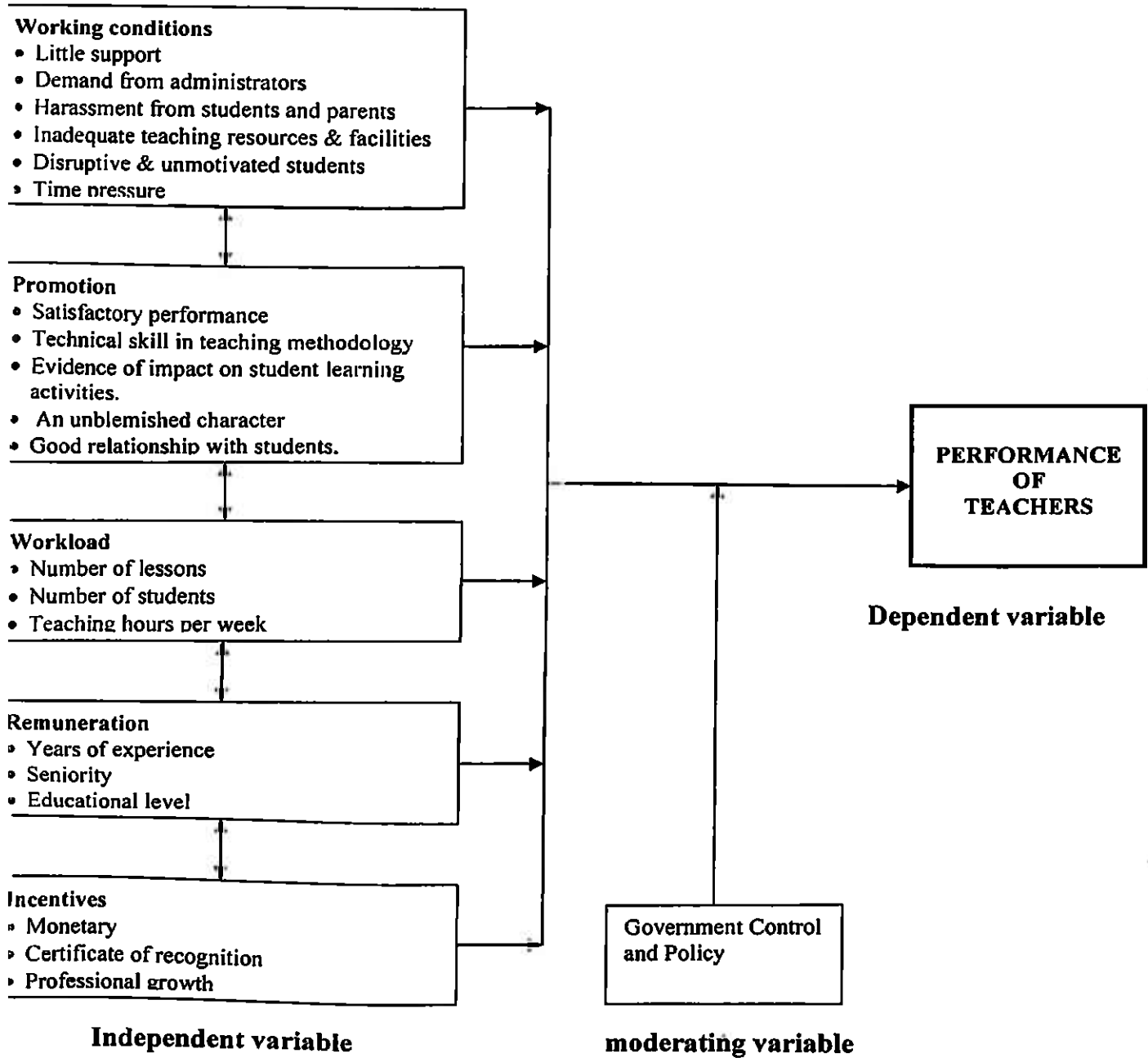
**Responsibility;** responsibility can raise morale especially where the teacher feels that he or she is above to use that responsibility in order to make improvements in the teaching and learning in the school.

**Promotion;** this is a particular interesting thought, since it seems that it is not the pay rise of promotion but, the recognition granted in offering the promotion itself is the biggest boost to morale.

## **2.8 Conceptual frame work.**

This study was guided by factors influencing performance of teachers in maranda division, bondo district in a conceptual frame work as follows:

**Figure 2.8.1 conceptual framework showing dependent and independent variable**



### **2.8.1 Operational definition of variables**

The low performance currently seen in teachers is premised on the remuneration. Remuneration is salary, typically money that is paid for services rendered as an employee. Remuneration is a factor to consider when addressing and redressing performance rate among teachers. Employees (teachers) who are well paid tend to be motivated hence have high productivity.

The amount of work teachers are expected to do in relation to the number of contact hours teaching subject matter and the number of students per course. This directly influences performance. Marking of books and having individual attention to students become compromised when the workload is excessive.

Promotion is one of the reinforces of reward system that help in motivating teachers. Promotion is a change in a job at a lower level to one at a higher level. When teachers fail to be motivated through promotion they get demoralized hence lowering their performance.

Working conditions refers to the general environment in which teachers work. This includes physical, financial and organizational. The conditions of service need to be bearable for teachers to stay on the job.

Incentives are rewards paid to workers whose production exceeds some predetermined standard. They could be in monetary form or awarding certificates of recognition. Incentives do matter because they greatly influence performance

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter describes how the relevant data was sourced, processed analyzed and interpreted in an attempt to fulfill the study's objectives. the chapter includes the research design, target population, sample and sampling procedures, research instruments, reliability and validity of research instruments, data collection procedures and data analysis.

### **3.2 Research Design**

The study adopted a descriptive survey design with both qualitative and quantitative approaches of data generation. On quantitative approach, the study used questionnaires to elicit a wide range of baseline information about the relationship between variables. The purpose of surveys is diverse and may not have only descriptive aspects, but also seek to understand phenomena by identifying influencing factors (Bill Taylor, et al2008). The descriptive design was relevant due to its ability to identify factors influencing performance among teachers. On the qualitative side, the study employed interviews and observations to obtain information on the attitudes of teachers and head teachers. This also helped in gathering verbal information regarding such sensitive issues.



### 3.3 Target Population

The study targeted teachers and head teachers in secondary schools in Maranda Division, Bondo District, Nyanza Province. The study interviewed 40 teachers from the selected schools.

### 3.4 Sample Size and Sampling Procedures

A small fraction of the population was used and by studying the sampled population; information the researcher was looking for known without dealing with the whole group. The study interviewed all those affected by the research problem.

#### 3.4.1 Sample Size

This study adopted C. R. Kothari's (2008) approach to determine the sample size. The study therefore followed the method of proportional allocation under which the sizes of the samples from the different strata are kept proportional to the sizes of the strata. That is, if  $P_i$  represent the proportion of population included in stratum  $i$ , and  $n$  represents the total sample size, the number of elements selected from stratum  $i$  is  $n_i P_i$ . Proportional allocation is considered most efficient and an optimal design when the cost of selecting an item is equal for each stratum, there is no differences in with-in stratum variances, and the purpose of sampling happens to be to estimate the population value of some characteristic.

To get a sample size of  $n = 50$  to be drawn from a population of 500 which is divided into five strata of size;  $N_1 = 80$ ;  $N_2 = 120$ ;  $N_3 = 70$ ;  $N_4 = 80$ ;  $N_5 = 150$

$$N_1 = 80 \text{ we have } P_1 = \frac{80}{500} \text{ and hence } N_1 = n.p_1 = 50 \left( \frac{80}{500} \right) = 8$$

$$N_2 = 120 \text{ we have } P_2 = \frac{120}{500} \text{ and hence } N_2 = n.p_2 = 50\left(\frac{120}{500}\right) = 12$$

$$N_3 = 70 \text{ we have } P_3 = \frac{70}{500} \text{ and hence } N_3 = n.p_3 = 50\left(\frac{70}{500}\right) = 7$$

$$N_4 = 80 \text{ we have } P_4 = \frac{80}{500} \text{ and hence } N_4 = n.p_4 = 50\left(\frac{80}{500}\right) = 8$$

$$N_5 = 150 \text{ we have } P_5 = \frac{150}{500} \text{ and hence } N_5 = n.p_5 = 50\left(\frac{150}{500}\right) = 15$$

Thus using proportional allocation, the sample sizes for different strata are 8:12:7:8:15 which is in proportion to the sizes of the strata.

### 3.4.2 Sampling Procedure

The study adopted stratified random and purposive sampling procedures to obtain data and solicit views from respondents. Stratified sampling provides the variability of whatever characteristic under investigation, and then determines the precision of any estimates made as emphasized by Bill Taylor et al (2008). Out of a population of 500 the study wanted to interview 50 teachers. These were divided into 5 strata of size. A sample population of each strata was then worked out in 3.4.1. The idea underlying stratification is that a researcher may be able to utilize prior knowledge about the level of what is being measured in the population; in this case measuring the relationship of performance and independent variables among teachers in Maranda Division, Bondo district. The researcher used both qualitative and quantitative methods to get responses teachers' purposive sampling is a non-probability technique that allowed the researcher to arrive at cases that have the required information with respect to objectives of the study.

### **3.5 Research Instruments**

In this study, both qualitative and quantitative data were sourced. Questionnaires, interview schedules and observation guides were used to collect data and other information relevant to the study. Self-administered questionnaires were used for teachers as well as in-depth interviews to gain further explanation and other personal and sensitive information. Nachmias (2008) maintains that the combination of the two settings and two types of response results in four major methods of data collection; observational methods, survey research, secondary data analysis and qualitative research.

#### **3.5.1 Validity of instruments**

Validity provides the criteria by which the researcher needed to judge choice of research methods so as to determine credibility and academic value of a piece of research.(Bill Taylor, 2008). validity measures the extent to which the instruments capture what they purport to measure (Nachmias et al,1996).Validity of the instruments is crucial in all forms of research and acceptable level is largely dependent upon logical reasoning, experiences of professionalism of the researchers (UNESCO,2004)in order to asses validity the following approaches can be employed to ensure truthfulness. They include face validity, content validity, predictive validity and construct validity. In this case the researcher used all the approaches to asses and measure attitude, knowledge, logic and make judgments.

### 3.5.2 Reliability of Instruments

Reliability is a criterion that refers to the consistency of data arising from the use of a particular research, a high level of reliability was preferred in this research project. In order to realize this, the researcher designed questions which were precise and simple enough for all respondents. Where respondents faced problems, the researcher applied qualitative approach to elicit information. The tools were subjected to a rigorous process of validation. A pilot study was conducted to check for the validity and reliability of the questionnaires and also check for their ethical appropriateness. The pilot phase of the process gave a feedback as to whether questions elicited the required responses and addressed the following key issues; were the right questions being asked to obtain the needed information? Were the wordings of each question relevant to the intended interviewees? Did interviewees have the knowledge to answer questions? (Taylor, 2008). The pilot study was conducted in the same area of study.(Nachmias et al,1996) maintains that pilot testing is an important step of the research process because it reveals vague questions and unclear instruments to improve efficiency and maximize response rate. During the pilot the researcher made use of two schools to represent the sample population. A report was done to validate the instruments after correction. The final tools were then reproduced and data collection carried out well within the stipulated time. These approaches also allowed for elaboration of questions in cases where they were not well understood. This enabled the respondents to provide reliable responses.

### **3.6 Data Collection Procedures**

The process started with a request for research permit from the Education office and upon approval, a meeting was organized with teachers of the sampled schools with a view of developing a rapport necessary for fruitful relationship during the study. Data collected from the pilot study formed the basis upon which other data were collected and analyzed. The process of data collection took 11 days where the questionnaires, the interview schedule and the observation guides were administered to the various respondents. Document review was undertaken for the purpose of obtaining secondary data. This combination provided data that was converted into information.

Call backs were in the event that teachers were not available during the first visit. The researcher booked appointments with teachers to ensure that the two weeks set aside for data collection were not wasted. Purposive and random sampling procedures were applied to obtain reliable data which could be replicated by another researcher.

### **3.7 Data Processing and Analysis.**

Data processing and analysis commenced during piloting. The findings of the pilot study were processed and analyzed in the same way as the main study. Care was taken to ensure that coding rules and data entry were done according to coding rules. Nachmas et al (2008) notes that coding is the process by which responses are classified into meaningful categories. The initial rule of coding is that the number assigned must make sense. Data analysis seeks to fulfill research objectives and provide answers to research questions (Bryman and Cramer, 1997). The choice of analysis procedures depends on how well the techniques are suited to the study objectives and scale of measurement of

the variables in question. The study used both quantitative and qualitative approaches to analyze the data collected.

### **3.7.1 Quantitative Data Analysis**

Quantitative data analysis commenced at the field editing stage to minimize error. This was followed by coding the open-ended data. The SPSS statistical package was used to analyze and describe the information for ease of interpretation.

### **3.7.2 Qualitative Data Analysis**

Analyzing qualitative data was done concurrently with data collection. Use of words, spoken and written as used and in certain cases verbatim quotes was preferred. This assisted the researcher to utilize verbal data for greater richness of meaning that is potentially available through use of words when compared to numbers. (Taylor, 2008). The potential strengths of qualitative research was its derivation from everyday events in natural settings. The challenges of qualitative data analysis is to make sense of massive amounts of data, reduce the volume of information, identify significant patterns and construct on framework for communicating. The existence of what the data reveals Best and Khan (2004). The data was summarized and a report produced, analyzed and interpreted to be integrated with quantitative data in the main report.

### **3.8 Ethical issues in research**

Norms of conduct that distinguish between acceptable and unacceptable behaviour were observed. The researcher therefore adopted methods, procedures and perspectives that were appropriate in deciding how to get and for analyzing complex problems and issues. Norms helped in promoting the aims of research such as knowledge, truth and guidance of error. Since the researcher involved a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards hoped promote the values that were essential to collaborative work, such as trust, accountability, mutual respect and fairness.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

In this chapter the researcher presents the data collected from the field and the data analysis procedure employed to arrive at answers to research questions of study. This chapter will therefore present the study findings which had been discussed under thematic sub-sections in line with the study objectives. The thematic areas include: background information of respondents, return rate of questionnaires and factors that influence performance among teaching staff in Maranda division, Bondo district.

#### 4.2 Background Information of Respondents.

The study wanted to know the background of respondents in the study. In view of this respondents were asked to state their designation, gender, age, and level of education.

The resulting distribution showed that out of the 40 respondents 30(75%) were male while 10(25%) were female as shown below.

**Table 4.2.1 Gender Distribution of the Respondents**

Gender	Frequency	Percentage
Male	30	75
Female	10	25
Total	40	100

Source: Survey data 2010



The respondents were also asked to respond to their level of education. the findings revealed that most of the teachers were graduates,(88%) while diploma holders were (10%).those who had masters and were still teaching in secondary were (2%)

**Table 4.2.2 Level of education of respondents**

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	4	10
Graduate	34	85
Masters	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

Source: Survey data 2010

The biggest part of the figure represents graduates .this shows that all respondents were able to respond to the questionnaire.

The respondents were also asked to respond to their ages too, the findings are presented below at a category of age between 25-35 years, 36-49 years, and above 50 years.

**Table 4.2.3 Age Distribution of Respondents**

<b>Number of years</b>	<b>Frequency</b>	<b>Percentage</b>
25-35	14	35
36-49	20	50
Above 50	6	15
<b>Total</b>	<b>40</b>	<b>100</b>

Source: Survey data 2010

### 4.3 Return Rate of Questionnaires

The number of questionnaires that were sent out is outlined in the table below where a summary of the same is present. The number that was targeted is presented in the first column. The second column represents actual number to whom the questionnaires were administered. The last column represents the return rate in percentage. The response rate could have been boosted if more schools would have been included.

**Table 4.3.1 Questionnaire response rate**

<b>School</b>	<b>Delivered</b>	<b>Returned</b>
Ndira	7	5
Majiwa	8	7
Barchando	12	10
Gobei	8	6
Maranda	15	12
<b>Total</b>	<b>50</b>	<b>40</b>

### 4.4 Workload of teachers on Performance

This study was interested in finding out whether workload influences performance of teachers. In view of this the study had an objective of determining the extent to which workload influence performance of teachers. To achieve this objective the respondents were asked to state whether the number of lessons they had and the number of students per course influenced their teaching methodology. Out of the 40 respondents who participated in the study, 38(95%) said, workload influenced their performance while 2(5%) said other factors influenced their performance.

**Table 4.4.1 Workload of teachers on Performance**

<b>Variable</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
Does workload influence performance of teachers	38 (95%)	2 (5%)	40 (100%)

Source: Survey Data 2010.

Excessive workload makes it hard for teachers to provide individual attention

#### **4.5 Influence of remuneration on Performance**

This study was also interested in finding out whether remuneration influences performance of teachers. In view of this the study had an objective of establishing the level at which remuneration influences performance. To achieve this objective the respondents were asked how levels of remuneration influence performance at work. Almost all respondents interviewed said that they are not compensated enough for kind of work they do. Majority of the teachers felt that their salaries need to be reviewed and if possible they should earn twice whatever they are earning right now.

**Table 4.5.1 Remuneration on Performance of Teachers**

<b>Variable</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
Does remuneration influence performance of teachers?	36 (90%)	4 (10%)	40 (100%)

Source: Survey data 2010

#### **4.6 Influence of conditions of Work on Performance**

The study was interested in finding out whether conditions of work influence performance of teachers. The study had an objective of assessing the extent to which working conditions influence performance. To achieve this objective the respondents were asked if they are provided with favourable working conditions and how the working conditions influence their performance. The respondents said that working conditions do influence their performance and gave a variety of working conditions that influenced their performance.

**Table 4.6.1 Working Conditions on Performance**

<b>Working conditions</b>	<b>Frequency</b>	<b>Percentage</b>
Work load & time pressure	24	60
Community	4	10
Bureaucracy & paper work	6	15
Inadequate teaching resources & facilities	4	10
Disruptive & unmotivated students	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

Source: Survey data 2010

The table above shows various working conditions that influences their performance. Workload and the pressure were found to influence performance greatly than the other conditions. Bureaucracy and paper work, inadequate teaching resources and facilities were also found to influence performance.

#### 4.7 Influence of Promotion on Performance

The study was also interested in finding out whether promotion influences performance of teachers. In view of this the study had an objective of determining the extent to which promotion influences performance of teachers. To achieve this objective the respondents were asked to state if they had been recently promoted and how it was done. Majority of respondents did not agree with the current promotion system. Respondents said that there are many teachers who stagnate in their job groups awaiting promotion.

**Table 4.7.1 Promotion of Teachers**

Promotion of teachers	Frequency	Percentage
Promoted in the last one year	4	10
Not promoted for the last 2 years	8	20
Awaiting promotion	28	70
<b>Total</b>	<b>40</b>	<b>100</b>

Source: Survey data 2010

The above table indicates that promotion influence the performance of teachers. Respondents said that if their efforts are recognized through promotion then their performance increases.

**Table 4.7.2 Extent of Promotion on Performance**

<b>Variable</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
Does promotion influence performance of teachers?	39 (97.5%)	1 (2.9 %)	40 (100%)

Source: Survey Data 2010

#### **4.8 Influence of Incentives as a Motivational Factor on Performance**

The study was also interested in finding out whether incentives influence performance of teachers. In view of this the study had an objective of investigating the level at which incentives influence performance. To achieve this objective the respondents were asked to state if they are always given incentives. The study also wanted to find out how often they receive the incentives and in what form. Teachers interviewed said that performance is greatly influenced by incentives. They also feel that incentives being a powerful tool for motivation do not have to be necessarily in monetary terms and gave their preference for non-cash incentives.

**Table 4.8.1 Teachers preference for non Cash Incentives**

<b>Incentives</b>	<b>Frequency</b>	<b>Percentage</b>
Recognition certificates	16	40
A shopping spree	10	25
Home improvement and beautification items	8	19
A trip to a destination of your choice	4	10
Electronics	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

Source: survey data 2010

**Table 4.8.2 Level of incentives on performance**

<b>Variable</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
Do incentives influence performance of teachers?	37 (92.5%)	3 (7.5 %)	40 (100%)

Source: Survey Data 2010

The above table shows that majority of the respondents feel that incentives influence performance and where incentives are given performance tend to be high.

## **CHAPTER FIVE**

### **5.0 SUMMARY OF FINDINGS AND DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction.**

This chapter summarizes the main findings of the study. This is followed by conclusions arising from the findings, and then recommendations for policy direction targeting to improve performance of teachers. Finally, the chapter explores areas for further research envisaged to contribute towards the performance of teachers and contribution to the body of knowledge.

#### **5.2 Summary of findings and discussions**

The study examined the factors that influence performance of teachers in Maranda division, Bondo district. The study was guided by five objectives from a sample frame of forty teachers. These were selected for the study using a probability sampling design discussed in chapter three in this report; data was collected by means of questionnaires and means of interviews for teachers.

Work load influencing performance of teachers and one of the concerns expressed by teachers is the amount of work they do. They feel that they are overloaded with teaching hours and the timetable overcrowded with many lessons per teacher. This does not just make lessons preparation too taxing but marking of exercise books and exams become too much for the teacher. Related to the amount of time teachers spend teaching, a survey question inquired whether teachers should teach more than two subjects. This



policy idea did not receive strong support. Most teachers felt that it is difficult to be competent in two subject areas. Teaching more than two subjects would therefore place an additional burden on teachers' preparation time and exam marking. This would indirectly impact on their motivation and commitment. Most teachers interviewed have a guilty feeling nearly all the time that nothing has been done properly and when they try to relax they feel that they should be doing something in the way of preparation. This even applies during the holidays. Teachers interviewed agree that the number of contact hours, teaching subject matter is only one aspect of their workload. The number of students per course also affect their workload and therefore compromise or performance. In the opinion of over half the teachers the main causes of workload were bureaucracy, paperwork (i.e. marking, monitoring, record keeping, planning, and form filling) and the need to produce differentiated learning programmes of work.

Remuneration influences performance and respondents agree that the issue of salaries has been the biggest motivational issue for teachers in Kenya in recent times. They feel that determination and scheduling of teachers salaries have been very controversial issues. Many teachers do not regard their salary as a sufficient compensation for the amount of work they are expected to do. Nearly all the teacher respondents in the survey felt that their current salary was not fair or adequate to cover the living expenses. Many teachers suggested their salary should be double their current salary. They felt that a low salary was indicative of lack of respect for the teaching profession. They say that when salaries are low the output is affected as they will involve themselves in business to make an extra shilling to help cater for their needs. Respondents feel that salary scales are rigidly

determined by formulas involving seniority, years of experience and educational level. These determinants do not therefore create the appropriate incentives for recruiting and retaining high quality teachers or for improving student's achievement.

Working conditions affect the performance of teachers and respondents agree that their conditions of work are unfavorable. Improvement of the conditions of work is a promising way of increasing their morale, making the profession more attractive, enhancing retention of more teachers and improving the quality of teaching and learning. Most respondents feel that work conditions are a main reason why teachers would want to leave the profession. Lack of school houses negated their efforts to work properly. Very few live within the school compound and those who do not, have to rent elsewhere making commuting from outside difficult yet in most cases the timetable is usually overcrowded with many lessons a week per teacher. Overworking teachers have retarded learning in schools. Teachers interviewed feel that teaching of science subjects in the rural areas is affected because most schools have no access to laboratories and other teaching facilities yet the same exams is set to all candidates. This demoralizes teachers and students.

Promotion of teachers influences their performance and teachers interviewed agree that promotion opportunities within the employment are often limited. As a result many skilled teachers often leave the classroom while others become demotivated by the lack of status and recognition. They also say that there is little opportunity to move to other schools. Chances of upward social mobility in teaching are very remote. The only clear opening that exists is those of head teachers and their deputies while teachers are many

who can do the same. Each school can generally have two such people. The remaining teachers have no hope of ever going beyond the classroom. This is disheartening indeed and leeway from teaching becomes the wish of many teachers. Also very few teachers get promoted to administrative posts in the ministry of education (MOE). All in all teachers who get up the ladder are only a drop in the ocean. Teachers interviewed expressed dissatisfaction with the promotion system because in practice, teachers are promoted on the bases of their qualification and years of service rather than on the basis of the stipulated conditions for promotion. As corroborated by stakeholders interviewed, the promotion exercise tends to ignore evidence of teacher performance and exercise years of experience, irrespective of the quality of that experience. The respondents also said that for them to be promoted , they have to meet certain key conditions; technical skill in teaching methodology, evidence of impact on student learning activities an unblemished character, good relationship with students, colleagues, school authorities and parents and also satisfactory performance.

Incentives as a motivational factor influence performance and teachers interviewed feel that the opportunity to earn incentives attract talent, motivate professional and encourages high performers to stay in their jobs. Teachers interviewed said they can testify to the motivational factor of incentives and not always of a monetary kind. Many other kinds of rewards and recognition for achievement and performance have proven to be perhaps even more affective for some teachers. Students are also motivated when challenged to achieve by someone whose knowledge and experience they respect. The evidence available from schools indicates that where incentives are introduced into the school

environment, teachers put forth more effort, they are happier with their jobs and their students learn more. Incentives therefore, play a major role in improving performance.

## **5.2 Conclusions**

- 1. A human being is a positive asset and a precious national resource, which needs to be cherished, nurtured and developed with tenderness, and care coupled with dynamism. Each individual's growth presents a different range of problems and requirements at every stage from womb to the tomb. A variety of new challenges and social needs changes the role of a teacher more than teaching. The teacher has to perform many roles so as to transform the student from an ordinary human being to a responsible and employable citizen of the country. Although teachers may preserve their professional satisfaction and morale, they must also be supported by the people around them.**
- 2. When teachers are provided with what they expect both monetarily and non-monetarily the beneficiaries would, not only be the teachers alone but the students and community at large also. It is important to note that performance of teachers is at stake because their problems have not been adequately looked into. Performance has to be rewarded; and for this to be done effectively a system has to be put in place that measures performance precisely.**
- 3. School boards and unions also need to recognize the motivating role incentives can have for teachers.**
- 4. Low pay and its concomitants are serious set backs in the teaching profession. It is worth to note that money alone is not the question. Conditions of service too need to**

be improved. For a long time, teachers and principals have toiled through the hardest parts of their jobs simply because they are motivated to improve young people's lives. Yet most advocates agree that performance pay is a common sense tool to reward success.

5. Teachers need to make their economic ends, either by being paid handsomely or by taking part in business which could supplement their meager earnings. If it is unethical to do the latter, it is equally unethical for teachers to live at substandard levels and yet pose as models of their tutees. Merit pay is therefore an idea whose time has come in education.

### **5.3 Recommendations**

In view of the above findings; the following recommendations should be adopted in order to have teachers improve on their performance.

1. The number of contact hours teaching subject matter and the number of students per course should be manageable so that teachers have enough time to prepare for their lessons and to assess student learning.
2. ICT be introduced in teaching to help staffing organizing timetable, general administration e.g. book keeping and school records. ICT can also help in sharing materials and lesson plans via intranet and using it to create interactive and engaging lessons that would motivate disaffected students
3. Teachers should be well compensated for the work they do and therefore the presence of a different salary structure is important.

4. Teachers' salary scales should not be rigidly determined by formulas that do not create the appropriate incentives for recruiting and retaining high quality teachers in order to improve student achievement.
5. Create learning communities and a sense of cohesion among teachers at the school level or in pairs of classes of secondary schools that include groups of teachers and their principals, developing a vision, a strong professional identity, strategies for improving the quality of teaching and learning in their schools.
6. Changing how policymakers and community members view teachers' roles and the compensation they receive for such roles.
7. Involve community members in the lives of schools in order to promote quality of education, better students learning and respect teachers.
8. Provide teachers with better resources for good teaching.
9. Provide space for teachers to work in the school.
10. Develop programmes to recognize and reward teachers.
11. Giving special assistance to teachers especially those in the rural areas in finding appropriate housing.
12. The criteria and standards of promotion should first be made clear to everyone and then applied in the most objective way possible. All teachers must be given the opportunity to aspire for a vacant higher position by announcing it and accepting applicants from within.
13. The current promotion system should therefore be improved. As part of promotion employee development methods such as job rotation should be used.

14. School administrators need to device an incentive plan that recognizes that different people react to different incentives in a different way
15. A proper reward system needs to be developed for teachers.

## 5.4 Contribution to the Body of Knowledge

Objective	Contribution
1. Determine the extent to which workload influence performance of teachers.	Excessive teacher workload has an impact on teacher morale, recruitment and retention. ICT can help reduce workload.
2. Establish the level at which remuneration influence performance of teachers.	Justifiability of negotiating variable remuneration and providing high pay renders stimulative effects on the performance of teachers.
3. Asses the extent to which working conditions influences performance of teachers.	Work conditions influence teachers' commitment to their work. Favourable working conditions should thus be provided.
4. Determine the extent to which promotion influence performance of teachers.	Recognizing the efforts of teachers by creating promotion opportunities increases morale hence improves on performance.
5. Investigate the level at which incentives influence performance of teachers.	Properly constructed incentive programmes can increase performance of teachers.



## **5.5 Suggestions for Future Studies**

This study was basically concerned with the factors that influence performance of teachers. Despite the findings obtained in the study, there are still areas which may need further research to be able to understand the problem better. While carrying out the research, there were other variables that affected performance other than the ones discussed in this report. It is therefore suggested that a similar study be conducted that would include all the variables that could affect performance. The same study could be replicated in other areas of Kenya for comparison purposes. Other areas of research include;

1. How performance appraisal methods influence performance of teachers.
2. How school leadership influence performance.
3. The effect of teachers unions on education production.
4. The effect of ICT on performance of teachers.

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## Appendix I

### Activity Matrix

Activity	Dec '09	Jan '10	Feb '10	March '10	April '10	May '10	June '10	July '10	Aug '10	Sept '10
Choosing topic and methodology										
First, Second and third proposal drafting										
Pre testing data collection tools										
Refining tools										
Collecting, processing and cleaning data										
Report drafting and reviewing findings										
Refining report										
Final report drafting										

**Appendix II**  
**Budget**

<b>Item/ Activity</b>	<b>Amount (Ksh.)</b>
Clerical Work	1,000
Printing Production & binding	5,000
Stationery	1,000
Traveling	2,000
Subsistence Allowances	3,000
Overhead	2,000
<b>Total</b>	<b>14,000</b>

**Appendix III**

**Transmittal letter**

DATE: \_\_\_\_\_

Respondents Name: \_\_\_\_\_

Respondents address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Dear Dr./MR./Ms/Mrs.

In partial fulfillment for the requirements for the award of post graduate diploma in human resource management, the University of Nairobi instructed me to collect data as part of the research project and complete a report for onward submission to the supervisor for examination.

The research is an evaluation of factors influencing performance among teachers in Maranda Division, Bondo District.

Your prompt response will hasten the data analysis and compilation of the final report.

Thank you.

**LYDIA WANDEI**  
**PG. STUDENT /RESEARCHER**  
**UNIVERSITY OF NAIROBI**

**Appendix IV**

**Part I: Questionnaire for Teachers in Secondary School**

Factors influencing performance among teaching staff in Maranda Division, Bondo District – Kenya.

**SECTION I: IDENTIFICATION PAGE**

Please Tick  one box to indicate your choice of answer

Date.....

Name of School.....

Designation \_\_\_\_\_ Sex Male  Female

Age bracket i) 25-35  ii) 36-49  iii) above 50

Level of education of the teacher

i) Diploma  Graduate  Masters

**SECTION 2**

**1. Question on Workload**

i) What subjects do you teach \_\_\_\_\_?

ii) How many lessons do you teach in week? \_\_\_\_\_

iii) Are you comfortable with the number of lessons you have? Yes  No

Explain \_\_\_\_\_

**2. Question on Remuneration**

i) Are you contented with the current salary scale for teachers? Yes  No

If No, explain. \_\_\_\_\_

**3. Question on working conditions**

i) Does the school have enough facilities for effective teaching of your subject?

Yes  No

ii) Are you provided with accommodation within the school compound?

Yes  No

If no, how does it affect your work performance? \_\_\_\_\_

\_\_\_\_\_

**4. Question on promotion**

i) Have you been recently promoted?

Yes  No

ii) Do you think the current promotion system should be improved?

Yes  No

Explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii) In your own opinion do you think promotion influences performance?

Yes  No

Explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**5 Question on incentives**

i) Does the school give incentives?

Yes  No

If yes in what form \_\_\_\_\_

ii) Do you think incentives should be included in your pay structure?

Yes  No

Explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Part II: Informal interview Guide Targeting Teachers in Secondary Schools**

1. What can help reduce teachers' workload? \_\_\_\_\_

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2. What would happen if teachers were to teach more than two subjects? \_\_\_\_\_

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3. How does the environment under which you work influence your performance? \_\_\_\_\_

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4. How does living within the school or outside influence your work? \_\_\_\_\_

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5. How do you regard promotion of teachers? \_\_\_\_\_

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6. What does promotion do to affect output? \_\_\_\_\_

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7. Why and how do incentives matter? \_\_\_\_\_

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8. How do teacher incentives affect students' performance? \_\_\_\_\_

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9. What do you think should be done to encourage performance of teachers? \_\_\_\_\_

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