

**INFLUENCE OF TEACHERS' MOTIVATION ON STUDENTS'
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KWALE
COUNTY**

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**A Research Project Submitted in Partial Fulfillment for the Award of the
Degree of Master of Education in Educational Administration
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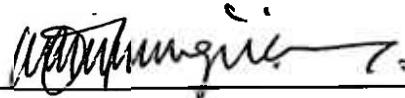
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DECLARATION

This research project is my original work and had not been presented for the award of a degree in any other institution



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E55/74821/2009

This research project has been submitted for examination with our approval as

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DEDICATION

Dedicated to my wife Agriphina Kageni, children Kennedy Mawira, David Murimi and Mary Kangai for their love and understanding during my studies.

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I would like to thank the Almighty God because of His blessings and love that has enabled me to go through the course. I wish to express my heartfelt gratitude to all the University of Nairobi, School of Education lecturers who imparted knowledge in me during the course of the study. Special thanks go to my project Supervisors Dr. Rose Obae and Mr. Edward Kanori for their earnest guidance, critical comments, encouragement and timely suggestions that made this research a success. Their support and advice made me motivated and energetic through this study. I wish to acknowledge my workmates for understanding and taking care of my absence as I frequently traveled to Nairobi for consultations with my supervisors. Finally, I would like in a special way to thank all my respondents who sacrificed their valuable time to share their views and experiences during my data collection. God Bless you all.

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ABSTRACT

The purpose of the study was to examine the influence of teachers' motivation on students' performance in Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Kwale County. To achieve this, four research objectives were formulated. The study adopted a descriptive survey design to establish the influence of teachers' motivation on students' performance in KCSE in Kwale County. A sample of 181 teachers and 23 head teachers were selected for the study. Data was collected using questionnaires for teachers and an interview schedule for head teachers and was analysed using descriptive statistics supported by Tables and frequency distributions and percentages. Findings on the influence of teacher motivation on student performance revealed that large class sizes affected teachers' motivation. The findings on workload indicates that teachers were likely to be in class for increasingly long hours, coupled with larger class sizes, more subjects which in the long run become major de-motivators amongst teachers. Large class sizes and heavy workloads in relation to pay (the effort –price of work) also makes teachers resistant to extra work /effort that is needed to boost students academic achievement in KCSE examinations.

Findings also revealed that teachers seemed relatively satisfied with the recognition received from their schools, possibly because they are able to build good relationships with management and staff. It was also revealed that most of the teachers were in support of frequent tests and measurement, checking of classroom work and evaluation. Findings also revealed that indicate that for head teachers to initiated good working conditions that motivate teachers, headteachers' must become leaders of the teaching staff. Findings also revealed that teachers' working conditions affected performance of students in KCSE. This is because teachers were not motivated by staffroom facilities, classrooms, and by communication facilities. They were not also motivated by catering facilities. These findings indicate that majority of the respondents were not motivated by the facilities in the schools.

Based on the findings, the study concluded that effective supervision of teachers is necessary if they are to remain productive. Influencing is a key process in supervision. It is almost impossible to work with people towards a common goal by use of force of coercion. The head teacher would therefore need to know how to establish good working relationships with the teachers in the school. This study recognizes the role of teacher motivation in ensuring classroom effectiveness and school improvement. Motivating teachers would ensure that there is effective instruction in the classroom and more collaboration in school management. Therefore a teacher needs not only adjustment and regular payment of salary and allowance but the right technology and facilities for effective classroom management and school improvements. Based on the findings it was recommended that there is need to motivate teachers so that on their own part they would ensure a viable school system hence effective classroom management. The study also recommended that head teachers management strategies should inculcate transformational

and transactional leadership to enable teachers own the school, the system and be nurtured into a conducive environment /climate to enhance students achievement. The study suggested that a study should be carried out with students as respondents to establish their perspectives on how motivated teachers influence students' performance in KCSE. Since the study was carried out in Kwale County, various studies should be carried out in other counties to give a national picture of the study.

LIST OF ABBREVIATIONS

BOG	Board of Governors
DEO	District Education Officer
KCSE	Kenya Certificate of Secondary Education
KESSHA	Kenya Secondary Schools Heads Association
KNEC	Kenya National Examination Council
MDG	Millennium Development Goals
NCST	National Council for Science and Technology
PDE	Provincial Director of Education
PTA	Parent Teachers Association

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is viewed as the main contributing factor to industrial and social economic development the world over. This development can only be realized when a society has education programmes that are handled and implemented by motivated teachers or instructors (Musila, 2010). Motivation is the reasons which underlie the way in which a person acts (Adair, 2006). He came up with the fifth rule which states that 50 % of our motivation is inner generated, while 50 % comes from outside us. Educators therefore, must furnish the learners with one or more motives for learning. Motivation of teachers has become a global concern. Majority of workforce in leading western economies is not engaged in productive work, in Germany 82% of employees who include teachers are not committed to their jobs with 18% of these being actively disengaged. (Robbins, Judge and Campbell, 2009).

Motivation has been given different definitions by different scholars. Nzuve (1999) defines motivation as the individual internal process that energizes, directs, and sustains behaviour. It is the personal force that causes one to behave in a particular way. Campbell (1990) defines motivation as willingness to exert high levels of efforts towards achievement or organizational goals conditioned by the environment and the ability to satisfy individual needs. Performance on the other hand is something a single person does (Campbell,

1970). Campbell further says that performance can be assessed in terms of effort, that is, the degree to which people commit themselves to job tasks, as well as behaviours that an individual undertake as part of a job.

Despite the Kenya government's commitment to improving terms and conditions of teachers, it has been faced with increased cases of teacher shortage and low morale especially primary school teachers (Okumbe, 1992). Okumbe (1992), found that most primary school teachers had not met their basic needs and therefore called upon managers at that level to concentrate on meeting such needs. School's academic improvement depends fundamentally on the improvement of teaching, ways to increase teacher motivation and capabilities upon which efforts to make schools more effective focus. Therefore the headteacher should have the ability to influence the opinion of teachers, their attitude and behaviour. Nzuve (1999) says that the leadership style a headteacher has should influence the teachers to accept willingly the direction and control. According to United States congress (1970) as quoted by Mwangi (2005), the role the headteacher plays in smooth running of any given institution cannot be understated. The headteacher sets the tone the school, climate of learning and level of professionalism, as well as the morale of teachers. If the school management motivates teachers effectively, it enhances increased effort, which results to teacher commitment. In Kenya issues relating to teacher motivation and enhancement of their job performance have been addressed in various forums such as trade union meetings and public commissions. It has generally been pointed out that there

is need to improve the working conditions of teachers especially their pay package. Okumbe (1992) in his study found out that teachers were only slightly satisfied in the job factors of working conditions, the work environment, security, recognition, the work content and supervision.

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

According to (Fry and Tweedie, 2003) in co-operation with Voluntary Service Organisation (V.S.O), teachers in Papua New Guinea and Zambia were poorly paid, did not get adequate professional support and were shown less respect by the wider society. This affected their morale resulting to low academic performance. A research paper exploring teacher motivation issues in Nigeria

states that teachers are poorly motivated and are disadvantaged with their living and working conditions due to reasons which includes low wages when compared to other professionals, low status in the society, lack of a career advancement opportunities, high teacher student ratio, poor work environment, inadequate fringe benefits and irregular payment of teachers' salaries, thus leading to poor performance. (Adelabu, 2005).

The problem of teacher motivation in Kenya has been discussed in various forums such as seminars, trade unions and public commissions. The republic of Kenya (1964) expressed the need for provision of a well educated, keen, competent, respected and contended teaching force. The contribution of teachers is affected by their morale which is related to their salaries and promotion opportunities (Republic of Kenya, 1976). The two commissions agree that motivation is key in enhancing teachers' performance of duty and consequently the performance of students. In coast region, students continue to perform poorly in K.C.S.E as compared to the other regions of the country. Compared to the national mean score of 7.0, the mean for coast region has consistently been low at 4.22, 4.23 and 4.57 for 2006, 2007 and 2008 respectively (Republic of Kenya, 2008). Consequently, the mean scores for Kwale County have been lower than the other counties in the region in the last four years. In 2008, 2009, 2010 and 2011 the county recorded the mean scores of 3.44, 3.20, 4.06 and 4.21 respectively as shown in the Table below:

Table I: Coast Region KCSE Mean Scores 2008 - 2011

PSN	County	2008	2009	2010	2011
1.	Taita – Taveta	4.22	4.77	4.87	4.69
2.	Mombasa	4.48	4.88	4.75	4.67
3.	Lamu	4.15	3.60	4.37	4.56
4.	Kilifi	4.56	3.67	4.37	4.56
5.	Kwale	3.44	3.20	4.06	4.21

Source: K.C.S.E Analysis for Coast Province, PDE’s Office – 2012

Studies on motivation have been done in other counties though researchers such as (Musila, 2010) have recommended for a study on motivation of teachers and performance in K.C.S.E. This study therefore assessed the motivation of teachers and its influence on students’ performance in K.C.S.E in public secondary schools in Kwale County of Coast Region.

1.2 Statement of the Problem

Student’s achievement level in K.C.S.E is largely dependent on the role of the teachers in the learning process because one will never motivate others to excel unless he is motivated himself (Adair 2009). It has also been observed that teacher motivation was a critical booster to examinations performance if properly enhanced and improved dynamically (Osibwaga, 2008).

There are complains from educational stakeholders and the general public about poor performance in K.C.S.E in Coast Region in general and Kwale County in particular (Mshimu, 2010). The mean score of Kwale County since 2007 has been below the national average, which stands at 7.0 (Republic of Kenya, 2008). Trends in K.C.S.E performance in the last four years indicate low academic achievement in Kwale County of Coast region. Between 2008 and 2011 the County realized mean scores of 3.44, 3.20, 4.06 and 4.21. These mean scores are low when compared to those of other Counties in the region. The government has invested on teachers through training and providing them with teaching and learning materials under the Free Secondary Education (F.S.E) programme. This dismal performance of students might be a result of motivation practices on teachers in public secondary schools which influences students' performance in K.C.S.E. Several studies have been done in other places in motivation of teachers and students performance but not particularly in Kwale County of Coast region. This study attempted to fill this gap.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of teachers' motivation on students' performance in Kenya Certificate of Secondary Education (K.C.S.E) in public secondary schools in, Kwale County of Coast region.

1.4 Objectives of the Study

The study sought to achieve the following objectives.

- (i) To determine how work content motivates teachers in public secondary schools
- (ii) To establish how recognition motivates teachers in public secondary schools
- (iii) To determine how the management practices by principals influence teachers' motivation on the students' performance in K.C.S.E in public secondary schools
- (iv) To determine how working conditions for teachers influence the performance of students in K.C.S.E in public secondary schools in Kwale County.

1.5 Research Questions

The study answered the following questions:-

- (i) What are the work content factors motivating teachers to improve the performance in Kenya Certificate of Secondary Education
- (ii) What are the aspects of recognition motivating teachers to improve the performance in Kenya Certificate of Secondary Education
- (iii) How does working conditions of teachers affect students' performance in Kenya Certificate of Secondary Education
- (v) How do the management practices by principals influence teachers' motivation on the students' performance in K.C.S.E in public secondary schools

1.6 Significance of the Study

The findings of the study may add to the existing literature in regards to the motivational practices on teachers in secondary schools and its effects on students' performance. The Teachers Service Commission may use the literature to come up with strategies on how to improve teachers working conditions by creating more positions of responsibilities in secondary schools as it is with the universities. Schools' Board of Governors (BOG), Principals and Parents Teachers Associations (PTAs) may find the study useful and therefore facilitate teachers for better students' grades in Kenya Certificate of Secondary Education (K.C.S.E).

The Ministry of Education may find the outcome of the study useful, this is because it will be able to determine the factors that motivate teachers in Kwale County and how those factors influence the performance by students in public secondary schools. The research findings may also enable other researchers identify some areas of motivation and its influence on students performance that may not have been covered and carry out research on it.

1.7 Limitations of the Study

The limitations to the study were:

- i) It might have been difficult to obtain information from the respondents given that they thought that the information was to be used against them.

- (i) The study was carried out in participants' schools in Kwale County, which is found in Coast of Kenya, it might be difficult to reach some of the schools because of difficult terrain of plains, hills, rivers, national parks and marine parks.
- (ii) The following limitations are expected in the study: some teachers might not be willing to discuss freely on the factors motivating to their work due to fear of intimidation. The researcher therefore used questionnaires, and interviews.

1.8 Delimitations of the Study

The study was delimited to:

The Three districts of Msambweni. Matuga and Kinango in Kwale County.

The respondents who were involved in the study included all teachers working in public secondary schools in Kwale County. The teachers who participated in the study must have prepared students for Kenya Certificate for Secondary Education. This means that the participants must have taught for 5years and above. The respondent were free to opt out at the middle of the process should she feel that she cannot continue with the study. The questionnaires were written in English language. Private secondary schools were not included because their administration is different. The results of the study should therefore be generalized with caution to other geographical locations which have their own unique conditions. There are many factors that influence students academic performance, the researcher will therefore focus on selected

variables which are work content, recognition, management practices and working conditions.

1.9 Assumptions of the Study

The researcher in the course of the study made the following assumptions:

- (i) That the respondents were truthful and honest in the research instrument.
- (ii) Motivated teachers have a high morale at work hence influenced performance.
- (iii) That K.C.S.E is a valid measure of academic performance for the students.

1.10 Definition of Significant Terms

Education stake holders refers to individuals or entities who stand to gain or lose from success or failure of an education system

Extrinsic motivation refers to rewards that are external to the person and are given to enhance behavior.

Intrinsic motivation refers to a process of arousal and internal satisfaction in which the rewards come from carrying out an activity.

Motivation practices refers to inducements or incentives that are performed, availed or given to workers repeatedly or regularly in order to enhance or maintain their proficiency.

Motivation refers to general class drives, desires, needs, wishes and related factors which mobilize behavior towards realization or satisfaction.

Performance refers to the level of achievement based on a given standards or criteria.

Private school refers to a school developed by an individual or a group of people.

Public school refers to a school developed and maintained by public funds from the government, parents and community.

Reinforcement refers to incentives or reward given to sustain certain desired behavior.

School supervision refers to the process of checking for the compliance of the implementation of various operations at the school. It helps the teachers to gain professional confidence and enhance their effectiveness in the delivery of the curriculum and devotion to work.

1.11 Organization of the Study

The study was organized into five chapters. Chapter one highlighted the background and the statement of the problem under study, objectives of the study, limitations of the study, basic assumptions and definition of significant terms. Chapter two was on literature review and the conceptual framework of the study. Literature review expounded on the following themes; concept of motivation, related studies on motivation, related studies on developed countries, related studies in Africa and related studies in Kenya. Chapter three explained the research methodology which included research design, target population, sample and sampling technique, research instruments, instrument reliability, instrument validity, data collection and data analysis techniques.

Chapter four included the discussion of the findings from the data analysis while chapter five contained a summary of the research findings, conclusions, recommendations and suggestions for further studies in the area. It also included bibliography and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed the review of literature related to motivation. It was subdivided into the following themes; the concept of motivation, motivation and performance and the relationship between motivation and certain selected variables namely recognition, working conditions, the nature of work and supervision.

2.2 The Concept of Motivation

The productivity in any organization is a function of how well employees perform their various tasks. This productivity is very much dependent upon other factors, job analysis, job recruitment, selection and job placement of the employees. However, a greater performance of an organization does not depend upon only these crucial variables. The individual performance is a function of the ability and the willingness of the worker to perform the job (Ngumi, 2003).

Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment (Wofford, 1971). It is then notable that when employees are highly satisfied, the production in the organization will always increase. Motivation is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total gives rise to feelings of

dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction (Mutie, 1993). It is therefore evident that improvement of job satisfaction among workers in any organization is a linchpin of productivity.

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

To understand how workers are motivated a number of theories have been advanced. These theories explain how managers should go about motivating people, but only one thing seems certain. If the motivation is to come from within an individual, it must be because the needs and wants that dwell deep within the human psyche are being satisfied. In other words the work environment and job packages must be that people thoroughly enjoy what they are doing and are deriving high level psychological benefits and rewards as a result of their efforts (Aldair, 2009). In expectancy theory the strength of a

tendency to act in a certain way depends on the strength of an expectation, that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. In more practical terms, expectant theory says that employees will be motivated to exert a high level of effort when, they believe that effort will lead to a good performance appraisal and that a good appraisal will lead to organizational rewards such as bonuses, salary increases or promotions and that the rewards will satisfy the employees' personal goals (Vroom, 1964).

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

The relevance of motivation is very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional

knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak and Sheldon, 2003).

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

2.2.1 Content Theories of Motivation

Need theories are based on some of the earliest research in the field of human relations. The premise behind need theories is that if managers can understand the needs that motivate people, then reward systems can be implemented that fulfill those needs and reinforce appropriate behaviour. We can widely

recognize two-need based theorists and their theories; Abraham Maslow's hierarchy of needs and Fredrick Hertzberg's Two-factor theory of motivation.

2.2.2 Abraham Maslow's Hierarchy of Needs

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

2.2.3 Process Theories of Motivation

These theories are Goal-setting theory, Expectancy theory and Equity theory. Goal setting theory focuses on how individuals go about setting goals and responding to them and the overall impact of this process on motivation. It is based on the premise that performance is the result of a person's intentions to perform (Locke, 1968). People will do what they are trying to do and setting goals to improve their performance. Better results are achieved by setting difficult goals and participation in setting goals does not necessarily improve performance. Vroom's expectancy theory (1964) in (Cole 2002) is based on the concept that the level of performance is a multiplicative function of ability and motivation. To get performance, both factors must be present, and if one is absent, there will be no performance. It is based on the premise that performance is determined by interactive effects of motivational levels, ability, traits and pride perceptions.

Adam's Equity theory in (Cole 2002) proposes that individuals are motivated when they perceive that they are treated equitably in comparison to others within the organization (Adams, 1963) in (Cole (2002)). This theory matches the notion that, "a fair day's work for a fair day's pay". It focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Hertzberg. Equity and fairness in the workplace has been found to be a major factor-determining employee's motivation and job satisfaction. If they believe they are not being treated fairly, they will be dissatisfied. This will have a negative effect on their job performance and they

will strive to restore equity. This is evident with numerous teachers' strikes the major one being 1997 and the most recent one 2009(Daily Nation 2009). Teachers felt that they were not treated equitably as compared with others with the same qualifications in other sectors. The teachers union Kenya National Union of Teachers (KNUT) has been pushing harmonization of teachers' salary to be in line with other employees in other sectors who to them get a higher pay than the teachers.

Adam's Equity Theory calls for a fair balance to be struck between employee's inputs (for example hard work, skill levels, tolerance and enthusiasm) and employee's outputs (for example salary, benefits and intangibles such as recognition). According to this theory, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied thus motivated employees. The theory is built on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than outputs. Koech commission (Government of Kenya, 2000) pointed out that, in order to enhance quality, it is imperative to have a well qualified and highly motivated teaching force, capable of understanding needs of learners. The commission further observed that poor terms and conditions of service have also led to poor morale. Though Koech's commission recommended effective measures to be put into place to improve the working environment of teachers, appropriate steps to be taken to boost the morale and commitment of teachers

by offering them suitable terms of service and promotion, a lot has not been achieved in Kenya.

A teacher occupies central and significant position on our education system and so teachers' morale and attitude is a major concern not only to education authorities but also the general public (Republic of Kenya, 2003). To enhance teachers' performance, the school management should understand individual teacher's needs before any form of incentive programme is selected to motivate them (Okumbe 1998). Performance may be due to intrinsic or extrinsic rewards (Campbell 1990). Intrinsic rewards are derived from within the individual. A teacher taking pride and feeling good about job well done may bring satisfaction from within. Extrinsic rewards on the other hand pertain to rewards given by another person. The school management can motivate teachers by giving a letter of appreciation for a job well done, organize for the end of the year party, provide meals at subsidized rates, give trophies for the teacher of the year during prize giving days as well as allowing social welfare which caters for the members of staff (Okumbe 1998). Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers.

Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom and Joshua, 2004). Similarly, the roles and contexts of education's motivational methods and tools cannot be underemphasized because high

motivation enhances productivity which is naturally in the interests of all educational systems (Oluchukwu, 2004).

2.3 Related Studies on Motivation and Performance

Every motivational study ever conducted has arrived at the same conclusion that people perform best at tasks they themselves are motivated to perform. Motivation is a mystery to most people though it has been extensively written about. Management theorists have come to classify such things as job and financial security as low level motivators that produce nothing more than low level performance (Staples, 2000). “To get people to do mediocre work, one only needs to drive them, using coercive and reward power in a manipulative way”, (Cribben, 1980). But to elicit top performance” one must get them to drive themselves”. The modern man must understand that it is his or her primary responsibility to help employees perform at their best. This means creating and maintaining work packages such that people are able to perform at the peak of their abilities. It is therefore important to note that employees’ productivity will depend on the investment done towards enhancing performance (Staples, 2000). Activities create divided attention and loyalty to teaching and impact negatively on the quality of schooling. In Zambia, “the majority of teachers in Zambia have developed an attitude of ‘work as you earn’, which many believe has greatly affected their professional attitudes and overall commitment to achieving quality of education for all” (Bennell and Musikanga, 2005).

According to Ngalyuka (1985), employees needs are influenced by a variety of individual factors and this is so because human beings have their won tastes. Educational administrators must devise better methods of determining ways and means of rewarding teachers if they expect the reward to have an impact on performance (Kivaze, 2000). In this regard this section examines working conditions, administration and supervision, recognition, responsibility, advancement as well as interpersonal relations as some of motivational factors that influence teachers' job performance.

Research by the World Bank finds generally high levels of teacher absence in developing countries, especially in Africa and South Asia (for example, for Zambia, Habayarimana et al, 2003 and Kenya, Glewwe et al, 2004). However, most teacher absenteeism is for legitimate reasons, namely personal illness, official duty, and leave. Unqualified teachers tend have lower job expectations than qualified teachers, which leads to higher levels of job satisfaction. As the Lesotho report points out, "good academic results may embolden teachers to have higher expectations for other aspects of the situation, such as pay, working conditions and instructional support" (Urwicket al, 2005:24).

2.3.1 Related Studies in Developed Countries on Motivation and Performance

Herzberg notes those employees with motivational problems cost organizations in the U.S.A, millions of dollars each year. Research indicated that only 20% of employees can cause 100 percent of the grievances, 45% of

the absences, 52 % of the garnishments, and 38 % of the medical claims and 40% of all the sick leaves (Staples, 2000). Herzberg went on to point that carrot and stick approach of making employees work has nothing to do with their internal motivation and that it only leads to employees working but not of their own free will. If an individual is truly motivated internally, he doesn't need continuous encouragement from outside sources (Staples, 2000).

Herzberg noted that a self-motivated person functions at a high level and only requires occasional guidance and support to keep him or her headed in the right direction. Employers cannot hope to increase productivity by simply spending more money on employees. Higher wages and better fringe benefits do not automatically, increase employee satisfaction and motivation. It can result to people earning more even while working less. Job enrichment is a better option to increase employee satisfaction especially where employees have reached a plateau in their career and prospects for future promotion are unlikely.

In German, Hasso Plattner, a co-founder of the German software firm SAP, motivates employees by setting difficult and specific goals. He set an optimistic goal of 15% goals annual growth of SAP's software license revenues. Employees responded by achieving an even higher growth of 18 percent. He then promised bonuses of up to €287 million to hundreds of managers and key employees if they could double the company's market capitalization from a starting point of €43 billion, by 2010. To Plattner,

difficult and specific goals are the best way to inject entrepreneurial energy into the company (Robbins, Judge and Campbell, 2010). If you have a good people, provide them with interesting and challenging work, increase their workload, recognize their efforts, allow them to feel a real sense of accomplishment and grow as people. Otherwise, you will have serious motivational problems that can result in needless waste and expense in both monetary and human terms. (Robbins, Judge and Campbell, 2010). Zembylas, Michalinos; Papanastasiou, Elena (2004) studied 'Job satisfaction among school teachers in Cyprus'. The research report examines job satisfaction and motivation among teachers in Cyprus – a small developing country in the Eastern Mediterranean. An adapted version of the questionnaire developed by the "Teacher 2000 Project" was translated into Greek and used for the purposes of this study that had a sample of 461 K-12 teachers and administrators.

The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers. Ronit (2001). This study disclosed the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. The relevance of job satisfaction is crucial to the long term growth of any work industry all over the world. This has to do

with needs' satisfaction which is essential in the lives of workers because it forms the fundamental reason for working (Olulobe, 2005).

2.3.2 Related Studies in Africa Concerning Motivation and Performance

In Africa, achievement of the Millennium Development Goals (MDG) for all by the year 2015 will be a major challenge for many governments. This is due to the increased number of teachers who are demotivated. This is due to poor salaries levels and living and working conditions. This has continuously led to declining performance and poor learning outcomes. (Adelebu, 2005). Studies carried out in Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Tanzania and Zambia report that a large proportion of a teachers experience low job satisfaction and poor motivation levels. As a result millions of children are not being taught properly and do not receive an education that is even minimally acceptable. Most schooling systems face a teacher motivation crisis that has serious implications for achieving the MDG's for basic education (Katogo, 2009).

In Tanzania, standard seven final examinations were poorly done due to lack of motivation of teachers and poor teaching and learning environment. It was noted that teachers living in rural areas led a pathetic life, a factor which demoralized them despite their professional qualification. The classrooms were also overcrowded, a factor that made it difficult for teachers to attend to pupils academic needs (Katogo, 2009).

Nigerian teachers are poorly motivated and are dissatisfied with their living and working conditions due to the following reasons: Low wages when compared with other professionals, low status in the society, mass promotion of teachers, lack of career advancement opportunities, high teacher pupil ratio, poor work environment, inadequate fringe benefits and irregular payment of teachers salaries (Adelabu, 2005). These conditions are responsible for low teacher morale and the difficulty in attending and retaining quality personnel into the teaching profession in Nigeria (Ofoegbu, 2004). Teachers' motivation in Nigeria has to do with teachers attitude to work. It has to do with teachers desire to participate in the pedagogical process within the school environment. He further noted that the teachers teaching activities may dilute or enhance students 'performance depending on the degree of congruency with classroom practices and school environment. Working conditions have a role to play in teachers' motivation and the subsequent performance of the learners in examinations (Musila, 2010).

2.3.3 Related Studies in Kenya on Motivation and Performance in K.C.S.E

Companies which place high value on employee relations benefit because their workforce is highly motivated to expand their best efforts. This applies to secondary schools. Employees expect to be treated fairly and to be recognized for their achievements (Wamalwa, 2006). In a study on the relationship between motivation of science teachers and K.C.S.E performance in Marakwet

district it is noted that the more motivated the teacher was, the higher the students' performance in science (Kimeli, 2003).

According to Ngalyuka (1985), employees needs are influenced by a variety of individual factors and this is so because human beings have their won tastes. Educational administrators must devise better methods of determining ways and means of rewarding teachers if they expect the reward to have an impact on performance (Kivaze, 2000). In this regard this section examines working conditions, administration and supervision, recognition, responsibility, advancement as well as interpersonal relations as some of motivational factors that influence teachers' job performance.

Effective communication is a tool of coordinating the achievement of objectives which give employees satisfaction. When administrative support is coupled with communication teachers individual performance is enhanced and in turn students' performance (Kimeli, 2003). Discrepancies in job groups is very high as in other ministries have a higher pay than that of teachers a teacher in job group 'M' starts at a monthly salary of 25,000 Kenya shillings while at the ministry they start at 32,000 Kenya shillings. This leads to teachers not being motivated to remain in classrooms. Lack of opportunities to advance within the teaching profession is a crucial factor (Kwamboka, 2008), also the country's recommended ratio of teachers to students is one to 45, but many teachers are handling classes of up to 60 students. This means less individual attention to students and lack of motivation for teachers who are

overworked and underpaid, there is need to increase the number of teachers in public secondary schools in Kenya so that to reduce the workloads for teachers thus motivating them to enhance their performance (Kwamboka, 2008).

The KSSHA national chairman put the current shortfall at 66,000 teachers (The Nation, 22nd June, 2010). According to RoK (2007), numerous official documents over the last decade have increasingly drawn attention to the fragility of perceived teacher job satisfaction. Kenya is an interesting case of a developing country in which enrolment at secondary level has been considerably been expanding since the introduction of Free Primary Education in 2003 and now Subsidized Secondary Education since 2008 (Ayodo, 2009). Teachers are the key factor in school organization and the development of any country depends on their work every country needs educated citizens.

2.4 Teachers Motivation and Selected Variables

The variables to be analyzed are working conditions, the nature of work, recognition and supervision.

2.4.1 Teachers' Working Conditions and Students' Performance in KCSE

It is important that Herzberg's hygiene factors are properly catered for. The physical and psychological wellbeing of employees has to be given top priority. Managers have the power to motivate employees by creating an environment which is motivating. Restrictive organizational culture which over –emphasize controls and reduces people to passive roles, coupled with

unpredictable and irascible manager who tells off people in public, will not bring out the best in human nature (Aldair, 2009). Over controlling will reduce motivation. The manager should ensure that employees have proper input in decisions that affect their working lives, especially when substantial change is involved. Work units and sub units should be kept as small as possible for large units tend to become bureaucratic and demotivational if they lack inspired leaders. Repetitive work becomes boring if uninterrupted. Introduce variety as much as possible and let people work on things that they can recognize as their own products because real autonomy motivates employees. The physical hygienic factors in the working environment are also very important. In schools, they include good toilets, subsidized meals, comfortable furniture, television sets and news papers (Aldair, 2009).

Case studies of 12 countries conducted by Bennell, Bulwani and Musikanga, (2003) highlighted the huge impact that working conditions have on teacher morale and motivation and thus their classroom performance. The key factors in the study were workload (number of pupils and working hours), general classroom conditions, collegial and management support, location, living arrangements and distance to work. In countries such as Ghana, Sierra Leone and Zambia, it is noticeable that the large majority of teachers in rural areas indicate that working conditions are 'poor' and 'very poor'. While concerted efforts are being made to improve working conditions, the daily challenge for most teachers remains daunting (Bennell, et al, 2003).

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 limited commitment to school. Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major headache for most 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 faced (Ramachandran, Jain, Shekar, Sharma and Pal, 2005).

In a study it was observed that 50% of teachers were dissatisfied with various school facilities and hence low morale towards work. Working environment should be clean with adequate and modern tools and equipments in order to raise the workers morale (Osibwaga, 2007). Luthans in 1989 indicated that such environmental features as temperature, humidity, ventilation, lighting, noise and cleanliness affect an individual's job satisfaction and motivation. Favourable working conditions leads to increased productivity, hence increased worker output as it reduces absenteeism, labour turnover and accident frequency rate (Murage, 2000).

Luthans (1989) commenting on working conditions says that clean and attractive surroundings tend to make workers happy when doing their work. A study done by Mungunyu (2008), found that physical facilities were inadequate. This was about 90.8% of the majority of the respondents which

they said lowered their morale. The same study Mungunyu (2008) found that teachers were dissatisfied with the pupil – teacher ratio which was reported in some cases to be as high as 100:1.

The impact of class size on pupils' attainment, attitudes and motivation, and its concurrent relationship to teaching practices and teachers' workload and motivation, is probably the most written about. A study Bennet, (1996) found that children in smaller classes tended to do better than those in larger classes even when some attempt was made to control for other variables such as parental occupation, school size and length of schooling. Galton and Simon (1980) were forced to conclude that larger classes did not necessarily result in lower rates of progress in basic skills. Other factors, such as teachers, their style of teaching and the distribution of pupils, may very well come into play in explaining the findings. Pate-Bain & Achilles, (1986) found firstly, students in classes with high pupil/teacher ratios of 56:1 scored lower on standardised tests than those in smaller classes. They also found out that students in smaller classes had fewer behavioural problems thirdly, teachers of smaller classes felt that they themselves were more productive and efficient than they had been when they taught larger groups.

Gakuru (1982), on crowded classrooms says that inability to move freely in classroom means that the teacher can neither help the needy children nor can he/she mark pupils' work as they continue working. In other words it inhibits job performance. Teachers not being housed in the school has a great impact

on teachers' motivation in urban areas (Ramachadran et al 2005). The cost of travel contributes to teacher absenteeism and lateness in urban schools. Housing and travel are two critical issues affecting teacher morale and motivation (Ramachadran et al 2005).

Matheka (2005) found out that teachers had too much work which had resulted to stress and demotivation. High workload made the teachers to be unable to prepare themselves adequately and teach effectively (Matheka 2005). Matheka's findings was that the Ministry of Education under which the teachers work, is not committed to improve the working conditions of teachers and this has affected their levels of motivation.

2.4.2 The Work Content for Teachers and Students' Performance in Kenya Certificate of Secondary Education

According to McCormick and Ilgen in 1987, the work content itself is a factor which includes intrinsic interest in the job, job variety learning opportunities, chances for success and amount of work. He explains further that job enlargement and enrichment reduces the monotony of performing a job because the work becomes more meaningful and more challenging (Murage, 2000). Jobs can be made more motivating through job design. Job design is the way elements in a job are organized. Elements in a job can be organized in a rotational manner whereby the employee is periodically shifted from one task to another or even form one job to another usually at the same level, which has similar skill requirement. In schools teachers can be shifted from

one form to the other to avoid monotony (Robbins, Judge and Campbell, 2010).

Jobs can also be made more motivating through alternative work arrangement like flextime, job sharing and teleworking. In flextime, workers have flexible work hours and it results to reduced absenteeism, increased productivity, reduced overtime expenses, reduced hostility towards management, reduced traffic congestion around work sites, improved punctuality and thus increased motivation (Robbins, Judge and Campbell, 2010). Allan in 1996 observed that achievement at work is determined by set goals. Goals that are not specific may not be realized and this may affect the level of performance at work (Musila 2010). Work that has clearly spelt tasks and allows decision making was motivating (Osibwaga 2007). A heavy teaching load had an effect on teacher motivation and eventually students' performance (Leshao, 2008).

2.4.3 Recognition of Teachers and Students' Performance in Kenya Certificate of Secondary Education

Recognition is praise and credit for work well done. Recognition is an universal desire by every human being and it is a very powerful motivator. He goes on to say that money often means more to workers as a symbol of recognition for it is used by the workers to buy more material goods. A leader can show recognition and appreciation in a variety of ways. notes that it is equally important for a leader to encourage a climate where each person recognizes the work or value of the contribution of other members of the team,

for it is recognition by peers that is more valuable than the praise of the superiors (Adiar, 2009).

Every person has a burning desire for recognition of his or her own value. People want confirmation and acknowledgement of their own self-importance from others (Staples, 2000). Randolph and Blackburn in 1989 notes that employees like to feel that their supervisors respect them as competent people. They further explain that when employees see their supervisors as competent, honest and fair, their motivation tends to be higher. Recognition is also accompanied by responsibility and power. This implies that people with responsibilities need to work hard for their efforts to be seen and respected (Murage, 2000).

Recognition is a reality despite ones age and educational level; recognition must be sincere and need to be based on above average performance (Cole, 1996). Genuine compliments mean a lot to people and can go a long way toward inspiring the best performance. Numerous research studies show that students who receive praise from their teachers are more motivated and often this motivation lasts even after the praise is given. Motivation through rewards enhances competition in schools hence improved academic performance (Judge and Campbell, 2010).

Individuals at all levels of the organization want to be recognized for their achievement on the job. Good work done by any employee should always be

acknowledged (Macharia 2002). A formal recognition programme may also be used such as 'employee of the month' (Kivaze, 2000). In study done by Kageha (2004), 30% of the respondents stated that recognition was the driving force in their career. They said that being recognized and referred to as a teacher by the members of the society and the respect accorded to the profession was a powerful motivator to them. Blasé and Kirby (1992) note that the quickest remedy that educational managers should result to in order to motivate teachers is by creating a more attractive work environment and intangible rewards such as recognition and praise. School management can make teachers feel valued by recognizing their achievement (Nzuve, 1999).

This can be done by praising and communicating individual progress, individualizing rewards as well as linking rewards to performance Recognition may also reveal that a teacher is valued and this can be done by monitoring teachers' work and showing interest in whatever they hold important (Kageha, 2004) adds that teachers are also motivated by household goods and certificate of merits if the KCSE results are impressive.

2.4.4. Supervision of Teachers on Students' Performance in Kenya

Certificate of Secondary Education

Supervision is the act of watching over a person or activity and making certain that everything is done correctly and safely, teachers were not satisfied with head teachers supervision and that graduate teachers were dissatisfied with the job factors of working conditions, the work environment, security and work

content (Kimengi,1983). Communication is an important tool in supervision, unclear language, inability of the receiver to listen to the message and poor means of passing the message are demotivators. Peoples' attitude and behavior are influenced by communication from the supervisor (Ayou, 2006). Dropout rates would be much lower if the quality of teaching could be raised such that students perceive schooling to provide valuable skills and learning. Using data from Kenya, Lloyd, Mensch and Clark (2000) find that teacher characteristics, in particular teacher attitudes, have an important impact on attainment, especially for girls. Earlier work in China has shown that attributes of teachers can be significantly linked to students' attachment to the schooling process (Hannum & Park, 2003).

According to Matheka (2005) most headteachers did not involve teachers in decision making on matters affecting the school and this led to teachers' low morale. Teachers need to be given feedback by the headteacher on their performance (Macharia, 2002). It helps the teachers to know how they are fairing on concerning their job performance. General administration affects motivation of teachers Kageha (2004). According to a study conducted by (Kageha, 2004), it noted that high number of teachers who were entrusted with decision making were highly motivated as they felt they were in control of their classes.

The headteachers' leadership behaviour will determine his/her interpersonal relations with teachers and this influences their levels of motivation (Nzuve,

1999) since human beings are the most important part of the organization, everything possible must be done by the school management to make them comfortable in their work. This calls for any organization to consider the comfort and social welfare of its workers (Mbiti, 2007). Mbiti further says that human beings work well when they are happy within their work environment and this means that the people with whom one works should be friendly and capable of creating a good social atmosphere for interaction (Mbiti, 2007).

In a workplace a person works well when she/he knows that there is equal justice for everyone among the employees of the organization. This concurs with Griffins (1994) when he says that when teachers feel that they are treated equally by the headteacher, there will be concerted effort towards the attainment of the school goals. Griffins further says favouritism is likely to breed bad staff attitudes and may lead to confrontations and hatred among staff members which will in turn affect their job performance.

2.5 Summary of Literature Reviewed

Literature reviewed on the concept of motivation addresses motivational theories in relation to teachers' efforts at work. These theories address concepts on instrumentality, content and process theories as advanced by different scholars. In addition, literature has been reviewed on the relationship between motivation and performance, giving global, regional and Kenyan scenarios. A study on the effects of motivational practices on teachers and pupils performance in K.C.P.E in public primary schools in central division,

Machakos District (Musila, 2010). A study on motivational related factors that affect teacher performance in secondary schools in Kilifi District (Wamwere, 2006). A study carried out research on the relationship between the motivation of science teachers and K.C.S.E performance (Kimeli, 2003). A study on the factors that contribute to students' poor performance in K.C.S.E in Karbatonjo division Baringo District (Yator, 2003). This study will seek to establish principals' motivational practices on teachers and their effects on performance in K.C.S.E in Kwale county of Coast region.

2.6 Theoretical Framework

The study was guided by the two – factor theory as advanced by psychologist Frederick Herzberg which is also referred to as the motivation – hygiene theory (1965). Herzberg believed that an individual's relation to work is basic and that one's attitude toward work can very well determine success or failure.

According to Herzberg, certain characteristics tend to be consistently related to job satisfaction and others to job dissatisfaction. Intrinsic factors such as advancement, recognition, responsibility and achievement are related to job satisfaction. Workers who feel good about their work tend to attribute these factors to themselves. On the other hand, dissatisfied workers attribute extrinsic factors such as supervision, pay company policies and working conditions for their dissatisfaction.

According to Herzberg the opposite of satisfaction is not dissatisfaction. Eliminating dissatisfying characteristics from a job does not necessarily make the job satisfying. His findings proposed a dual continuum that the opposite of 'satisfaction' is no satisfaction and the opposite of dissatisfaction is no dissatisfaction. He therefore categorized conditions surrounding the job such as quality of supervision, pay, company policies, physical working conditions, relations with others due job security as hygiene factors. Presence of these factors in a work place will only make people to be dissatisfied and neither will they be satisfied. They do not enhance performance in work. If principals want to motivate teachers on their job, Herzberg suggested emphasizing factors associated with the work itself or with outcomes directly derived from it such as promotional opportunities, opportunities for personal growth, recognition, responsibility and achievement. This study was therefore governed by both hygienic and motivational variables such as supervision, working conditions, recognition and the nature of work.

The conclusion he drew is that job satisfaction and job dissatisfaction are not opposites.

- The opposite of *Satisfaction is No Satisfaction*.
- The opposite of *Dissatisfaction is No Dissatisfaction*.

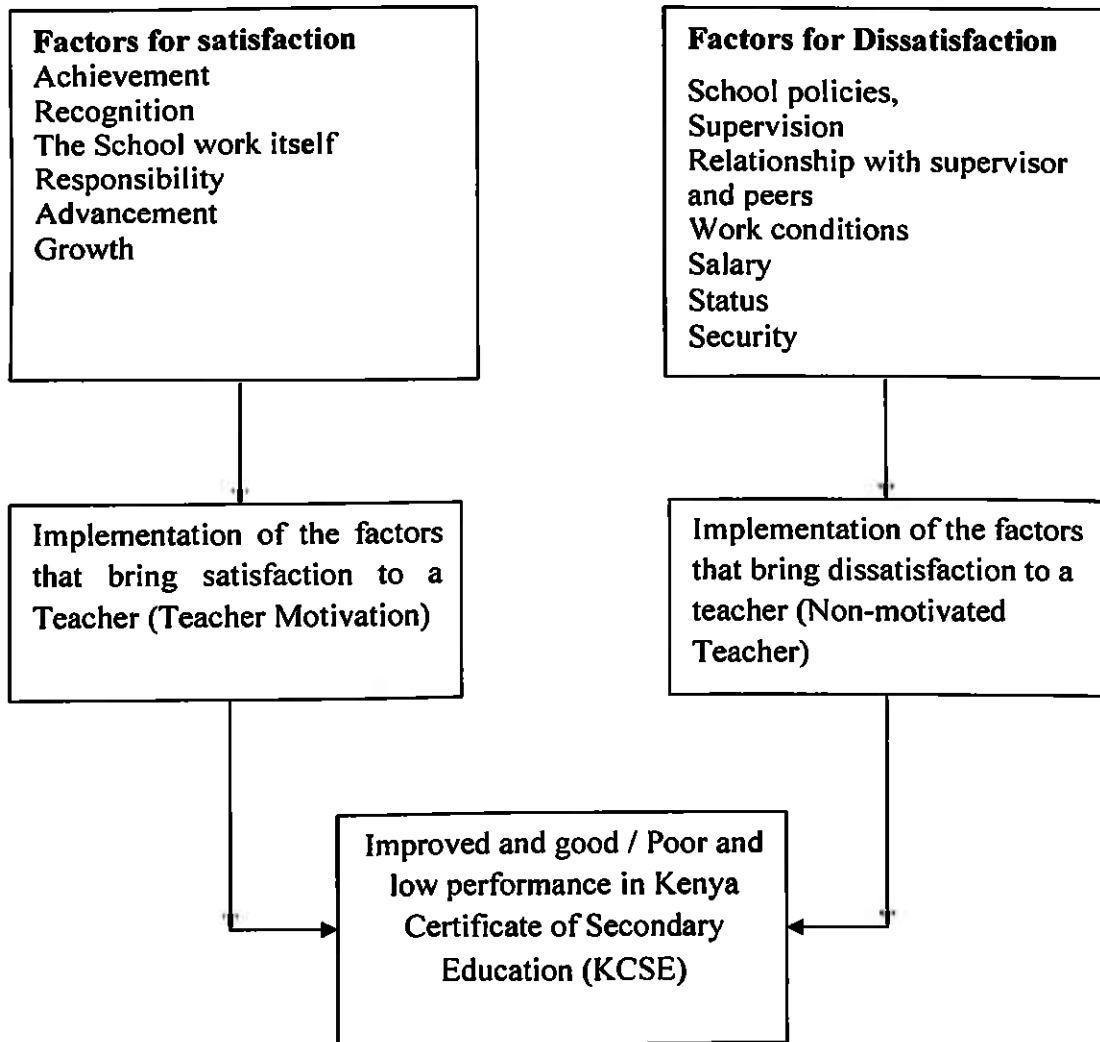
Remedying the causes of dissatisfaction will not create satisfaction. Nor will adding the factors of job satisfaction eliminate job dissatisfaction. If you have a hostile work environment, giving someone a promotion will not make him or her satisfied. If you create a healthy work environment but do not provide

members of your team with any of the satisfaction factors, the work they're doing will still not be satisfying. According to Herzberg, the factors leading to job satisfaction are "separate and distinct from those that lead to job dissatisfaction." Therefore, if you set about eliminating dissatisfying job factors you may create peace, but not necessarily enhance performance. This placates your workforce instead of actually motivating them to improve performance.

The characteristics associated with job dissatisfaction are called hygiene factors. When these have been adequately addressed, people will not be dissatisfied nor will they be satisfied. If you want to motivate your team, you then have to focus on satisfaction factors like achievement, recognition, and responsibility.

2.7 Conceptual Framework

Figure 2.1 Effects of Motivation on Teachers and Student's Performance in K.C.S.E



In the conceptual framework in figure 2.1, the teacher is perceived to experience motivational factors which contribute to high or low motivation. Such factors include working conditions, the nature of work, supervision and recognition. The productivity of teachers will depend on their level of motivation and consequently the achievement of the students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology which is organized under the following headings; research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research Design

The study adopted a descriptive survey design. Fraenkel and Wallen (1993) describe descriptive analysis as that method that involves asking a large group of people questions about a particular issue. Description survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification.

Information is obtained from a sample rather than the entire population at one point in time which may range from one day to a few weeks. Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The choice of the descriptive survey design was made based on the fact that in this study research is interested in the state of affairs already existing in the field that is how teachers motivation influenced student

academic performance in public secondary schools in Kwale County and no variable was manipulated.

3.3 Target Population

This refers to an entire group of individuals, events or objects having common observable characteristics. It's an aggregate of all that conforms to a given specification. The target population of this study consisted of 46 principals in the 46 secondary schools and 675 secondary school teachers in Kwale County of Coast region. The study focused on all secondary school teachers because all teachers in secondary schools are involved in preparation of students for K.C.S.E for a period of four years, starting from form one to four. Teachers' data was obtained from the D.E.O's offices at Msambweni, Kwale and Kinango. Teachers who participated in this study had taught for five years and above.

3.4 Sample Size and Sampling Technique

A sample is a smaller group obtained from the assessable population. Sampling therefore is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they are selected (Mugenda and Mugenda, 2003). Generally it is desirable to have a minimum sample size of 30 subjects (Borg and Gall, 1989) Mugenda and Mugenga (2003) recommended 50% of the target population as an adequate sample for a study in social science research.

In this study, 50% of the target population was used which was 23 schools. Five schools outside the sample of study will be involved in piloting. The respondents in the study were 360 teachers which included 23 head teachers and 337 teachers. To establish the sample for teachers, the Krejcie and Morgan (1973) sampling Table was used to get a sample of 181 teachers. The sample of the study was selected through simple random sampling method. This method involved giving a number to each school in the target population. The papers were folded and placed in a container and any number was be picked at random. The process was repeated until the required sample of 23 schools was achieved. Names of teachers per school were written on papers and the same process of simple random sampling was repeated until the 181 teachers are chosen to respond to questions. A maximum of 15 teachers per sample school were chosen from the 23 schools. All the principals of the 23 school chosen were automatic members of the sample.

3.5 Research Instruments

Data was collected through interview and questionnaire. An interview guide was used to collect data from the principals. The interview guide allowed probing and so the researcher got explanations from the respondents. A questionnaire was used to gather data from secondary school teachers. A questionnaire has the ability to collect a large amount of information in a reasonably short period of time. The questionnaire had three sections. Section one comprised of six closed and open ended questions in regard to demographic variables (Orodho, 2004). Section two comprised of closed items

on motivational levels on the same aspects as principals. The respondents indicated the extent of motivation with various motivators using three point Likert scale as follows. Motivated (M)³ Not Motivated (NM)² Not Sure (NS)¹.

Likert scale is a commonly used rating scale for measuring perception attitude, values and behaviour. Section three consisted of six open ended questions and aimed at propping further aspects that will not be in section two Mugenda and Mugenda (2003). The interview schedule was divided into three sections. Section one collected demographic information on variables such as gender, age, professional qualifications and teaching experience. Section two consisted of questions aimed at gathering information on the motivational levels of principals on given aspects of the study such as supervision, recognition, work content and working conditions. Section three comprised of questions aimed at collecting data on students, colleges and universities.

3.5.1 Instrument Validity

Instrument validity refers to the accuracy of the data obtained from the variables under study. A pilot study was carried out to test the instruments. From the respondents' responses, the vague, ambiguous and difficult items will be adjusted accordingly and improved to ensure validity of the instrument. The researcher sought further guidance from the supervisors.

3.5.2 Instrument Reliability

Reliability is the degree to which indicators are consistent in two or more tries in an attempt to measure the theoretical concept. Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is meant for (Ary 1979). Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. However reliability in the research is influenced by random error. Random error is the deviation from a true measure due to factors that have not been effectively addressed by the researcher. As random error increases, reliability decreases. These errors might arise from inaccurate coding, ambiguous instructions to the subjects, interview fatigue and interview bias. The researcher in designing and administering of her instruments took care to avoid such errors.

The split-half method was used to establish the coefficient of internal consistency of the teachers' questionnaire. When the value of r is equal the $+1.00$, the two sets are in perfect agreement and is 1.00 when they are in perfect disagreement. A co-relation coefficient of above 0.75 is considered high to judge the reliability of instrument (Orodho, 2004). The reliability analysis was done after entering the data in the Statistical Package for Social Sciences (SPSS) programme then the reliability analysis – alpha was ran on the computer, hence the following was observed:

Reliability Coefficients

N of Cases = 20.0	N of Items = 267
Correlation between forms = .8523	Equal-length Spearman-Brown = .9202
Guttman Split-half = .8445	Unequal-length Spearman-Brown = .9202
13 Items in part 1	13 Items in part 2

The alpha was 0.852 which was close to 1. The questionnaire was therefore deemed reliable. Therefore there was no need for any improvement or change on the instrument.

3.6 Data Collection Procedures

Authority to conduct the study was obtained from the NCST. Clearance and a letter of introduction to schools were sought from county education office at Kwale. The researcher then visited all the institutions under study and personally administered the questionnaires and conducted the interview. The targeted respondents were assured of confidentiality of their identity. The questionnaire was then distributed to the teachers in their schools and collected after giving them adequate time to respond. Where some teachers did not have filled the questionnaire, more time was added. The researcher visited the 23 schools to interview the principals.

3.7 Data Analysis Techniques

The researcher first edited the data by identifying items that were not responded to and the blank spaces left unfilled by respondents. The poorly

responded questionnaires were then regarded as spoilt, and therefore not included in the analysis. After editing and sorting out the questionnaires data will then be tabulated, coded and processed, using statistical package for social sciences (SPSS), a computer software that generated frequencies (f) and percentage (%) used in analysis. The information was then presented by use of charts and Tables.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and interpretation of the data collected from the study. The chapter starts with the analysis of the questionnaire return rate and then presents the analysis of the demographic information of the respondents introducing headteachers' and teachers' gender, age, highest academic and professional qualifications and their experience. The sub-topics will cover the research questions and itemized variables in the instruments such as working conditions, principal's management practices and nature of the teachers' work. Frequency Tables and percentages have been used to represent the findings of the study. The chapter ends with the summary of the findings.

4.2 Questionnaire Return Rate

A sample of 23 head teachers and 181 teachers were selected from a population of 23 head teachers and 337 teachers respectively. These teacher respondents were given questionnaires which they filled and returned to the researcher. The head teachers were taken through structured interview schedule with the researcher to provide specific information on the influence of teachers' motivation on students' performance in KCSE in Kwale County, Kenya. The teachers' questionnaire return rate and preparation of interviewed head teachers is presented in Table 4.1.

Table 4.1: Questionnaire Return Rate

Respondents	Sample	Instrument Returned	Percentage Return Rate
Head teachers	23	20	87.0
Teachers	181	150	82.9
Total	204		84.3

According to Table 1, out of a sample of 23 head teachers, 20 of them participated in the interview making 87.0% instrument return rate and out of a sample of 181 teachers, 150 of them dully filled and returned the questionnaire making a percentage return rate of 82.9%. The average questionnaire return rate was 84.3% which was found an acceptable representation of the target population.

4.3 Demographic Information of Headteachers and Teachers

This section presented the analysis of the demographic information of respondents as revealed from the data collected from head teachers and teachers of secondary schools in Kwale County. The section includes the respondents' gender, age bracket, academic qualification and teaching experience.

4.3.1 Gender of Headteachers and Teachers

This section presented the analysis of the demographic information of respondents of public secondary schools in Kwale County on their gender. The findings are presented in Table 4.2.

Table 4.2: Distribution of Headteachers and Teachers by Gender

Category of Respondents	Male		Female		Total	
	F	%	F	%	F	%
Head teachers	13	65.0	7	35.0	20	100.0
Teachers	85	56.7	65	43.3	150	100.0

The findings in Table 2 indicate that majority of headteachers 13 (65.0%) were males while 7 (35.0%) represented females. The study further observed that 85(56.7%) of teachers were males whereas 65(43.3%) were females. The findings indicate that there are more male teachers in Kwale County; hence gender parity has not been achieved in the secondary schools.

Further, the findings revealed that there are fewer female teachers whom the students (girls) emulate as role models as they encourage them and support them to improve in their performance. However for students to perform well in KCSE, both males and females should be encouraged through positive motivation in order to cater for the academic needs of students in the schools.

4.3.2 Age of Respondents

The study requested respondents to indicate their age bracket. The findings are presented as shown in Table 4.3.

Table 4.3: Distribution of Headteachers and Teachers by Age

Age bracket	Head teachers		Teachers	
	F	%	F	%
26 – 35 years	-	-	33	22.0
31 – 35 years	6	30.0	45	30.0
40 – 50 years	10	50.0	56	37.3
Above 50 years	4	20.0	16	10.7
Total	20	100.0	150	100.0

The responses in Table 3 show that majority of head teachers in public secondary schools in Kwale county are in the age bracket of 40 – 50 years (50.0%), then those in 31 – 35 years (30.0%) while 4 (20.0%) were above 50 years of age.

Further, 56(37.3%) of teachers were in the age bracket of 40 – 50 years, 45 (30.0%) were in the bracket of 31 – 35 years, 33 (22.0%) were in the bracket of 26 – 30 years whereas 16 (10.7%) were above 50 years of age. The findings show that the experience of teachers determines their promotion to head teachers among other factors. This indicates that students' performance could

reap from the experience of head teachers and teachers coupled with head teacher's motivation strategies, expertise on areas of planning, co-ordination, organization and control of the school activities to ensure maximum motivation of the teacher.

4.3.3 Teachers' Academic Qualification

The researcher asked head teachers of public secondary schools in Kwale County to indicate their highest academic qualification. The findings are presented in Table 4.4.

Table 4.4: Teachers' Highest Academic Qualification

Academic Qualification	F	%
Masters	15	10.0
Graduate	86	57.3
B/A/Bsc with PGDE	14	9.3
Diploma /SI	32	21.3
ATS	3	2.0
Total	150	100.0

Data in Table 4 indicates that majority of teacher 86 (57.3%) were graduates, 32 (21.2%) were Diploma holders, 15 (10.0%) had attained a Masters Degree, 14 (9.3%) had attained a BA /Bsc with PGDE certificate whereas 3(2.0%) were ATs holders. These findings are an indication that majority of teachers

had minimum professional requirements to teach in public secondary schools in Kwale county. The 3(2.0%) with ATS certificate should have undertaken in-service training and therefore poor performance of students in KCSE cannot be very much attributed to teachers' qualifications.

4.3.4 Teachers' Work Experience

The researcher asked teachers of public secondary schools in Kwale County to indicate their teaching experience in years. The responses are presented in Table 4.5.

Table 4.5: Teacher's Distribution by Teaching Experience

Number of years	F	%
One year	15	10.0
2- 5 years	25	16.7
6 – 10 years	38	25.3
Over 10 years	72	48.0
Total	150	100.0

The findings presented in Table 6 show that majority of teachers (48.0%) had taught for over 10 years, 25.3% had a teaching experience of 6 – 10 years, 25 (16.7%) had a teaching experience of 2 – 5 years whereas 15(10.0%) had a teaching experience of one year. The findings is an indication that majority of

teachers had a teaching experience that can be said to be enough to ensure that students were helped to improve their performance in KCSE examinations.

4.4 Influence of Teacher Motivation on Students Performance at KCSE

This section presented the analysis of the data obtained from headteachers and teachers in secondary schools in Kwale County based on the research questions.

4.4.1 Aspects of Work Content that Motivates Teachers in Public Secondary Schools

The study sought to establish how work content motivated teaches. One of the variables investigated was the number of students per class. The researcher sought on the number of students taught per class. Teachers were therefore asked to indicate the number of students they had in a class. Their responses are presented in Table 4.6.

Table 4.6: Teachers' Responses on Number of Students per Stream

Response	F	%
20 – 30	18	12.0
31 – 40	39	26.0
41 – 50	68	45.3
Over 50	25	16.7
Total	150	100.0

Data presented in Table 4.6 indicates that majority of teachers 68 (45.3%) taught between 41 – 50 students, 39 (26.0%) taught between 31- 40 students per stream whereas 25 (16.7%) teach over 50 students. The findings indicate that there were many students enrolled per stream in most schools which is likely to take toll in teachers hence hampering student’s classroom achievement. The findings are also an indication that work content could affect teachers’ motivation.

The findings are in line with a study Bennell, et al, (2003) in case studies of 12 countries conducted by Bennell, Bulwani and Musikanga, (2003) highlighted the huge impact that working conditions have on teacher morale and motivation and thus their academic performance. The key factors in the study were workload (number of pupils and working hours), general classroom conditions, collegial and management support, location, living arrangements and distance to work. The teachers were further asked to indicate the average weekly teaching load. The data is presented in Table 4.7.

Table 4.7: Average Weekly Teaching Load

No. of Lessons	F	%
10 – 15	23	15.3
16 – 20	46	30.7
21 – 30	68	45.3
Over 31	13	8.7
Total	150	100.0

The findings in Table 4.7 indicate that a big number of teachers 68 (45.3%) had a work load of 21 – 30 lessons, 46 (30.7%) 16 – 20 lessons, 23 (15.3%) 10 – 15 lessons and 13 (18.7%) over 31 lessons. The findings reveal that most teachers 127 (84.7%) have a full load with some 13 (8.7%) overwhelmed by the workload. These findings reveal that the teachers' workload may influence students' performance. The findings on workload indicates that teachers were likely to be in class for increasingly long hours, coupled with larger class sizes, more subjects which in the long run become major de-motivators amongst teachers. Large class sizes and heavy workloads in relation to pay (the effort –price of work) also makes teachers resistant to extra work /effort that is needed to boost students academic achievement in KCSE examinations.

The impact of class size on pupils' attainment, attitudes and motivation, and its concurrent relationship to teaching practices and teachers' workload and motivation, is probably the most written about. A study Bennet, (1996) found that students in smaller classes tended to do better than those in larger classes even when some attempt was made to control for other variables such as parental occupation, school size and length of schooling. Other factors, such as teachers, their style of teaching and the distribution of pupils, may very well come into play in explaining the findings. Pate-Bain & Achilles, (1986) found firstly, students in classes with high pupil/teacher ratios of 56:1 scored lower on standardised tests than those in smaller classes. They also found out that students in smaller classes had fewer behavioural problems thirdly, teachers of smaller classes felt that they themselves were more productive and efficient

than they had been when they taught larger groups and hence influences performance.

4.4.2 Aspects of Recognition that Motivates Teachers in Public Secondary Schools

The study further sought to establish how recognition led to teachers' motivation. The researcher sought to establish how recognition motivates teachers in secondary schools in Kwale County. The teachers were therefore asked to indicate how they were satisfied with several issues of recognition as listed down by the researcher. Their responses are presented in Table 4.8.

Table 4.8: Level of Satisfaction of Recognition on Teachers

Aspects of Recognition	Motivated		Not Sure		Not Motivated	
	F	%	F	%	F	%
Recognition from immediate supervisor	108	72.0	27	18.0	15	10.0
Recognition from teachers and students	93	62.0	14	9.3	-	-
Recognition from parents and guardians	113	75.3	37	24.7	-	-
Recognition from members of non-teaching staff	134	89.3	16	10.7	-	-

Data presented in Table 4.8 presents the perceptions on the level of motivation and satisfaction derived from recognition by immediate supervisor, teachers and students, parents and guardians and members of non-teaching staff. The findings in the Table indicate that recognition by immediate supervisor was ranked at 72.0%, by the teachers 62.0%, by parents and guardians 75.3% and non-teaching staff at 89.3%. Individuals at all levels of the organization want to be recognized for their achievement on the job. The findings reveal that there is an overwhelming level of recognition teachers feel they receive within the school and the outside community. Macharia (2002) states that good work done by any employee should always be acknowledged. The findings of this study agree with Kageha (2004) who noted that recognition can be done by praising and communicating individual progress, individualizing rewards as well as linking rewards to performance. Recognition may also reveal that a teacher is valued and this can be done by monitoring teachers' work and showing interest in whatever they hold important (Kageha, 2004) adds that teachers are also motivated by household goods and certificate of merits if the KCSE results are impressive.

The findings further reveal that teachers seemed relatively satisfied with the recognition received from their schools, possibly because they are able to build good relationships with management and staff. Further, it can be deduced that more experienced teachers tend to have stronger relationships with school management and higher levels of recognition result from this. Further, the findings indicate that teachers received more recognition from

members of the non-teaching staff. This reveals that teachers want more recognition and status from the outside community in order to develop higher self-esteem and feelings of self-worth. If this need is not satisfied, teachers may lack confidence which may negatively affect their motivation and ability to motivate students.

In study done by Kageha (2004), 30% of the respondents stated that recognition was the driving force in their career. They said that being recognized and referred to as a teacher by the members of the society and the respect accorded to the profession was a powerful motivator to them. Blasé and Kirby (1992) note that the quickest remedy that educational managers should result to in order to motivate teachers is by creating a more attractive work environment and intangible rewards such as recognition and praise.

4.4.3 Influence of Management Practices by Principals Influence Teachers Motivation

The study further sought to establish how headteachers management practices influenced teacher motivation. One of the management practice under study was supervision. To determine how supervision as a management practice influenced teacher motivation, the teachers were asked to indicate their level of satisfaction with several aspects of supervision. Their responses are presented in Table 4.9

Table 4.9: Level of Satisfaction of Supervision on Teachers' Motivation

Aspects	Motivated		Not Sure		Not Motivated	
	F	%	F	%	F	%
	Frequent testing and feedback	72	48.0	33	22.0	45
Checking classroom work	86	57.3	40	26.7	24	16.0
Evaluation of teachers	110	73.3	12	8.0	28	18.7
Frequent consultative meetings	79	52.7	43	28.7	28	18.7
Follow –up of remedial classes	98	65.3	21	14.0	31	20.7

Data Table 4.9 indicates that the head teachers use of quality improvement measures influenced results in schools. Teachers indicated that they are in support of frequent tests and measurement. Head teachers interviewed indicated that they strongly put into consideration frequent testing and giving of feedback, remedial teaching and controlling use of strict deadlines for making and entry of marks as a motivator for them to work hard to attain student achievement.

Teachers further cited that head teachers' supervisory strategies such as proper tuition and revision, thorough supervision of teachers' and students' work, proper testing policy, syllabus coverage, teacher induction courses and team building as well as communicating the school vision effectively, providing resources for instruction and maintaining a high visible presence in all parts of

the school are key motivating factors for teachers that propel students' achievement.

Head teachers during the interview stated that they frequently checked teacher's lesson books, schemes of work attendance registers, records of work covered, class attendance records and click in click out book. Further, headteachers indicated that to ensure curriculum goals were achieved, head teachers conducted internal supervision of the development and implementation of schemes of work and lesson plans, checked assignments, records of work covered and discussed their observations and findings with teachers. Head teachers generally indicated that their frequency of internal supervision contributed towards better performance. This involved proper tuition and revision, thorough supervision of teachers and students work, proper testing policy, syllabus coverage, teacher induction courses and team building.

Headteachers who were interviewed were asked to state their daily official tasks as principals. They outlined improving teaching and learning 8 (40.0%), developing strategies for improvement 6(30.0%), evaluating students' progress 7(35.0%), maintaining the school system 4 (20.0%) and time tabling 9 (45.0%). Further, head teachers interviewed indicated that they communicate through memos, principal's parade, principals' *baraza*; student council *Kamukunjis*, staff briefs and meetings as well as impromptu briefs and one-on-one chat with concerned teachers. The findings in this analysis indicate that

for head teachers to initiate good working conditions that motivate teachers, headteachers' must become leaders of the teaching staff. He /she will need to work closely with teachers on an individual basis and as Olembo, Wanga and Karagu (1992) opine, some of the teachers may have unique instructional problems (challenges), requiring the assistance of the head teacher and other resources from outside the school.

4.4.4 Influence of Teachers' Working Conditions on the Performance of Students in KCSE

The study sought to establish how work content motivated teachers in public secondary schools. The researcher designed questionnaire items that sought to elicit responses from the teachers on the influence of working conditions on teachers' motivation. The teachers were for example required to indicate the level of working conditions in their schools. Their responses are presented in Table 4.10.

Table 4.10: Level of Influence of Working Conditions on Teachers**Motivation**

Aspects of Working Conditions	Motivated		Not Motivated		Not Sure	
	F	%	F	%	F	%
	Staffroom facilities	80	53.3	40	26.7	30
Classrooms	19	12.7	85	56.7	46	30.7
Communication facilities	16	10.7	78	52.0	56	37.3
Teachers catering facilities	30	20.0	83	55.3	37	24.7
Availability of teaching /learning resources	20	13.3	88	58.7	42	28.0

Data in Table 4.10 indicate that majority 80 (53.3%) of teachers were motivated by staffroom facilities, 40 (26.7%) were not motivated however, majority 85 (56.7%) were not motivated by classrooms, slightly more than half, 78(52.0%) were not motivated by communication facilities, 83(55.3%) were not motivated by teachers catering facilities whereas majority 88 (58.7%) were not motivated by available teaching learning resources. These findings indicate that majority of the respondents were not motivated by the facilities in the schools. These findings reveal that teacher motivation has to do with teachers' desire to participate in the pedagogical processes within the school environment. It has to do with teacher's interest in student affairs and control particularly in the classroom. The above findings are in line with Luthans

(1989) who commenting on working conditions says that clean and attractive surroundings tend to make motivated when doing their work. A study done by Mungunyu (2008), found that physical facilities were inadequate which lead to teacher demotivation. The same study Mungunyu (2008) found that teachers were demotivated with large classes.

Therefore it could underlie that their involvement or non –involvement in academic and non-academic activities which operate in schools. Further, the findings in Table 8 reveal that classroom climate is important in teacher motivation. For instance, if a teacher experience the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he /she tends to participate more than expected in the process of management, administration, and the overall improvement of the school.

The findings further revealed that the nature of the classroom environment can influence students' achievement. These findings concur with Maehr and Midgley (1991) who affirms that what takes place in the classroom is critical because the degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students' performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter looks at the summary of the findings as obtained from respondents who included head teachers and teachers in secondary schools in Kwale County. It also contains the conclusion of the study, recommendations and suggestions for further research.

5.2 Summary of the Study

The purpose of the study was to examine the influence of teachers' motivation on students' performance in Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Kwale County. To achieve this, four research objectives were formulated. The research objectives sought to: identify the aspects of work content that motivates teachers in public secondary schools in Kwale County; identify the aspects of recognition that motivates teachers in public secondary schools in Kwale County; determine how the management practices by principals influence teachers' motivation on the students' performance in K.C.S.E in public secondary schools in Kwale County and lastly to determine how working conditions for teachers influence the performance of students in K.C.S.E in public secondary schools in Kwale County.

Literature was reviewed on the concept of motivation, related studies on motivation and performance in developed nations, Africa and Kenya, teachers'

motivation and selected variables and a theoretical framework guided by Herzberg (1965)'s two –factor theory. The study adopted a descriptive survey design to establish the influence of teachers' motivation on students' performance in KCSE in Kwale County. A sample of 181 teachers and 23 head teachers were selected for the study. Data was collected using questionnaires for teachers and an interview schedule for head teachers, coded and classified into major themes from which a summary report was made. Quantitative data was analyzed using descriptive statistics supported by Tables and frequency distributions and percentages. Data analyzed formed the basis for the research findings, conclusion and recommendations for the study.

Findings on the influence of teacher motivation on student performance revealed that most of teachers 68 (45.3%) taught between 41 – 50 students. This implied that there were many students enrolled per stream in most schools which was likely to take toll in teachers hence hampering student's classroom achievement. Findings further indicated that at most of the teachers 68 (45.3%) had a work load of 21 – 30 lessons. This implied that most teachers 127 (84.7%) had a full load with some 13 (8.7%) overwhelmed by the workload.

The findings on workload indicates that teachers were likely to be in class for increasingly long hours, coupled with larger class sizes, more subjects which in the long run become major de-motivators amongst teachers. Large class sizes and heavy workloads in relation to pay (the effort –price of work) also

makes teachers resistant to extra work /effort that is needed to boost students academic achievement in KCSE examinations.

Findings on the aspects of recognition that motivates teachers in public secondary schools revealed that recognition by immediate supervisor was ranked at 72.0%, by the teachers 62.0%, by parents and guardians 75.3% and non-teaching staff at 89.3%. The findings revealed that there was an overwhelming level of recognition teachers feel they receive within the school and the outside community. The findings further reveal that teachers seemed relatively satisfied with the recognition received from their schools, possibly because they are able to build good relationships with management and staff.

Findings on the influence of management practices by principals influence teachers motivation showed that majority 72 (48.0%) of the teachers indicated that they were in support of frequent tests and measurement, 86 (57.3%) were satisfied with checking of classroom work, 110 (73.3%) were satisfied with their evaluation while 79 (52.7%) and 98 (65.3%) were satisfied with follow – up of remedial classes. Head teachers interviewed indicated that they strongly put into consideration frequent testing and giving of feedback, remedial teaching and controlling use of strict deadlines for making and entry of marks as a motivator for them to work hard to attain student achievement. Findings also revealed that indicate that for head teachers to initiate good working conditions that motivate teachers, headteachers’ must become leaders of the teaching staff.

Findings of the influence of teachers' working conditions on the performance of students in KCSE revealed that majority 80 (53.3%) of teachers were motivated by staffroom facilities, 40 (26.7%) were not motivated however, majority 85 (56.7%) were not motivated by classrooms, slightly more than half, 78(52.0%) were not motivated by communication facilities, 83(55.3%) were not motivated by teachers catering facilities whereas majority 88 (58.7%) were not motivated by available teaching learning resources. These findings indicate that majority of the respondents were not motivated by the facilities in the schools.

5.3 Conclusions

The study delved into teacher motivation and its influence in students' performance in KCSE in Kwale County. In the context of this study, teacher motivation was construed to mean change in teacher behaviour which would translate into optimal commitment in teaching, better student performance and general improvement of schools. Therefore teachers need appropriate assistance to raise the academic tone of schools, reduce absenteeism and lack of commitment to work. Evidently, with motivation, teachers would most likely avoid lack .behaviours that may encourage using a the "noble" profession as a stepping stone for other professions.

The consequence of non-availability of teaching facilities is that no matter how energetic, enthusiastic and committed a teacher maybe, this effort and level of performance might not produce the required result in students.

Likewise a teacher's action to satisfy motive could be affected by the negative context of the school environment.

The study concludes that effective supervision of teachers is necessary if they are to remain productive. Influencing is a key process in supervision. It is almost impossible to work with people towards a common goal by use of force of coercion. The head teacher would therefore need to know how to establish good working relationships with the teachers in the school. This study recognizes the role of teacher motivation in ensuring classroom effectiveness and school improvement. Motivating teachers would ensure that there is effective instruction in the classroom and more collaboration in school management. Therefore a teacher needs not only adjustment and regular payment of salary and allowance but the right technology and facilities for effective classroom management and school improvements.

5.4 Recommendations

The findings of the study have implications for policy and for practice.

1. There is need to motivate teachers so that on their own part they would ensure a viable school system hence effective classroom management.
2. Head teachers management strategies should inculcate transformational and transactional leadership to enable teachers own the school, the system and be nurtured into a conducive environment /climate to enhance students achievement.

5.5 Suggestions for Further Research

1. The study used head teachers and teachers as primary respondents. A study should be carried out with students as respondents to establish their perspectives on how motivated teachers influence students' performance in KCSE.
2. Since the study was carried out in Kwale County, various studies should be carried out in other counties to give a national picture of the study.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

Mugikuu Mugendi Wilfred
University of Nairobi
Department of Education Administration and Planning
P.O. Box 92 Kikuyu

The Principal
.....Secondary School
Kwale County

Dear Sir/Madam,

RE: Permission to Conduct Study in Your School

I am a post graduate student at the Department of Educational Administration and Planning of University of Nairobi.

I am conducting a research on the influence of teachers, motivational practices on students' performance in KCSE in secondary schools in Kwale County of Coast Region. I kindly request you to allow me to collect data from your school and also to take part in the study by filling in a questionnaire. Information collected will be treated with utmost confidence.

Your cooperation will be highly appreciated.

Yours faithfully

Wilfred Mugendi Mugikuu

APPENDIX B

PRINCIPAL'S INTERVIEW SCHEDULE

SECTION I

In this section questions are meant to collect demographic information

- (i) Gender.....
- (ii) What is your age?
- (iii) How many years have you been a principal?
- (iv) What is your professional grade.....
- (v) What is the approximate enrolment per class?
.....

SECTION II

The questions in this section will source information on the principal's motivational levels on some given aspects

- 1. a) what are your daily official tasks as a principal?
b) which channels of communication are used to give you feedback on how well you are performing tasks in (1a) above?
c) How do the tasks you perform promote academic abilities of your students?
- 2. a) In which forums do you meet with your teachers and students?
b) How can you describe your relationship with teachers and students?
c) Do you receive recognition from teachers, students and parents / guardians?

3. Describe the state of communication, tuition, boarding and catering facilities in your school?
4. Can you describe your immediate supervisor as being considerate, available and gives quality communication?

SECTION III

Questions in this section relate to students performance in KCSE transition to middle level colleges and universities, and types of motivational practices, in the schools

1. What has been the highest school mean grade in K.C.S.E in the last 3 years?
2. How many students have attained the minimum university entry grade of C+ in the last three years in your school?
3. (a) Do you motivate teachers in your school?
Yes [] No []
(b) If yes, how? Give at least three ways.
 - (i)
 - (ii)
 - (iii)
4. Which other methods would you wish to use in motivating teachers in your school?
Give four
 - (i)
 - (ii)

(iii)

(iv)

5. (a) Are you happy with the K.C.S.E performance in your school

No [] Yes []

(b) If No, mention the possible causes of poor performance

(i)

(ii)

(iii)

APPENDIX C

TEACHERS' QUESTIONNAIRE

Please answer the following items. Information provided in this section is to aid in tabulation, presentation of the data and making valid conclusions. You do not have to write your name anywhere in the questionnaire

SECTION I

Please tick the appropriate answer in the boxes provided

1. What is your gender
 - a) Male []
 - b) Female []
2. In which age bracket do you belong? Tick appropriately.

Below 25 years

26 – 30 years [] 31 – 35 years []

40 – 50 years [] Above 50 []
3. How many years have you worked as a teacher?
 - (a) One year []
 - (b) 2 – 5 years []
 - (c) 6 – 10 years []
 - (d) Over 10 years []
4. Indicate your professional qualification in the box provided
 - a) Post graduate []
 - b) Diploma/SI []
 - c) Graduate []
 - d) ATS []
 - e) PI []
 - f) Untrained teacher []
5. What position do you hold in your school?
 - a) Deputy principal []
 - (b) Head of department []
 - c) Classroom teacher []
6. How many students do you teach in a class

- a) 20 – 40 [] b) 40 – 60 []
 c) 60 – 80 [] d) 80 – 100 []

7. What is your average teaching load per week

- (a) 10 – 15 lessons [] (b) 16 – 20 lessons []
 (c) 21 – 30 lessons [] (d) Over 31 lessons []

SECTION II

Please assess your level of motivation of each of the following motivational aspects by using the following scale to tick appropriately

Motivated (M)³, Not Motivated (NM)², Not Sure (NS)¹

1. WORK CONTENT	(NS) ¹	(NM) ²	(M) ³
How motivating is your job content in that it:			
a) Has clearly spelt out tasks			
b) Allows you to contribute in decision making			
c) Provides you with feedback on how well you are working			
d) Brings out the academic ability of the students			
2. RECOGNITION	(NS) ¹	(NM) ²	(M) ³
Are you motivated by receiving recognition from:			
a) Your immediate supervisor			
b) Fellow teachers and students			
c) Parents and guardians			

d)	Members of non-teaching			
3.	WORKING CONDITIONS	(NS)¹	(NM)²	(M)³
	How satisfied are you with the following in your school			
a)	Staffroom facilities			
b)	Classrooms			
c)	Communication facilities (telephone, e-mail)			
d)	Teachers catering facilities			
e)	Sanitary facilities			
f)	Availability of teaching/learning			
	SUPERVISION	(NS)¹	(NM)²	(M)³
	How motivating are the following			
a)	The quality of communication from your immediate supervisor			
b)	Participation in decision making			
c)	Approachability of your principal			
d)	Nature of feedback from your principal			

SECTION III

Please enter appropriate information in the Table and explanations in the spaces provided

1. Kindly indicate the mean grade to the subjects that you taught in the past four years in the form in the Table below

Year	Subject	Mean grades
2010		
2009		
2008		
2007		
2006		

2. Are teachers motivated in your school?

Yes No

If yes, please indicate by a tick the various incentives used to motivate them

- (a) Promotion
- (b) Awards (Prizes)
- (c) Meals
- (d) Commendation letters
- (e) Word of mouth compliments

3. Suggest other strategies that can be used to motivate teachers in your school.....

APPENDIX D
RESEARCH PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 (020) 3313471, 3343309
254 (020) 310571, 2713113, 2714470
Fax: 254 (020) 318245, 233645
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-C0100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/876**

Date: **27th June, 2012**

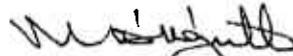
Willfred Mugendi Mugikuu
University of Nairobi
P.O BOX 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of teachers motivation on students performance in Kenya Certificate of Secondary Education in public secondary schools in Kwale County"* I am pleased to inform you that you have been authorized to undertake research in Kwale County for a period ending **31st July, 2012.**

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

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



DR.M.K.RUGUTT, PhD, BSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kwale County