

INFLUENCE OF TEACHERS' MOTIVATION ON STUDENTS'
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN PUBLIC SECONDARY SCHOOLS IN IMENTI
SOUTH DISTRICT KENYA

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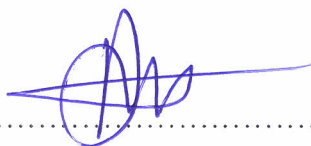
A Research Project Submitted in Partial Fulfillment of the Requirements
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DECLARATION

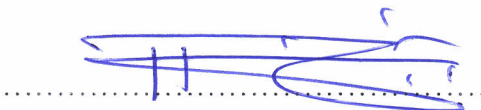
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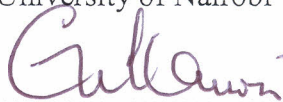


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DEDICATION

I dedicate this project to my dear husband John Gitonga, my beloved children Prudence Safari and Clara Mwende.

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I thank my God, my savior and creator of heavens and earth for the healthy mind and body throughout the time of this study. I register my heartfelt gratitude to all people who in their special ways have made this study a success:

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
BOG	Board of Governors
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
MoE	Ministry of Education
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

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ABSTRACT

The purpose of the study was to investigate the influence of teachers' motivation on performance of students in KCSE in public secondary schools in Imenti South District. Five research objectives were formulated to guide the study. The research objectives were to identify the factors influencing the motivation of teachers in public secondary schools in Imenti South district; determine whether teachers' age has any influence on student performance in KCSE in public secondary schools; establish whether working conditions of the teachers has any influence on students' performance in KCSE in public secondary schools; examine whether professional development of the teachers has any influence on students' performance in public secondary schools and lastly to establish whether teachers' remuneration has any influence on students' performance in KCSE in Public secondary schools in Imenti South district. The study adopted a descriptive survey. The sample was 100 respondents. Data were gathered by use of questionnaires. The analysis was done using the Pearson Correlation Coefficient and Linear Regression. Findings revealed that conducive working conditions had been provided by the schools. It is expected that with conducive working condition in schools, teachers would be motivated to perform better hence good students' performance in the examinations. Finding also revealed that age of the head teachers negatively influenced school performance. Findings also revealed that there was a strong relationship between professional development and KCSE performance in secondary school. Regression analysis on whether KCSE performance was influenced by remuneration factors revealed a strong relationship between remuneration related factors and school performance in secondary school.

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

Based on the findings it was recommended that schools ' B.O.G and TSC should improve the intrinsic motivation factor of teachers , by recognizing the teachers for their achievement by writing commendation and recommendation letter to them, as inclusion in decision making that affect them. Teachers should be provided with opportunities for professional growth. There should be a promotion procedure with an aim of shortening the promotion period but pegging it on students' performance in the KCSE. B.O.G/TSC should improve the extrinsic motivation factors. Headteachers as well as teachers should

capitalize on a more reward based system than punitive measures to enhance discipline and eventually desirable KCSE performance. The researcher suggested that a replica of the study should be carried out in the districts other than Imenti south District, to explore whether public secondary schools in different districts are exposed to the same influence of teachers' motivation on the performance of students. A study on relationship between teachers' motivation and KCPE performance should also be investigated for comparative purpose and finally a study to be conducted to investigate whether high level of motivation of teachers have any influence on students performance in KCSE in public secondary schools in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education plays a very important role in the economic development of a country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. It is perceived as the corner stone of economic and social development and a principle means of providing for the welfare of individuals (Orodho, 2004). Educational organizations are established to help society enhance knowledge, attitudes and skills (Okumbe 1999).

According to Okumbe (1999) schools as organizations, have two goals namely performance or outcome goals and organizational maintenance goals. Schools pursue performance goals by attempting to be top performers in national examinations. Organization maintenance goals are activities which sustain it and ensure its survival. These include high academic and discipline standards, good performance in co-curricular activities and public image.

In secondary schools set-ups, efficient and effective achievement of the two goals, (performance or outcome goals) which entails provision of quality education, which is determined by the quality of both its inputs and output (Okumbe, 1999). It hence calls for quality teaching and learning, a fact supported by Dornyei (2001) who stressed that the achievement of successful schooling largely depends on the quality of teaching force. At the center of

quality teaching are teachers and students who are supposed to jointly achieve the goals, quality teaching, measured by teachers' performance through students' performance (Adair, 2009) in secondary schools is an output of many variables whereas one of them is the motivation of the teachers.

According to Alarm and Farid (2011), motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Dornyei (2001) further states that teacher efficacy affects students directly as there is strong correlation between teacher efficacy and students' performance hence a desired outcome by the students can occur with the help of the teacher. This means that low motivation of teachers affect his performance which affects the students' performance.

In the US teachers are being paid relatively low salaries. Teachers with more experience and higher education earn more than those with a standard bachelor's degree and certificate while high school teachers have the highest median salary earning. Many teachers take advantage of the opportunity to increase their income by supervising after-school programs and other extracurricular activities. Merit pay systems are on the rise for teachers, paying teachers extra money based on excellent classroom evaluations, high test scores and for high success at their overall school (Sogomo, 1993).

According to Akanbi (1982) schools in Nigeria are fast decaying and the "rot" in the system ranges from shortage of teaching and learning resources to lack of effective leadership and proper motivation of teachers. He pointed out that

teachers in Nigeria were unhappy, frustrated, uninspired and unmotivated. The school environment is dotted with dilapidated buildings equipped with outdated laboratory facilities and equipments. Teachers at times have to work under the most unsafe and unhealthy conditions. This has no doubt, translated into students' poor performance in external examinations, their involvement in examination malpractice, cultism and other negative dispositions.

In Kenya, teachers motivation and job satisfaction is not any better. For pay and allowances to the teachers is comparatively low than in the other professions. Teaching profession is considered as 'profession of the last resort' where individuals find themselves there after they fail to secure better professional courses. In some schools teachers are not involved in decision making as staff meetings are merely used as directive forums. There is poor housing and working conditions. Provision of teaching and learning materials and equipments to the teachers is sometimes not prioritized (Nyantika, 1996)

Okumbe (1998) recommended that a clear scheme of service and promotion procedures are put in place and measures to achieve greater commitment to teaching through changes in the teaching environment. It is worth to note that teachers in Kenya had to fight for salary increments and the end results was that they could only get the increment over a period of three years. They also face some challenges in the line of their duties such as walking long distance to schools, inadequate schools facilities and equipments and indiscipline of students.