

INFLUENCE OF TEACHERS' TERMS OF SERVICE AND WORK ENVIRONMENT ON KCPE PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MIGORI DISTRICT

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DECLARATION

This research project report is my original work and has not been presented for the award of a degree in any university.

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DEDICATION

This project is dedicated to my wife Sally Odhiambo and My children Achieng D, Oyugi

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LIST OF ABBREVIATIONS AND ACRONYMS

DEB	District Education Board
DEO	District Education Officer
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination Council
LICs	Low Income Countries
MDG	Millennium Development Goals
MoE	Ministry of Education
NGO	Non-Governmental Organisation
QASO	Quality Assurance and Standards Officer
RAPADO	Rural Aids Prevention and Development Organisation
SMASE	Strengthening Mathematics and Science Education
SMC	School Management Committee
TSC	Teachers' Service Commission

ABSTRACT

The purpose of this study was to determine the influence of the Teachers terms of service and work environment on KCPE performance in public primary schools in Migori district. The Study was guided by the following objectives : to determine the influence the teachers salary on KCPE performance in public primary schools in Migori district, to establish the influence of teachers allowances and incentives on KCPE performance in public primary schools in Migori District, to determine the influence of physical facilities on KCPE performance in Public primary schools in Migori district, to establish the influence of teachers and learning facilities on KCPE performance in Public primary schools in Migori district. This study was guided by Herzberg's Two Factor Theory. The purpose of this study was to determine the influence of teacher's terms of service and work environment on K.C.P.E performance in public primary schools in Migori District. The study used descriptive survey design. The target population was 282 teachers who taught standard eight in 2012 in all the schools included in the sample. The study used simple random sampling to select a sample of 160 teachers from the population. This study used questionnaire as the instruments. A pilot study was conducted in two schools from Migori district, but that was not included in the actual study. Descriptive analysis procedure was used in the study. The study has evidently revealed that teachers' salary influence Pupils K.C.P.E performance in public primary schools in Migori district. The study revealed that teachers' allowances and incentives has an influence on Pupils K.C.P.E performance in public primary schools in Migori district. The study further revealed that physical facilities influence pupils K.C.P.E performance in public primary schools in Migori district. The study further established that teaching and learning facilities influence pupils K.C.P.E performance in public primary schools in Migori district. The study recommended that the TSC should review teachers' salaries from time to time as the finding indicates that teacher salary has an influence on pupils KCPE performance in public primary schools. There is need for the government through TSC to harmonize teacher teachers' allowances and incentives, as the findings indicated that teachers' allowances and incentives influence Pupils K.C.P.E performance in public primary schools. There is need for the government and school management to fully equip the schools with physical facilities as it was revealed that physical facilities influence pupils K.C.P.E performance in public primary schools. There is need for the government and school management to fully equip the school with enough teaching and learning facilities since the study reveal that they influence pupils K.C.P.E performance in public primary schools. For further research, the study recommends an indepth study to assess the influence of the job satisfaction and motivation on KCPE performance in Public primary schools in Migori District. Since this study focused on two elements only which are; terms of service and work environment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The relevance of motivation and job satisfaction are very crucial to the long term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, competencies, educational resources and strategies as veritable determinants of educational success and performance. Professional knowledge, skills and competencies occur when one feels effective in one's behavior. In fact, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance Ramachadran, (2005).

The above factors are closely similar to efficacy and, of course, it is well known that many teachers lose or fail to develop self-efficacy within the educational settings (Dwek, 1999). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reasons for working in life.

Bennel, (2007) notes that, achieving the educational related Millennium Development Goals (MDG) basic education for all by the year 2015 will be a major challenge for national governments, especially as concern is growing that teachers are becoming increasingly demotivated, which raises a concern that is there a motivational crisis among teachers in sub-Saharan Africa and Asia. If so how can teachers be adequately motivated? Bennel (2007) notes that if the MDG is to be reached, an adequate number of teachers needs to be competent and committed to delivering high quality basic education for all

children. Primary teachers now face enormous pressure to provide a high standard of education, but this will not be possible due to current poor salary levels, poor working and living conditions. There is growing concern that teachers are becoming increasingly demotivated, leading to declining teacher performance and poorer learning outcome.

A research carried out by Kwame (2007) on behalf of UK department for international development on teacher motivation and incentives in South Asia and Sub-Saharan Africa covering countries like Nigeria, Lesotho, Malawi, Tanzania, Kenya, Ghana, India, Nepal, Zambia, Bangladesh, Pakistan, Nepal among others, revealed that a large proportion of primary school teachers experience low job satisfaction and poor motivational levels. Most schooling systems face teacher motivation crisis that has serious implications for achieving the MDGs for basic education.

Further finding revealed that teachers motivation is low due to some of the under mentioned. Teachers are severely underpaid, the key factor affecting morale and motivation. Low accountability to their clients (Children and parents) and managers, lack of safety due to war, insurgency and insecurity for instance in Nepal, Pakistan, and Nigeria among others.

Low and declining status of primary school teachers. Higher workload and larger class sizes where teacher's recruitment has failed to keep pace with rapid enrolment increases (for example, Kenya) which are due to the MDG on basic education. Poor living and working conditions affecting classroom performance. Kwame (2007), notes that,

motivation situation among primary school teachers in most low-income countries (LICs) must be tackled if the education for all MDGs are to be achieved. The study recommended that to improve teachers' job satisfaction and motivation, the areas underlisted should be top priority in terms of implementation. Major improvement is needed in the incentives for teachers working in rural schools, such as providing hardship allowance, quality housing with running water and electricity. Teachers' salary needs to be increased significantly.

Attractive career structures must be introduced, with regular promotions especially at hard-to-staff rural schools. Teacher's accountability to school management, parents and community must be increased. While almost every teacher works in order to satisfy his/her needs in life, he/she constantly agitates for needs satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job or teaching performance.

A study carried out by Mwachukwu (2005) of University of Helsinki, Finland, which assessed the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in River state of Nigeria, revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers of River state were dissatisfied because of low salaries, lack of fringe benefits, materials rewards and advancements and holistic working environment.

Kwame, (2007) carried a research on the effects of teachers motivation and incentives in the following countries namely, Ghana, Tanzania, Malawi and Zambia. The interviews were held with key education stakeholders, including head teachers and teachers. The study revealed that a large proportion of primary school teachers experience poor motivation levels low job satisfaction. As a result, millions of children are not being taught properly and do not receive an education that is minimally acceptable. The study cites specifically the following as some of the causes of low teacher motivation. That, the teachers are being underpaid, high work load, larger class sizes coupled with understaffing and poor living and working conditions.

Eshiwani, (1993) argues that every year a big number of teachers in Kenya leave teaching profession before reaching retirement age. Low salary and poor teacher motivation has been attributed to this worrying phenomena. Wanzare and Ward, (2000) are of the view that teaching profession plays a major role in the socio-economic development of Kenya. A more efficient and effective teaching force is therefore key to the country's growth and development. Consequently, it is vital that available teaching personnel are optimally utilized in order for the country to respond to its development needs. There is need to focus on motivation of teaching force as a means of achieving effectiveness and efficiency in service delivery.

Research done by Ondara (2004) has indicated that the low status, poor remuneration, lack of fringe benefits, overwork and deplorable working conditions have all contributed to low morale and despair amongst teachers in primary schools in Kenya, especially after

the introduction of FPE in 2003, and challenges in the public primary. After introduction of FPE in 2003, there was an increase in the school enrollment, coupled with various challenges such as teacher's shortages, classroom congestions, lack of facilities, learners from various social and economic backgrounds, wide ranging ages and those emerging issues like HIV/AIDS and Drug and Substance Abuse (MOEST, 2004). For this reason many head teachers and teachers faced situations they had not seen before hence lowering teachers morale and motivation. The teacher resource is a vital input into education process as teachers are responsible for the delivery of the curriculum and critical in determining the quality of education (Eshiwani, 1993).

Since 1997, there has been a freeze in teacher recruitment by the government. TSC is only allowed to recruit teachers to replace those exiting through natural attrition. With the introduction of FPE in 2003 there was a high rise in the enrolment in primary schools. These two factors have exerted serious pressure on the teacher resulting to low morale hence a poor academic performance in Kenyan primary schools.

The Government of Kenya through teachers service commission who is the employer of teachers in Kenya must ensure that for teachers to offer quality education to learners and improve academic performance, the government must motivate the teachers through adequate salary, allowances and creating a conducive work environment, for instance building permanent classrooms, teachers houses with electricity and piped water.

In Kenya, the National Examination Council used KCPE as a yardstick for gauging the teacher's performance in class. The primary course is examined by K.C.P.E. examination

In K.C.P.E. examination, a score of 250 marks and above is a good performance while less than 250 marks is considered as a below average score. (KNEC KCPE Newsletter Nov 2012).

Migori District's K.C.P.E. performance has not been impressive for the last 5 years as shown below.

Table 1.1: The Performance in KCPE (2008 - 2012) in Migori District.

DIVISIONS				
YEAR	Migori Urban	Suba West	Suba East	District (M.S)
2008	243.31	249.15	240.21	244.16
2009	248.10	242.21	241.12	243.81
2010	249.36	248.21	247.62	248.39
2011	248.21	240.31	245.24	244.58
2012	246.21	233.42	220.16	233.26

Source: DEO's office Migori, 2013

The interpretation of the above table shows that the KCPE performance in Migori District has been low and discouraging for the last five years. Due to this low KCPE performance. The study sought to determine influence of teacher's terms of service and work environment on KCPE performance in Migori District.

1.2 Statement of the Problem

Human needs satisfaction and motivation to work are very essential in Teachers Service Commission is a body mandated by the Kenya Government to employ teachers who

teach in public schools. Its work is to hire, maintain and retain teachers, Teachers Service Commission's Service Charter, 2010 edition. It should improve teachers' terms of service and create enabling work environment so as to motivate teachers hence improve pupils' academic performance. A study carried out by Ondara, (2004) in Borabu, Kisii found out that poor remunerations, low status overwork, deplorable working conditions and inadequate physical facilities as some of the factors which tower teacher's motivation and results low performance in KCPE examination. A study carried out by Wambia, (2010) on housing situation in Lugari District of kakamega, found out that lack of teachers' house and indecent housing affects the physical, mental health and working efficiency of teachers.

Mungunyu, (2008) on his research on the impact of work condition in Embakasi division, Nairobi, found out that physical facilities were in adequate, high teacher pupil ration, a pathetic state which lowered the academic performance of the pupils in the national exams.

The above studies have been carried out in different parts of Kenya on the topic of terms of service and work environment on KCPE performance. Since the study have never been carried out in Migori District which also experience the same phenomenon, the researcher therefore sought to investigate the influence of teachers' terms of service and work environment on KCPE performance in public primary schools in Migori district.

1.3 Purpose of the Study

The purpose this study was to determine the influence of teachers terms of service and work environment on K.C.P.E performance in public primary schools in Migori District.

1.4 Objectives of the Study

The study sought to:

- i. Determine the influence of teachers' salary on K.C.P.E performance in public primary schools in Migori district.
- ii. Establish the influence of teachers' allowances and incentives on K.C.P.E performance in public primary schools in Migori district.
- iii. To determine the influence of physical facilities on K.C.P.E performance in public primary schools in Migori district..
- iv. To establish the influence of teaching and learning facilities on K.C.P.E performance in public primary schools in Migori district.

1.5 Research Questions

The research sought to answer the following questions:-

- i. To what extent do teachers salary earned influence pupils' performance on KCPE examinations in public primary schools in Migori district?
- ii. To what extent do teacher's allowances and incentives influence pupils' performance on KCPE examination in public primary schools in Migori district?
- iii. How do physical facilities influence pupils' performance on KCPE examinations in public primary schools in Migori district?

- iv. To what extent do teaching and learning facilities influence pupils' performance on K.C.P.E. examinations in public primary schools in Migori district?

1.6 Significance of the Study

The findings of the study may be beneficial to Teachers Service Commission (TSC) since it will create awareness to TSC about the importance of motivation to an employee and hence remunerate teachers well and improve the work environment thereby improving their morale and ultimately improve the academic performance in their respective schools.

The finding of this study is likely to create awareness to School Management Committees (SMC) in Migori District on the benefits of a motivated teacher and therefore will source to organize prize giving days for their teachers and arrange for education trips.

The findings of the study may be beneficial to the District Education Board because it is going to make them appreciate the role played by motivation on teachers' classroom performance hence organize District education days and award excelling teachers with certificates, material rewards and promotions.

The Headteachers in Migori District may find the information provided by this study helpful since some headteachers will use it to employ the best motivational practices to motivate their teachers in order to improve the academic performance in their school.

The conclusion reached may institute a basis for further research on the area of influence of remuneration and work environment on teachers' performance in KCPE examination in Kenyan schools.

1.7 Limitations of the Study

Some headteachers exhibited some fear and reluctance in releasing some documents which contained some information which they believe are confidential especially admission registers. The researcher explained to them that the study was purely academic and not meant to witch hunt them. Some respondents may not be free to give correct responses for fear of victimization by the headteachers. In such a case the researcher will explain to them that their identity will be safeguarded since they do not write their names and schools on the questionnaires.

1.8 Delimitation of the Study

The study focused on teachers who taught standard eight in 2012 in Migori district, Headteachers of public primary schools in Migori district who had standard eight in 2012. Private primary schools will not be included in the study though they have relevant information. The study is restricted to influence of teachers' terms of service and work environment on K.C.P.E. performance in public primary schools in Migori district.

1.9 Assumptions of the Study

Public primary schools are handled by trained teachers and therefore assigned responsibilities are discharged professionally.

1.10 Definition of Significant terms used in this Study

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

Motivation refers to a process that begins with a physiological and psychological deficiency or need that activates behavior or drive that is aimed at a goal.

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

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

Reinforcement refers to the incentives or rewards given to sustain behaviours.

Status: Refers to a position, rank, prestige and standing authority which a teacher possess in his/her work station.

Working conditions refers to working environment and aspects of an employees' terms and condition of employment.

1.11 Organization of the Study

The study was organized in five chapters. Chapter one highlighted the background of the study, statement of the problem, the purpose of the study, objectives of the study, the research questions, the significance of the study, delimitation of the study, limitations of the study, the basic assumptions of the study and the definition of the significant terms used in the study.

Chapter two dwelt on review of related literature to the study on the influence of teachers' terms of service and work environment on K.C.P.E. performance in public primary schools in Migori district. The review focuses on; influence of teachers' salary on K.C.P.E. performance, influence of teachers' allowances and incentives on K.C.P.E. performance, influence of physical facilities on K.C.P.E performance, influence of teaching and learning facilities on K.C.P.E. performance in Migori district, summary of literature review, theoretical framework and finally conceptual framework.

The third chapter covered research methodology which included research design, target population, sample size and sampling techniques, research instruments, data collection procedures and data analysis techniques. Chapter four covered data analysis and the findings of the study. Chapter five covered summary of research findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature to the study on the influence of teachers' terms of service and work environment on K.C.P.E. performance in public primary schools in Migori district. The review focuses on; influence of teachers' salary on K.C.P.E. performance, influence of teachers' allowances and incentives on K.C.P.E. performance, influence of physical facilities on K.C.P.E. performance, influence of teaching and learning facilities on K.C.P.E. performance in Migori district, summary of literature review, theoretical framework and finally conceptual framework.

2.2 Influence of Teachers' Salary on Pupils' Performance in KCPE Examinations

Work motivation refers to the psychological processes that influence individual behavior with respect to attainment of work place goals and tasks, Bennel (2007). However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are many organizational and environmental obstacles that can affect goal attainment.

There are two inter-related aspect of motivation, "will -do" and "can-do", will-do. Motivation refers to the extent to which an individual has adopted the organization's or institutional goals and objectives." Can -do on the other hand focuses on the factors that

influenced the capacity of individuals to realize the organizational goals or learning institutional goals and objectives. A teacher can be highly committed to the attainment of schools learning goals but due to pathetic work environment and low pay a teacher becomes demoralized and demotivated.

Bennel (2007), Observes that teachers in most of low-income countries (LICs) experience low salaries material benefits which are too inadequate for individual and household survival to be met. Only when these basic needs have been met is it possible for “higher-order” needs which are the basic of true job satisfaction to be realized.

A good salary package can nullify various minor issues. Probably the most influential factor in job satisfaction is the remuneration one gets for his job, a reasonable pay will compensate for many hitches, for example work overload, overtime or even a stressful job. Job satisfaction is directly related to remuneration packages and dissatisfaction mostly come up when a worker feels that he is not being appropriately compensated for the work he is doing for the company.

While there is much support for job satisfaction being achieved through the use of non-monetary incentives such as recognition, autonomy and diversity, it is irresponsible not to recognize the corollary. Lewis (2007) pointed out the importance of perceived pay equity, both, internally and externally. Given the strong relationships between pay satisfaction and absenteeism, productivity, turnover and unionization, this is a variable that must be fully understood. Heneman *et al.* (2008) suggest that instead of using the traditional

macro economically determined pay plans, more accurate performance-based systems should be devised in order to increase the relevance of rewarding desired efforts and behaviors. Unfortunately, many employers do not analyze the indirect impact of negative employee attitudes towards pay beyond the immediately observable effect to the bottom line. Some of these undesirable and costly consequences are increased absenteeism and higher turnover rates.

Education is a labour intensive industry and between 70% and 90% of education budget is utilized on paying teachers' salary (World Bank, 2001). Given the magnitude of the financial investment involved, it became necessary to know whether these funds are used efficiently. Currently in Africa, a major political topic in this context is how to resolve the problem of low teacher motivation and its impact on student performance. To this effect, there are various policy recommendations in particular to raise teachers' salaries and even to reduce class size (UNICEF, 1990).

A research carried out by Bennel, (2007) on the influence of teachers' remuneration and other incentives in Malawi, Zambia and Kenya, where the interviews were held with key education stake owners including head teachers and teachers. The study revealed that a large proportion of primary school teachers experience low motivational levels which compromises the quality of education offered to learners.

The study cites some of the causes of teachers low morale and under performance as; teachers are being severely underpaid, a key factor affecting morale and motivation that there is high workload and larger class sizes where teacher recruitment has failed to keep pace with the rapid enrolment increases, that there is poor living conditions affecting classroom performance. The study recommended the following, that teachers' wages need to be increased significantly, major improvements is needed in the incentives for teachers working in the rural schools such as providing quality housing and attractive career structures must be introduced with regular promotions, especially in hard-to staff rural schools.

Ololube, (2006) in a study on motivation and job satisfaction in Nigeria notes that Nigerian teachers are underpaid and work under pathetic conditions. The teachers under their trade union have been agitating for salary increase, benefits and improvements of teachers working conditions, teachers argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure and enhanced working conditions.

The Nigerians government argues that teachers agitations and demands are beyond the government resources. As a result the government in Nigeria and the Nigerian Union of Teachers (NUT) are in constant stand-off over the increase of salaries, benefits and improvements in working conditions of teachers. The government further argues that the job performance of the teachers is wanting. They accuse the teaches of negligence, laziness and lack of dedication and zeal to work. The government argues that teachers

level of efficiency and effectiveness does not necessitate the constant request for salary increase, incentives and better working conditions. Teachers on the other hand state that the existing salary structures, benefits and working conditions do not satisfy their basic needs in as much as sectors of the economy have better salary structure, better motivation and enhanced working environment, (Ololube, 2006).

Teacher's arguments are in line with Adams (1963) equity theory of motivation assets Ololube. Adams Equity theory calls for affairs balance to be struck between employees inputs (hardwork, skills level, tolerance and enthusiasm), and employees output (salary benefits and intangible like recognition). According to theory's findings a fair balance serves to ensure a strong and productive relationship with the employees with an overall result being satisfied, thus motivated employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than output. Employees can be expected to respond to this in different ways, including demotivational (generally to the extent of the employee perceives the disparity between output and inputs exist). Reduced effort, becoming disgruntled or in extreme cases being disruptive, (Ololube, 2006).

In Kenya over the past few years studies have been carried out on the impact of teachers' remuneration and classroom performance. Studies done by Ndegwa, (1971), Karugu (1980), Mumo, (2000) and Odhiambo, (2005) have revealed that better pay and satisfactory work conditions contribute to teachers stay on the job, study further suggest

that provision of learning teaching materials, provision of proper working conditions, small manageable class promotes teachers classroom performance.

A study done by Eshiwani, (1993) shows that low salaries have contributed in some teachers engaging in some illicit activities such as running small businesses and tuition in order to make the ends meet financially. He says that such activities interfere with their educational duties and create challenges of reconciling the socio-economic and professional demands and therefore lowers the teacher's classroom performance and quality of education.

2.3 Influence of teachers' allowances and incentives on pupils performance in KCPE Examination

Incentives are sometimes used by government and education leaders to encourage teachers to behave differently, presumably in ways that promote the ends desired by those giving the incentives. For instance incentives can be designed to attract current teachers to remain in teaching, to accept assignments in remote schools or to use new teaching methods, Okumbe (1998). Incentives are a form of encouragement to take action or application of additional inputs that shape the education process to achieve the eventual outputs of education in a desirable way.

Allowances are cash incentives but tied to specific actions that education officials are trying to encourage. Such as taking teaching in hardship areas. When the teacher is transferred the allowance stops. Allowance has two advantages thus allowances have

less impact on the recurrent education budget of a country and two, it can be more directly tied to the specific behavior that the education officials are trying to encourage.

The three most common uses of incentives systems in education are three fold, to attract and retain teachers in teaching, to motivate teachers to make different professional decisions once they are in teaching practices that education officials, believe represent better pedagogy. The incentives which are most useful in attracting and retaining teachers include, direct financial remuneration, improved deployment practices, job security, free or subsidized housing and special allowance, (Podgursky , 2003).

People are more likely to enter teaching if they believe they will be treated with respect and that their personal career needs will be met, teachers often have strong preferences about where they teach and often these preferences do not coincide with where they are deployed. Deployment procedures and purposes are generally intended to achieve the following two objectives, namely to ensure instructional quality by having the right-mix of well qualified teachers in each school and to reduce teacher turnover by ensuring that teachers are working in schools and community settings that are consistent with their values and interests (Mulkeen and Chen, 2008). Teacher deployment systems in most cases utilize special incentives to attract, maintain and retain teachers in the service, retain them in the places where they are posted if some felt it was not of their choice or interest. Other purposes of fringe benefits are to motivate the teacher to work effectively in order to accomplish or achieve the stated objectives of the learning institutions.

Special incentives and allowances are perks which an employee gets while working for a specific employer that are outside the employee's pay check and not part of employee's salary (Podgursky, 2003). There are two major kinds of fringe benefits or special incentives which have particular relevance for teachers, namely monetary incentives and perverse.

Monetary or special incentives refer to allowances that teachers receive for their work apart from the normal pay package. For instance when a government of a given country establishes that a particular subject combination or a discipline is unpopular at the college or university and ultimately less teachers in the field for that combination, the government swiftly increases the allowance of teachers who are already in the service and the newly employed teachers. The possible reasons for the unpopularity of the subject (s) being the facilities for teaching that subject are inadequate, the concepts are too complicated for learners to comprehend and internalize and finally the course content is too wide to be covered within academic year. In Kenya, that case was witnessed when the government increased the salary of Chemistry, Physics and Biology teacher and English and Kiswahili teachers. (Ministry of Education Policy Statement, 1993).

Allowances are cash incentives, but tied to the specific actions or behavior that the Ministry of Education wants to encourage, such as teaching in a double-shift school, taking up teaching assignment in remote or hardship areas. It is a policy that when the teacher leaves that area or assignment the allowance stops. Other allowances are referred to as indirect monetary fringe benefits include all the other financial resources offered to

teachers, such as travel allowances, house allowance, free food, health insurance and medical assistance and life insurance. The US Bureau of Labour Statistics, (2004) notes that health insurance coverage for public school teachers is nearly universal more than 99 percent. The health insurance benefits amounts to 7.1 percent of hourly compensation costs for teachers.

Mulkeen and Chen, (2008) note that the impact of financial incentives is often limited by the scale of the additional payment and poor targeting. To be effective all the incentives need to be significant in scale (i.e.) need to be substantial enough to outweigh the social and economic cost being experienced at that time in that country at least 50% of the gross salary. Hardship allowance specifically should be carefully targeted in remote hardship (i.e. requires a fair system of classifying schools). Studies carried out by Mulkeen and Chen, (2008) in Zambia, Mozambique, Bolivia and Uganda to determine the effects of special incentives on teachers' attraction, retention and academic performance concluded that it was very effective. For instance in Zambia hardship allowance was granted to teachers in rural schools. In Uganda hardship allowance was instituted, in Bolivia extra pay is to be given for teaching near national borders, teaching bilingual students, working in rural areas and performing administrative duties. In Mozambique bonus is paid to teachers who accept to go to rural areas, it was a bonus of upto 100% of salary.

Mulkeen, (2008) notes that monetary incentives proved to be very successful since the rural schools were staffed well, teachers do not apply for transfer to town schools and the academic performance improved. All writers agree that incentive programmes have the

hoped for positive outcome and some go as far as indicating that they can determine productivity and performance (Drucker, 1977). When an employer offers a reward for performance, these writers suggested that employees begin to perform the task for the external reward rather than for intrinsic reasons. Because of this, perceptions of self-determination are said to decrease and motivation and quality of performance decline. In recent years this view has gained popularity (Dean and Snell, 1993).

However a significant study, based on an extensive meta-analysis of 25 years of earlier research that examined rewards and performance, refutes the argument that rewards determine both motivation and performance. This research found that, generally, people enjoy activities or tasks more when they receive a reward and the argument that rewards determine performance and interest is not supported by the experimental data. It concluded that rewards could be used effectively to enhance interest and performance (De Waal, 2004).

De Waal (2004) also investigated whether different types of rewards and recognition have different effects. To assess this possibility they analysed studies that used either verbal or tangible rewards. Verbal rewards involved giving participants praise or positive feedback for their work while tangible rewards involved giving money, tickets to a theatre, certificates or other similar rewards. De Waal concluded that praising people for their work leads to greater task interest and performance and that tangible reward also enhance motivation when they are offered to people for completing work or for attaining or exceeding specified performance standards. In summarizing the results from the

experimental literature they examined, De Waal noted that rewards increase performance and interest when they are: Made contingent on quality or performance or are given for meeting clear standards of performance; Made contingent on challenging activities; Given for mastering each component of a complex skill; and Delivered for high effort and activity (Dean and Snell, 1993).

The authors concluded that rewards are not inherently bad or good for people. They can have negative effects, but these effects are circumscribed and can be easily prevented. In the workplace, careful arrangement of rewards can enhance employees' interest and performance and this is likely to occur when rewards are closely tied to the attainment of performance standards and to the personal accomplishment of challenging tasks. Their research also suggested that when rewards are linked to specific standards of performance, people are more contented and productive employees (Bourne, 2002).

Philpott and Sheppard, (1992) has noted that rewards that bind an employee to an organisation have more to do with the way an employee is treated than any particular pay scheme. She suggests that while people may come to work for the pay, but they stay at work for many other reasons. Managers need to acknowledge and manage those other rewarding conditions as part of an overall strategic approach to rewards. Using the term “recognition” as the broader term Lachance further noted that the primary reason recognition works is that fundamentally it is a way to show managers are paying attention and that the power of just noticing cannot be overestimated. “Paying attention” does not simply mean handing out money and a simple “thank you” goes a long way. A big part of

motivating people is giving direction and purpose to what they do. By recognising accomplishments when they occur can keep enthusiasm going. It is especially important when a big project is getting underway and the overall goal is a long way off. Stopping to celebrate the milestones, however informally, keeps people working towards a goal.

Other researchers are working in areas that are more closely aligned to knowledge work and knowledge sharing. For example, it has been shown that when rewards are given for creative thinking and performance, people do show generalized creativity in other tasks (Coates, 1994).

Also, (Drucker, 1977) noted that although work has changed, compensation programmes have not. “The current compensation systems do not reward the core competencies of the intelligent career – knowing why, knowing how, and knowing whom but are still based on the industrial economy from which they evolved”. Knowing why refers to a person's work values - careers are now defined more by the employee and not the employer and “what I want for myself” is important – higher salaries and promotion are not the only medium of exchange and if these are not valued for themselves by employees they will not be motivated to pursue them.

Knowing how relates to the actual medium of exchange in the knowledge economy, knowledge itself. Old skills such as following orders or knowing and applying policies have been replaced by the skills of the knowing how competency of the intelligent career – research skills, strategic thinking skills and skills of personal leadership. Knowing

whom refers to the relationship-building competency that is the set of relationships to which a person contributes and from which they learn (Armstrong and Baron 1998).

Numerous rewards systems operate within organizations, often used as a key management tool that can contribute to a firm's effectiveness by influencing individual and group behaviour (Lawler and Cohen, 1992). Compensation systems also deliver other objectives such as legal compliance, labour cost control, perceived fairness towards employees and the enhancement of employee performance to achieve high levels of productivity and customer satisfaction. The design of these systems may include pay for individual performance, pay for individual development, rewards based on the performance of small groups or teams and finally rewards based on division or organizational performance. It is the rewards for team and individual performance surrounding improvement programmes which are of interest here.

2.4 Influence of Physical Facilities on Pupils' Performance in KCPE Examination

Luthans (1989) notes that, decent teacher housing, quality and adequate facilities are very important determinant of teachers' performance. Ramachadran et al, (2005) observe that teachers' not being housed in school has a great impact on teachers motivation both in rural and town schools. The cost of travel contributes teachers absenteeism and lateness this ultimately lowers the teachers performance in national exams. Housing and travel are two critical issues affecting teachers morale and performance (Hyde, J. 2005) argues that working environment has far reaching effects on teachers performance which that ultimately lowers quality of education.

Mulkeen, (2008) observes that teacher deployment systems sometimes use special incentives to achieve their desired goals. Teacher housing is one of the most frequently used incentive to attract and retain teachers to rural areas where suitable housing is not available for renting. The availability of safe housing is particularly important since it encourages female teachers to work in rural areas and also make male teachers comfortable in town schools and other schools far from their home areas.

Everyone needs a comfortable home, clean environment and necessary social amenities that go with it. Wambia, (2010) argues that indecent housing not only affect the physical and mental health, working efficiency, emotional security and social status of those who occupy them but is also a burden and a threat to the rest of the community. In her study to establish the influence of housing on teachers performance in Lugari Division of Kakamega District, her findings were; teachers had various housing problems, including lack of institutional houses in the schools and decent rental houses in the neighbourhoods which had piped water and electricity. The distance and location of their houses adversely affected the teachers' professional duties. (Wambia, 2010).

Luthans, (1989) notes that clean and conducive working conditions and attractive surroundings, motivates teachers, as it makes them elated and comfortable; since it raises their status in the society hence improve their professional productivity. A study done by Mungunyu, (2008) on the impact of work conditions in Embakasi Division revealed that the physical facilities were inadequate, teachers were dissatisfied with the high teacher-pupil ratio which was as high as 200:1 in some schools. Mungunyu further argues that

work load make teachers unable to prepare adequately and teach effectively. He further note that, the Ministry of Education is not committed to improving working conditions of teachers and that it has affected their classroom performance and will continue to impact negatively if not promptly addressed. The Universal Primary Education (U.P.E) is now the single most important education goal in nearly all low-income counties or developing countries such as Kenya. (Hyde, 2005). Efforts to attain U.P.E. goals are usually accompanied by increase in resource flows with the support of international donor partners. Teachers become greatly demoralized because teacher recruitment does not keep pace with the rapidly increasing enrollments in primary schools in Kenya.

Teachers have to cope with much increased workload with the introduction of Free Primary Education while the resources to deal with the increase is very much limited. Hyde, (2005) notes that teachers are demotivated as they strive to cope up with the overload with no additional change of the work environment. Lack of decent housing both in rural and town schools, work overload, larger classes are the pathetic results of U.P.E policy which has lowered the quality of education in Kenya and tremendously impacted negatively on teachers' academic performance. Teachers' trade unions and teachers complain bitterly that a lot of resources are being used for financing the ever increasing enrollment at the expense of teachers' motivation.

2.5 Influence of Teaching and Learning Facilities on Pupils' Performance in KCPE Examinations

Instructional materials as they are popularly called are very basic facilities which must be available for teaching and learning to take place effectively and efficiently.

Instructional materials include textbooks, teacher's guide books, sets, dictionaries, wall maps, atlases, pens, pencils, computers, projectors, DVD, radios among others. The government of Kenya through FPE supply teaching and learning facilities to all public primary schools but the supply is inadequate due to high enrolment which was occasioned by free primary education policy, Eshiwani, (1993).

Learners when taught without teaching and learning materials tend to forget after a short span of time but when taught using instructional materials they do not forget the concepts quickly. They will internalize the concepts and retain them for a long time which is an indication that a curriculum objective has been achieved by the teachers. When a teacher uses inferior or lower quality and inadequate instructional materials, the curriculum objectives will not be achieved hence quality of education will be compromised, this will be evidenced by low performance in the K.C.P.E. national examinations Odhiambo, (2005)

2.6 Critical Review

This involves highlighting weak areas not adequately covered in the previous research Literature reviews. The study will compare and evaluate previous studies on the influence of teachers and work environment on KCPE performance in public primary schools in Migori District in order to determine the existing research gaps. This section of the research briefly highlighted the gaps as potential areas for relevant future research studies.

Mulkeen and Chen, (2008) note that the impact of financial incentives is often limited by the scale of the additional payment and poor targeting. To be effective all the incentives need to be significant in scale (i.e.) need to be substantial enough to outweigh the social and economic cost being experienced at that time in that country at least 50% of the gross salary. This may not be possible since most countries in Africa face difficulties in financing their budget.

A study done by Mungunyu, (2008) on the impact of work conditions in Embakasi Division revealed that the physical facilities were inadequate, teachers were dissatisfied with the high teacher-pupil ratio which was as high as 200:1 in some schools. The increased free primary education results to high teacher pupil ratio but this does not affect the physical facilities of teachers hence enrolling more teachers should not demotivate the teaches.

2.7 Summary of Literature Review

This section has reviewed relevant literature on the influence of teacher's terms of service and work environment on K.C.P.E performance in public primary schools. Motivation plays a crucial role in improving and promoting the productivity of a teacher. It's the professional duty of a teacher in any learning institution to equip the learners with the skills, knowledge and right attitude which are relevant to the job market, the community and the entire nation. Studies carried out by Eshiwani, (1993), and Bennel, (2007) revealed that a large proportion of primary school teachers in Africa experience low

motivational levels because most African governments are not sensitive and keep in improving teachers terms of service and work environment for their teachers.

A study by Odhiambo, (2005) on the impact of teachers' remuneration and classroom performance revealed that a better formal salary advancement structure, allowances pegged on teachers gross salary and enabling conducive work environment improves teachers' motivation which ultimately improves pupils' performance in national examinations. The literature reviewed shows that different scholars have carried research on the topic of teachers' terms of service and work environment because it touches on the very basic needs satisfaction and survival of teachers and the role teachers play in the production of human resource to the country. However no known local study that has sought to determine the influence of teacher's terms of service and work environment on K.C.P.E performance in public primary schools in Migori district.

The Kenya government has shown discouraging efforts in improving the teachers terms of service and working environment despite several recommendations which has been presented to them by various researchers. It's upon this background the researcher carried out a research on influence of teacher's terms of service and work environment on KCPE performance in Migori district

2.8 Theoretical Framework

2.8.1 Herzberg Two Factor Theory

The study was guided by Herzberg's Two Factor Theory. Herzberg, (1959) refined the work of Maslow and developed a specific content theory of work motivation. The theory is also referred to as Herzberg's two-factor theory, motivation-hygiene theory or dual-factor theory. It is based on the assumption that dissatisfaction leading to avoidance of work and satisfaction leading to attraction of work do not represent the end points of a single continuum. Instead, two separate unipolar continua are required to reflect people's dual orientation to work.

Herzberg conducted a study on needs satisfaction and on the reported motivation effects of these satisfactions. From the study he developed a two dimension theory to job satisfaction, which is a "motivation and hygiene" factor to job satisfaction. According to Herzberg (1959) motivators (satisfiers) are defined as those factors that build high level of motivation and job satisfaction. They include achievements, recognition advancement, work among others. On the other hand hygiene factors (dissatisfiers) do not motivate employees but minimize dissatisfaction since they prevent the occurrence of undesirable consequences. They include; salary, work conditions, status, job security, supervision, personal life, interpersonal relations. According to Herzberg, hygiene factors comes first since they are for maintenance of a worker and motivators comes second because hygiene factors pave the way for motivators. To achieve motivation, managers should improve both satisfiers and dissatisfiers.

According to Herzberg, satisfaction and dissatisfaction are not opposite poles of one dimension, they are two separate dimensions. Satisfaction is affected by motivators and dissatisfaction by hygiene factors. This is the key idea of Herzberg and it has far reaching implications for organizations and learning institutions, administrators. For school administrators to achieve motivation for their staff they should strive to cope with both satisfiers and dissatisfiers. Improve hygiene factors and dissatisfaction is removed from the minds of the employees (teachers) in this regard. A favourable frame of mind is not created for motivation. When school administrators provide satisfiers motivation will then take place therefore its hygiene factors which maintains the employees thus prepare the way for satisfiers.

Fredrick Herzberg and his colleagues built on the work of Maslow and interviewed 230 accountants and engineers employed by firms in and around Pittsburgh, Pennsylvania, America. The study was aimed at developing a theory on employee motivation by determining what people want from their jobs. These professionals were to relate situations in which they felt particularly good about their jobs and situations when they felt particularly bad about their jobs.

Two sets of incidents emerged from these interviews. Factors which seemed to make individuals feel satisfied with their jobs were associated with content of the job and were labeled motivators. These included achievement, advancement, recognition, autonomy, responsibility and work itself.

The second set of incident which cause dissatisfaction were linked to working conditions or job context. They included salary, job security, company policy, supervision and interpersonal relations. This set was termed as hygiene factors as they serve to prevent workers from “feeling bad, getting sick or turning off” workers, (Okumbe, 1998). See figure on the appendix.

According to the theory, management wants employees to do a good job. This implies that regular feedback on employees’ performance is required to help in assessing the remuneration which is equivalent to the employees’ performance. Reward systems and recognition programmes should be established so as to award and recognize good work performance. Task assignments given by leadership should be clear, precise and identified by both leader and the employee. Clearly spelt out tasks assignment encourages work planning guidance and completion which in turn bring about job satisfaction and motivation to the employee concerned. Herzberg, (1996) notes that it takes meaningful, interesting and challenging work to satisfy and motivate employee. This cannot be achieved if the employees are not provided with the enabling work environment and better remuneration by the managers.

Application of Herzberg’s theory on teachers’ motivation suggests that both hygiene and motivational factors have to be considered even though hygiene factors do not motivate employees. Managers and leaders of institutions should try to enhance motivational factors as well as maintain hygiene factors and also delegate more responsibilities to

employees to enhance participation, accountability and positive results to the organization.

Herzberg's theory was applicable to the study of influence of teachers' terms of service and work environment on KCPE performance in public primary schools in Migori District, the study investigated and established how the various hygiene and motivational factors influence teachers' motivation.

According to Maslow's (1970), need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas 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 one's full potential or self-development; it is the pinnacle of one's calling. According to Maslow (1970), once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003; Lawler & Suttle 1972), although many continue to find the hierarchy model very attractive (Naylor, 1999). The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met with the exception of the most fundamental (physiological) need there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. Maslow also coined the term Metamotivation to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment.

Herzberg et al. (1959), states that all process theory has in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg *et al.* (Naylor, 1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis *et al.* 1995). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort.

This achievement, recognition, work itself, responsibility, advancement, company policy and administration, technical supervision, salary, interpersonal relationship with Supervisor, work condition, working condition ,social comparison process is driven by our concern for fairness and equity. Research by McKenna (2000) and Sweeney (1990) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

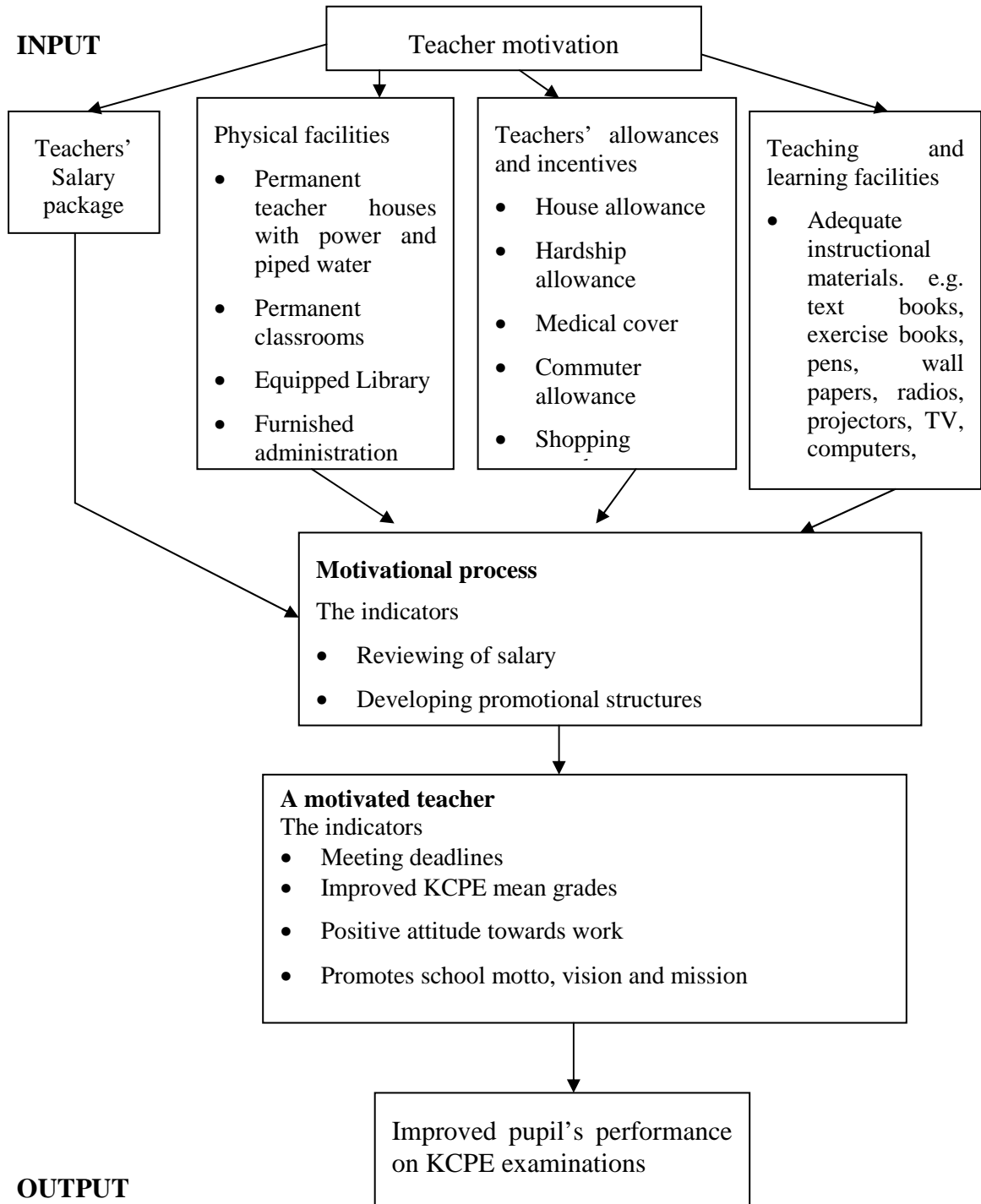
According to Lewis *et al.* (1995), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: the relationship between effort and performance and the desirability of various work outcomes that are associated with different performance levels.

Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

2.9 Conceptual Framework of the Study

The conceptual representation guiding this study is derived from Herzberg's two factor theory as shown below:-

Figure 2.1: Conceptual representation showing the relationship between teacher motivation and pupils' performance in KCPE.



The independent variables of the study include teachers' salary, physical facilities, teachers' allowances and incentives, work conditions, allowances and incentives, teaching and learning facilities. Each of these factors is expected to influence teachers' motivation and thereby improving pupils' performance in KCPE which is the dependent variable of the study. Teachers motivation is achieved by manipulation of independent variables through a process called motivational process. The outcome of the process is the dependent variable.

The variables outlined in the conceptual representation are paramount to realizing the objectives of the study in section 1.4. In order to achieve this, the research methodology to be used is given on the next chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology which focuses on research design which adopted in this study, target population, sample size and sampling techniques, research instruments, data collection procedures, piloting and data analysis techniques.

3.2 Research Design

The study used descriptive survey design. According to Orodho, J.A., (2003) descriptive survey design is suitable because it is used to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviours or values. It can also be used for explaining or exploring the existing status of two or more variables. Descriptive survey design was appropriate to the study which sought to determine the influence of teachers' terms of service and work environment on KCPE performance in public primary schools in Migori district.

3.3 Target Population

The target population is that population to which the researcher wants to generalize the results of the study Mugenda et al, (2003). For this study the target population was 282 teachers who taught standard eight in 2012 in all the schools included in the sample.

3.4 Sample Size and Sampling Technique

In this study the target population was 282 standard eight teachers since the study cannot cover all the 282 teachers a representative sample was selected. The study used simple random sampling; its merit is that each and every item in the population is given an equal chance of inclusion in the sample.

Since the researcher used simple random sampling, the researcher gave a number to every subject or a member of the accessible population, then placing the numbers in a container and then picking any number at random. The subjects corresponding to the numbers picked are included in the sample. Alternatively, the researcher can use Kathuri and Pals, (1999) guideline for determining the size of a randomly chosen sample from a given population (*See Appendix 3*).

According to Kathuri and Pals table, N = target population and S = sample size. Therefore when $N=50$, S will be equal to 44. In this study the target population is 282 teachers therefore the sample size was 160 teachers. According to Kathuri and Pals table the sample proportion was within plus or minus 0.05 of the population (P) with a 95 percent level of confidence.

3.5 Research Instruments

This study used questionnaire as the instruments for collecting primary data. The questionnaires contained two sections. The first section contained items to collect personal or social and contextual data of the teachers, which include gender, age,

academic and professional qualifications, working experience and teaching subjects. The second section contained items to collect data on the teachers' satisfaction or dissatisfaction with the hygiene factors namely remuneration and working conditions. The questionnaire was open and closed ended. The respondents were required to rate their satisfaction using a five Likert type of rating namely; Low extent (LE) that were scored 1, Moderate extent (ME) = 2, Neutral (N) =3 High extent (HE) = 4 and Very High Extent VHE = 5.

3.6 Validity of Instruments

Validity is the accuracy and meaningfulness of inferences which are based on the research results, Mugenda and Mugenda, (1999). Validity can also be explained as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Borg and Gall, (1989) defines validity as the degree to which a test measures what it is supposed to measure. In order to test and hence improve the validity of the instruments, the researcher first carried out a pilot study. A pilot study is a small scale preliminary study before the main research in order to measure the validity and reliability of data collection instruments, (Kothari, 2006). A sample size of two schools were chosen to form the pilot study, in order to measure the validity and reliability of data collection instruments, (Kothari, 2006). The two schools were issued with questionnaires and will not be included in the actual survey. The schools were Lwala Giribe and Ragana respectively. The purpose of the pilot study was be to examine the research instruments for appropriateness of the items so as to identify any ambiguous or unclear items if found.

Face validity refers to the likelihood that a question was misunderstood or misinterpreted and therefore would help to remove the ambiguity thus increasing face validity. According to Borg and Gall, (1989), content validity of an instrument is improved through expert judgement. Content validity refers to whether an instrument provides adequate coverage of a topic.

Validity was ensured by having objective questions included in the questionnaire. Pilot study also ensured validity since it was conducted in two schools with similar background with the same instrument which was used in the actual study. This helped to establish if the instrument was able to measure what was intended to measure.

3.7. Reliability of Instruments

Orodho, (2004) describes reliability as the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept. The researcher used test-retest method to obtain reliability of the measuring instrument. This technique involved administering the same instrument twice in span of two weeks to the same group of subjects. Scores from the same testing periods were then correlated. Reliability co-efficient was computed by use of Pearson Correlation coefficient (r) as follows:-

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{n\Sigma X^2 - (\Sigma X)^2\} \{n\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where

- ΣX = the sum of scores in X distribution
- ΣY = the sum of scores in Y distribution
- Σ = the symbol of summation
- ΣX^2 = the sum of squared scores in X distribution
- ΣY^2 = the sum of squared scores in Y distribution
- ΣXY = the sum of products of paired X and Y scores
- n = the total number of subjects

Orodho, (2004) states that when the value of (r) is equal to +1.00, then the two sets are in perfect agreement and -1.00 when they are in perfect disagreement. A correlation coefficient (r) of about 0.75 is considered to be high enough to judge the reliability of the instrument.

3.8 Data Collection Procedure

The researcher obtained an introduction letter from the department of educational administration and planning of the University of Nairobi to get a research permit from the National Council for Science and Innovation. The researcher went through each of the schools under the study to book an appointment with the sample teachers through the head teachers to visit and administer the questionnaires. The researcher requested the head teachers of the sample teachers to identify the teachers who taught standard eight in 2012. The researcher requested for the KCPE 2012 subject mean scores from the head

teachers. The KCPE 2012 subject mean scores were used to assess the pupils' performance in teachers' respective subject(s).

The researcher engaged the sample teachers in a short interaction session to highlight the purpose of the study so as to remove suspicion and any fear that they may have which might affect their responses. The teachers' self-administered questionnaire was then administered. The purpose of using a self-administered questionnaire in data collection is that it's a data collection technique in where each respondent reads and answers the same set of questions in pre-determined order without an interviewer being present. Mugenda and Mugenda, (2003). The researcher then collected the questionnaires and thanked all the teachers, their head teachers and any other person who was involved in the study for their co-operation.

3.9 Data Analysis Techniques

The data was analyzed using descriptive statistics. Having gathered all the data from the instruments, the researcher carefully studied the collected data and edited so that only the data relevant to the research questions and objectives were retained. Descriptive statistics was used to show the frequencies and percentages of each response. The Qualitative data collected was organized into categories and themes then analyzed using the Statistical Package for Social Sciences (Version 20).

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis, discussion and interpretation of the collected data. Data analysis was aimed at addressing the purpose of the study which was to determine the influence of teacher's terms of service and work environment on K.C.P.E performance in public primary schools in Migori District. The study sought to answer the following research questions;

- i. To what extent do teachers salary earned influence pupils' performance on KCPE examinations in public primary schools in Migori district?
- ii. To what extent do teacher's allowances and incentives influence pupils' performance on KCPE examination in public primary schools in Migori district?
- iii. How do physical facilities influence pupils' performance on KCPE examinations in public primary schools in Migori district?
- iv. To what extent do teaching and learning facilities influence pupils' performance on K.C.P.E. examinations in public primary schools in Migori district?

Data was analysed using frequency, percent, mean and standard deviation and presented using graphs, chart and frequency tables.

4.2 Questionnaire Return Rate

The researcher dispatched 160 questionnaires to teachers in Public Primary's Schools in Migori District, adequately filled questionnaires and returned were 148 from the teachers, this represents 92.5% percent return rate. is evident that respondents were cooperative to the researcher.

4.3 Demographic Information

Section 4.3 represents the data analysis on the demographic information of the teachers; these include the gender of the teachers, teacher's distribution by their age, teacher's academic qualification and numbers of years serving as teachers.

Table 4.1 below shows the gender of teachers in public primary school in Migori District.

Table 4.1: Gender of the Respondents

Gender	Frequency	Percent
Males	83	56.1
Female	65	43.9
Total	148	100

Table 4.1 above showed a presentation of gender of the respondents who are teachers who taught in Public Primary schools in Migori district in 2013.

From the above table there is an indication that both gender were involved in the study though not in equal proportion, this suggest that majority of teacher in public primary Schools in Migori District were males.

The table 4.2 below shows the distribution of teachers by age in public primary school in Migori District.

Table 4.2: Distribution of Teachers by Age

	Frequency	Percent
20 to 29 years	13	9.0
30-39 years	16	11.0
40-49 years	59	40.0
50 years and above	59	40.0
Total	13	100.0

Table 4.2 above show the Distribution of Teachers by Age in public primary schools in Migori. From the analysis of the above table 4.2 it was revealed that the teachers were well experienced and therefore were in position to give credible information to the study. It also showed that they had been in the teaching career for a while and had adequate knowledge in regard to teacher's terms of service and work environment.

The table 4.3 below shows the distribution of teachers' academic qualification in public primary school in Migori District in 2013.

Table 4.3: Teachers Academic Qualifications

Academic Qualification	Frequency	Percent
P1	61	41.2
ATS1	52	35.1
Diploma in education	21	14.2
B.Ed	14	9.5
Total	148	100.0

From the above table 4.3 there is an indication that most of the teachers had attained P1 as their highest level of education and were qualified enough to deliver the curriculum effectively. The table 4.4 below shows the distribution of number of years serving as a teacher in public primary school in Migori District.

Table 4.4: Number of Years serving as a Teacher

	Frequency	Percent
Less than 5 years	30	20.3
5-10 years	44	29.7
Over 10 years	74	50.0
Total	148	100.0

From the findings on the number of years they had served as teachers, from the results in table 4.4, the study revealed that majority of the respondent had served for above 5 years, from the findings on the table, 50 percent indicated above 10 years, 29.7 percent indicated, they had served as teachers for 5 to 10 years, whereas 20.3 percent indicated that they had served for less than 5 years.

4.4 Influence of Teachers Salary’s on Pupils’ Performance in KCPE Examinations in Migori Districts in 2013

In Section 4.4 the study sought to determine the influence of teachers’ salary on pupils’ performance in KCPE. The table and figure 4.5 below shows the Influence of teachers’ salary on pupils’ performance in KCPE

Table 4.5: Influence of Teachers’ Salary on Pupils’ Performance in KCPE

The influence of teachers’ salary on pupils’ performance in KCPE examinations in public primary schools in Migori district	Mean	Std deviation
Amount of salary earned influence pupils performance on KCPE examinations	3.855	0.699
Timing of salary remittance to your bank account influence the pupils’ performance on KCPE examinations	3.942	0.742
Salary earned meet your needs and aspirations and how that needs’ satisfaction influence pupils performance on KCPE examinations?	3.985	0.724
Amount of annual increment awarded to you by your employer influence pupils’ performance on KCPE examinations	3.673	0.606
Amount of salary you earn as compared to other cadres of personnel with your level of education but employed in other sectors of economy influence pupils’ performance on KCPE examinations	3.695	0.561
The financial status influence pupils’ performance on KCPE examinations	3.572	0.552

From the findings on the influence of teachers' salary on pupils' performance in KCPE examinations in public primary schools in Migori district, the study revealed that the following aspect of salaries influence pupils performance to high extent, these include salary earned that meet their needs and aspirations as shown by mean of 3.985, timing of the salary remittance to the bank account as shown by mean of 3.942, the amount of salary earned as shown by mean 3.855, the amount of salary they earn as compared to other cadres of personnel with the level of education but employed in other sectors of economy as shown by mean of 3.695 , the amount of annual increment awarded to them by the employer as shown by mean of 3.673 and the teachers financial status as show by mean of 3.572, this is an indication that teachers' salary influence pupils' performance in KCPE examinations in public primary schools in Migori district to high extent.

Bennel, (2007) established that a large proportion of primary school teachers experience low motivational levels which compromises the quality of education offered to learners. Education is a labour intensive industry and between 70% and 90% of education budget is utilized on paying teachers' salary (World Bank, 2001). Currently in Africa, a major political topic in this context is how to resolve the problem of low teacher motivation and its impact on student performance. To this effect, there are various policy recommendations in particular to raise teachers' salaries and even to reduce class size (UNICEF, 1990).

Ololube, (2006) in a study on motivation and job satisfaction in Nigeria notes that Nigerian teachers are underpaid and work under pathetic conditions. The teachers under their trade union have been agitating for salary increase, benefits and improvements of teachers working conditions; teachers argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure and enhanced working conditions.

Ndegwa, (1971), Karugu (1980), Mumo, (2000) and Odhiambo, (2005) found that better pay and satisfactory work conditions contribute to teachers stay on the job, study further suggest that provision of learning teaching materials, provision of proper working conditions, small manageable class promotes teachers classroom performance.

Eshiwani, (1993) shows that low salaries have contributed in some teachers engaging in some illicit activities such as running small businesses and tuition in order to make the ends meet financially.

4.5 Influence of Teachers Allowances on Pupils' Performance in KCPE Examination in Migori Districts in 2013

In Section 4.5 the study sought to determine the influence of teachers allowances on pupils' performance in KCPE. The table 4.6 below shows the influence of teachers' allowances and incentives on public performance on KCPE in Migori district.

Table 4.6: Influence of Teachers' Allowances and Incentives on Pupils Performance on KCPE

Influence of teachers' allowances and incentives on pupils performance on KCPE examinations in public primary schools in Migori district	Mean	Std deviation
Amount of house allowance that you receive influence pupils' performance on KCPE in public primary schools	3.512	0.642
Method used by TSC on pegging allowances on job groups influence pupils' performance on KCPE examinations	3.702	0.831
Amount of hardship allowance that you get from TSC if any influence pupils' performance on KCPE examinations	3.768	0.839
Amount of medical allowance you get from your employer influence pupils' performance on KCPE examinations	4.388	0.112
Type of rewards given by the school management if any, influence pupils' performance on KCPE examinations	4.471	0.975
Autonomy to choose the type of reward influence pupils' performance on KCPE examinations	4.413	0.647
Rewards given by the school management influence pupils' performance on KCPE examinations	3.746	0.705
Quality of rewards given by the school management influence pupils' performance on KCPE examinations	3.731	0.710
Teachers' reward pegged on individual's teacher's class outcome influence pupils' performance on KCPE examinations	3.623	0.889
Timing of presentation of the rewards given to you by the school management which is normally at the end of academic year influence pupils' performance on KCPE examinations	4.123	0.192
Headteachers' criteria of promotion based on performance of a teacher to HoD's positions influence pupils' performance on KCPE examinations	3.731	0.586
System to promote teachers, based on teachers performance gauged by pupils results outcome influence pupils' performance on KCPE examinations	3.550	0.628

From the above table there is a clear indication that teachers' allowances and incentives influence pupil's performance on KCPE examinations in public primary schools in Migori district to very great extent. The findings are in agreement with those of Mulkeen, (2008) who found that monetary incentives proved to be very successful since the rural schools were staffed well, teachers do not apply for transfer to town schools and the academic performance improved. Mulkeen and Chen, (2008) found that teacher deployment systems in most cases utilize special incentives to attract, maintain and retain teachers in the service, retain them in the places where they are posted if some felt it was not of their choice or interest. Special incentives and allowances are perks which an employee gets while working for a specific employer that are outside the employee's pay check and not part of employee's salary (Podgursky, 2003).

Mulkeen and Chen, (2008) note that the impact of financial incentives is often limited by the scale of the additional payment and poor targeting. To be effective all the incentives need to be significant in scale (i.e.) need to be substantial enough to outweigh the social and economic cost being experienced at that time in that country at least 50% of the gross salary. Hardship allowance specifically should be carefully targeted in remote hardship (i.e. requires a fair system of classifying schools).

4.6 Influence of Physical, teaching and learning facilities on pupils' performance in KCPE Examinations

In Section 4.6 the study sought to determine the influence of physical, teaching and learning facilities on pupils' performance in KCPE examination in Migori district.

The table 4.7 below shows the level of adequacy and availability of facilities in public primary schools in Migori district.

Table 4.7: Level of adequacy and availability of Facilities in Public Primary Schools

Facility	Mean	Std deviation
Permanent classroom	3.543	0.705
Library	4.036	0.758
Permanent teachers houses	3.920	0.863
Water tanks	4.152	0.800
Permanent toilets	3.656	0.629
Computer lab	4.760	0.645
Text books	3.746	0.640
Teachers guide books	3.578	.501
Stationery	3.826	.862
Wall maps, atlases	3.949	.595
I.C.T. facilities	4.673	.528

From the findings on how the level of adequacy of the above facilities influence pupil's performance in KCPE examinations in public primary schools in Migori district, the study established that when facilities are adequate pupils are made comfortable when learning and can perform better, their presence raises performance, satisfactory enhances pupils performance, presence of facilities acts as motivating factor.

Adequate staffing leads to better performance, facilities provides knowledge needed as well as psychological preparation and physical needs, physical facilities motivates teachers, adequate facilities create conducive learning atmosphere for pupils. Low performance results from in adequate facilities for learners, with inadequate facilities teachers cannot teach effectively hence learning process hampered , the low level of adequacy results in to under performance , if facilities are inadequate there would be no comfort , manipulation skills, close contact with teachers, lack of adequate provision of facilities by government leads to poor performance, adequate facilities encourage practicability in pupils which leads to better performance, the pupil-facilities ratio is wanting hence poor performance, facilities availability influence performance positively , availability of facilities fosters self-esteem hence raise KCPE performance.

Facilities encourage cooperation and interaction among learners, they improve health status of learners hence promote learning and they facilitate learning and improve ability to recall what has been taught. When a teacher uses inferior or lower quality and inadequate instructional materials, the curriculum objectives will not be achieved hence quality of education will be compromised, this will be evidenced by low performance in the K.C.P.E. national examinations (Odhiambo, 2005).

On whether adequacy of facilities influence pupils' performance on KCPE examinations in public primary schools in Migori district, the study revealed that adequacy of facilities influence pupils' performance on KCPE examinations in public primary schools in Migori district. The study further established that facilities influence pupil's performance

in KCPE examinations in public primary schools in Migori District. Mugunyu (2008) argues that work load make teachers unable to prepare adequately and teach effectively. He further notes that, the Ministry of Education is not committed to improving working conditions of teachers and that it has affected their classroom performance and will continue to impact negatively if not promptly addressed.

The study established that, ways through which TSC could improve teachers' terms of service and work environment so as to boost their motivation, was through provision of special allowance to teachers handling learners with special needs and disabilities, teachers with disabilities, organize seminars and workshops to upgrade teachers after every three years , reasonable remuneration to teachers , provision of teachers with meals at their place of work , by increasing teacher salaries , pay teachers well and harmonize teachers in schools, teachers should be promoted according to the number of years in service and qualification not pegged to learners performance , prompt payment , good houses , same allowances to those in government ministries , open and transparent dialogues with teacher representative.

TSC should create good atmosphere for teachers by paying them good packages and employment of more teachers. Odhiambo, (2005) revealed that a better formal salary advancement structure, allowances pegged on teachers gross salary and enabling conducive work environment improves teachers' motivation which ultimately improves pupils' performance in national examinations.

The study established that, ways through which school could do to improve teachers' terms of service and work environment so as to boost their motivation, was that school building should be adapted to meet the needs of all learners, train all teachers in ICT to handle electronic equipments, adapt all physical and environmental facilities in schools, establishment of teachers residential house in schools, they should award hardworking teachers, by giving teachers presents and motivating teachers e.g. by organizing breakfast and lunch for them, should reorganize status improvement of teacher efficiencies and motivation, provide teaching and other facilities in the school to encourage teachers to reside in school to enhance teacher pupils contact, school to provide incentive to teachers and appreciate their progress, avail funds to motivate teachers for maximum production, school to build good house for teachers, parents and other stakeholders should show positive commitment to the school and teachers. Everyone needs a comfortable home, clean environment and necessary social amenities that go with it including the teachers who are the drivers of the human capital (Wambia, 2010).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusions of the study. The prime objectives of the study were to determine the influence of teachers' salary on K.C.P.E performance in public primary schools in Migori district, to establish the influence of teachers' allowances and incentives on K.C.P.E performance in public primary schools in Migori district, to determine the influence of physical facilities on K.C.P.E performance in public primary schools in Migori district and to establish the influence of teaching and learning facilities on K.C.P.E performance in public primary schools in Migori district.

5.2 Summary of the Study

The study was summed up by a brief write up or highlights of chapters 1-3 thereafter a detailed report as per the four objectives to this study. The study was to determine the influence of teachers' terms of service and work environment on KCPE performance in public primary schools in Migori district. A closer scrutiny of background to the study revealed that various authorities (scholars) asserts that if teachers terms of service and work environment is improved then KCPE performance will improve since the teacher has been motivated. Bennel, (2007) notes that achieving the Educational Millennium Development Goal (MDG) Basic education for all by the year 2015 will be a major challenge for national governments, especially as concern is growing that teachers are

becoming increasingly demotivated because they are severely underpaid and have a higher work load and larger class sizes.

Chapter 2 dealt with a review of related literature to the study on the influence of teachers' terms of service and work environment on KCPE performance in Public Primary schools in Migori district. The related literature reviewed revealed that better pay and satisfactory work conditions contribute to teachers' stay on the job and promotes teachers' classroom performance. Ndegwa, (1971), Mumo (2000), Odhiambo(2005).

Chapter 3 dealt on the research methodology which focused on research design which was used in this study, target population, sample size and sampling techniques, research instruments, data collection procedures and data analysis procedures. The research methodology and its components were employed in the study which was to determine the influence of teachers' terms of service and work environment on KCPE performance in public primary schools in Migori district. The research findings presented in details as per the four objectives, viz:

5.2.1 Influence of Teachers Salary on Pupils Performance in KCPE Examinations in Migori District in 2013

The study established that teachers' salary influence pupils' performance in KCPE examinations in public primary schools to high extent through the salary earned whether it meet their needs and aspirations, timing of the salary remittance to the bank account, the amount of salary earned, the amount of salary they earn as compared to other cadres of personnel with the level of education but employed in other sectors of economy, the

amount of annual increment awarded to you by your employer and the teachers financial status.

These findings are in agreement with Bennel, (2007) who revealed that a large proportion of primary school teachers experience low motivational levels which compromises the quality of education offered to learners. Ololube, (2006) in a study on motivation and job satisfaction in Nigeria notes that Nigerian teachers are underpaid and work under pathetic conditions.

Ndegwa, (1971), Karugu (1980), Mumo, (2000) and Odhiambo, (2005) found that better pay and satisfactory work conditions contribute to teachers stay on the job, study further suggest that provision of learning teaching materials, provision of proper working conditions, small manageable class promotes teachers classroom performance. Eshiwani, (1993) shows that low salaries have contributed in some teachers engaging in some illicit activities such as running small businesses and tuition in order to make the ends meet financially.

5.2.2 Influence of Teachers allowances and Incentives on Pupils Performance in KCPE in Migori District

On the influence of teachers' allowances and incentives on pupils performance on KCPE examinations in public primary schools, the study found that the various aspects of teachers' allowances and incentives influence pupils performance on KCPE examinations to high extent, these includes type of rewards given to teachers by the school management if any, i.e. pecuniary, presents/packages, autonomy to choose the type of

reward to be given to teachers before it is purchased, amount of medical allowance you get from your employer, timing of presentation of the rewards given to teachers by the school management which is normally at the end of academic year, the amount of hardship allowance that you get from TSC, rewards given by the school management, quality of rewards given to you by the school management and headteachers' criteria of promotion based on performance of a teacher to HoD's positions, method used by TSC on pegging allowances on job groups influence pupils', classification criterion by TSC on regions to be beneficiaries of hardship allowance, teachers' rewards pegged on individual's teacher's class outcome, the system, where the headteachers recommends for the TSC the right teacher to promote, based on teachers performance gauged by pupils results outcome and amount of house allowance that you receive from the employer .

Mulkeen, (2008), found that monetary incentives proved to be very successful since the rural schools were staffed well, teachers do not apply for transfer to town schools and the academic performance improved. Mulkeen and Chen, (2008) found that teacher deployment systems in most cases utilize special incentives to attract, maintain and retain teachers in the service, retain them in the places where they are posted if some felt it was not of their choice or interest. Special incentives and allowances are perks which an employee gets while working for a specific employer that are outside the employee's pay check and not part of employee's salary (Podgursky, 2003). Mulkeen and Chen, (2008) note that the impact of financial incentives is often limited by the scale of the additional payment and poor targeting.

5.2.3 Influence of Physical Facilities on Pupils' Performance in KCPE Examinations in Migori District in 2013

On the level of adequacy and availability of various facilities in Public Primary School in Migori District, the study found that the following facilities were not available these include ICT facilities and computer lab, those that were inadequate were water tank, library, wall maps, atlases, permanent teachers houses , stationery, textbook, permanent toilets, teachers guide books and permanent classroom. Facilities encourage cooperation and interaction among learners, they improve health status of learners hence promote learning and they facilitate learning and improve ability to recall what has been taught. When a teacher uses inferior or lower quality and inadequate instructional materials, the curriculum objectives will not be achieved hence quality of education will be compromised, this will be evidenced by low performance in the K.C.P.E. national examinations (Odhiambo, 2005).

5.2.4 Influence of Teaching and Learning Facilities on Pupils Performance in KCPE Examinations in Migori District

The study established that when facilities are adequate pupils are made comfortable when learning and can perform better, their presence raises performance, satisfactory enhances pupils performance, presence of facilities acts as motivating factor, adequate staffing leads to better performance, facilities provides knowledge needed as well as psychological preparation and physical needs , physical facilities motivates teachers , adequate facilities create conducive learning atmosphere for pupils, poor performance

results from inadequate facilities for learners, with inadequate facilities teachers cannot teach effectively hence learning process hampered, the low level of adequacy results in poor performance, if facilities are inadequate there would be no comfort, manipulation skills, close contact with teachers, lack of adequate provision of facilities by government leads to poor performance, adequate facilities encourage practicability in pupils which leads to better performance, the pupil-facilities ratio is wanting hence low performance, facilities availability influence performance positively, availability of facilities fosters self-esteem hence raise KCPE performance, facilities encourage cooperation and interaction among learners, they improve health status of learners hence promote learning and they facilitate learning and improve ability to recall what has been taught.

The study revealed that adequacy of facilities influence pupils' performance on KCPE examinations in public primary schools in Migori district. The study further established that availability of facilities influence pupil's performance in KCPE examinations in public primary schools in Migori District positively. Mugunyu (2008) argues that work load make teachers unable to prepare adequately and teach effectively. He further notes that, the Ministry of Education is not committed to improving working conditions of teachers and that it has affected their classroom performance and will continue to impact negatively if not promptly addressed.

5.3 Conclusion

From the study on the establishment of the influence of teachers allowances and incentives on KCPE examinations in public primary schools in Migori District, the study revealed that teacher s allowances and incentives influence pupils performance in KCPE in Migori District to a greater extent.

From the study on the determination of the influence of physical facilities on KCPE examination performance in public primary schools in Migori District, the researcher concluded that the availability of physical facilities influence the pupil's performance in KCPE examinations to a larger extent in public primary schools in Migori district

From the study on the influence of teaching and learning facilities on KCPE examination performance in public primary schools in Migori District, it can be concluded that the availability of teaching and learning facilities influence pupils performance in KCPE examination to a great extent.

By summing up, the study on the four objectives of the research, namely influence of teachers salary on KCPE performance, influence of teachers allowance and incentives on KCPE performance, influence of physical facilities and influence of teaching and learning facilities, the researcher concluded that teachers terms of service and work environment influence pupils performance in KCPE to a great extent in public primary schools in Migori District.

5.4 Recommendations

The following are the recommendations made;

- i. There is need to review teacher's salary after every three years since the findings revealed that teachers salary has a greater influence on pupils KCPE examination performance in public primary schools in Migori Distirct. The government should carry out the review through Teachers Service Commission together with salaries and remuneration commission. The review should be carried out by coming together of the concerned parties which are the Teacher Service Commission, Salaries and Remuneration Commission, Ministry of Finance and the Kenyan National Union of teacher being a teacher representative.
- ii. The government through Teacher Service Commission should review allowances and incentives of teachers after every three years. It should harmonize the allowances and incentives to be in line with those of public offices in the same job group with teachers but in different ministries. This is evident from the findings of the study that teacher allowances influence pupils KCPE performance in public primary schools in Migori District. The review of the allowances should be carried by the government through TSC and salaries and remuneration commission.

The salaries and remuneration commission being the body mandated to review the salaries, should invite the parties concerned which are TSC, Ministry of Finance officials and Kenya National Union of teachers to a round table meeting for negotiations to work out the percentages of salary and allowances upward adjustment.

- iii. There is need to equip public primary schools with physical facilities since the research findings established that availability of adequate physical facilities influence pupils KCPE examination performance in public primary schools in Migori District. The provision of physical facilities should be carried out by the government, community and well-wishers like non-governmental organizations working in the locality.

The provision of the physical facilities should be sourced by the community through organizing fundraisings, the county government providing the infrastructure allocations and the constituency development kitty to provide funds for putting up the physical facilities.

- iv. There is need to equip the primary schools with adequate teaching and learning facilities since the study established that availability of teaching and learning facilities influence pupils KCPE performance in public primary schools in Migori District.

The provision of teaching and learning facilities should be provided by central government, local community through SMC organizing fundraisings, book donation days, county government and non-governmental organizations working in the localities.

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APPENDICES

Appendix I: Letter of Introduction

Odhiambo Oyugi
University of Nairobi
P. O. Box 30197
Nairobi

6th May, 2013

To The Participants
Migori District

Dear Sir/Madam,

RE: RESEARCH

I hereby humbly request you to provide information regarding this questionnaire to enable me carryout a research titled **influence of teachers' terms of service and work environment on KCPE performance in public primary schools in Migori District.**

I am student at the University of Nairobi pursuing a Master Degree of Education in Educational Administration and Planning.

The information you will provide will be of at utmost importance as it will be utilized by other scholars in the field of research. The information which you will give will be treated with the highest degree of confidentiality. You are requested not to write your name anywhere on the questionnaires which will be provided to you.

Your assistance will be highly appreciated.

Thank you in advance.

Yours faithfully,

Odhiambo Oyugi

Appendix II: Questionnaire for Teachers

The information you will give in this questionnaire will be of great help to the researcher since it is going to help the researcher carry out the research work effectively. Do not write your name anywhere on this questionnaire. Your Identity will be confidential.

Tick [√] where appropriate or fill in the required information on spaces provided

Section A Demographic data

1. What is your gender?

Male

Female

2. What is your age in years?

20-29

30-39

40-49

50 and above

3. What are your academic qualifications?

P1

ATS IV

ATS III

ATS II

ATS I

Diploma in Education

B. Ed

M. Ed

4. How many years have you taught as a teacher?

Less than 5yrs

5-10 years

Over 10 years

5. Your teaching subject(s) in KCPE and their mean scores

Subject	Mean score
i.....
ii.....
iii.....

Section B: Factors influencing teacher motivation

6. You are kindly requested to state your extent of satisfaction in relation to each of the given items on a 5-point scale. Insert a cross (x) in the most appropriate column. Use the key below.

- LE - Low extent = 1
- ME - Moderate extent = 2
- N - Neutral = 3
- HE - High extent = 4
- VHE - Very High Extent = 5

To what extent are you satisfied with:-

	The influence of teachers' salary on pupils' performance in KCPE examinations in public primary schools in Migori district	1	2	3	4	5
7.	Amount of salary earned influence pupils performance on KCPE examinations					
8.	The timing of salary remittance to your bank account influences the pupils' performance on KCPE examinations					
9.	Salary earned meet the needs and aspirations and how that needs' satisfaction influence pupils performance on KCPE examinations					
10.	Amount of annual increment awarded influence pupils' performance on KCPE examinations					
11.	Amount of salary earned compared to other cadres of personnel with your level of education but employed in other sectors of economy influence pupils' performance on KCPE examinations					
12.	Financial status influence pupils' performance on KCPE examinations					
	Influence of teachers' allowances and incentives on pupils	1	2	3	4	5

	performance on KCPE examinations in public primary schools in Migori district					
13.	The amount of house allowance that you receive from your employer influence pupils' performance on KCPE in public primary schools					
14.	Method used by TSC on pegging allowances on job groups influence pupils' performance on KCPE examinations					
15.	Amount of hardship allowance that you get from TSC if any influence pupils' performance on KCPE examinations					
16	Classification criterion by TSC on regions to be beneficiaries of hardship allowance influence pupils' performance on KCPE examinations?					
17.	The amount of medical allowance you get from your employer influence pupils' performance on KCPE examinations					
18.	The type of rewards given to you by the school management if any, i.e. pecuniary, presents/packages influence pupils' performance on KCPE examinations					
19.	Autonomy to choose the type of reward to be given before it is purchased influence pupils' performance on KCPE					

	examinations?					
20.	Rewards given by the school management influence pupils' performance on KCPE examinations					
21.	The quality of rewards given to you by the school management influence pupils' performance on KCPE examinations					
22.	Teachers' rewards pegged on individual's teacher's class outcome influence pupils' performance on KCPE examinations					
23.	Timing of presentation of the rewards given to you by the school management which is normally at the end of academic year influence pupils' performance on KCPE examinations					
24.	Headteachers' criteria of promotion based on performance of a teacher to HoD's positions influence pupils' performance on KCPE examinations					
25.	System where the headteacher recommends for the TSC the right teacher to promote, based on teachers performance gauged by pupils results outcome influence pupils' performance on KCPE examination					

Section C: Facilities used to Enhance Work Environment

Influence of Physical Facilities, Learning and Teaching Facilities on Pupils' Performance on KCPE Examinations in Public Primary Schools in Migori District.

a) Please indicate the level of adequacy and availability of the following facilities by ticking against them in the table below.

	Facility	Very adequate	Adequate	Fairly adequate	inadequate	Not available
I	Permanent classroom					
II	Library					
III	Permanent teachers houses					
IV	Water tanks					
V	Permanent toilets					
VI	Computer lab					

VII	Text books					
VII I	Teachers guide books					
IX	Stationery					
X	Wall maps, atlases					
XI	I.C.T. facilities					

b) Respond to the following questions in the spaces provided.

i) How does the level of adequacy of the above facilities influence pupils performance in KCPE examinations in public primary schools in Migori district?

.....

.....

ii) Does inadequacy of the above facilities influence pupils' performance on KCPE examinations in public primary schools in Migori district?

.....

.....

iii) Does unavailability of the above facilities influence pupils performance in KCPE examinations in public primary schools in Migori District?

.....
.....

Suggest ways through which TSC and the school could improve teachers' terms of service and work environment so as to boost their motivation.TSC

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

The school

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

Thank you for your participation and co-operation.

Appendix III: Required Size for Randomly Chosen Sample

The table for determining needed size of randomly chosen sample from a given finite population of cases such that the sample proportion will be within plus or minus 0.05 of the population P with a 95 percent level of confidence.

N = Population	S = Sample size
10	10
15	14
20	19
25	24
30	28
35	32
40	36
45	40
50	44
55	48
60	52

65	56
70	59
75	63
80	66
85	70
90	73
95	76
100	80
110	85
130	97
140	103
150	106
170	118
180	123
190	127
200	133

210	136
220	140
230	144
240	148
250	152
260	155
270	159
280	162
290	165

Source: Kathuri and Pals, (1993). Introduction to educational research.

Appendix IV: Herzberg's Hygiene's And Motivators

Hygiene: Job dissatisfaction	Motivators: Job satisfaction
	Achievement
	Recognition of achievement
	Work itself
	Responsibility
	Advancement
	Growth
Company Policy and Administration	
Supervision	
Interpersonal relation	
Working condition	
Salary	
Teachers status	
Security	

Source: Aswathapa K. (2002) Organizational Behaviour

Appendix V: Research Permit

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/1026**

Date: **13th June 2013**

Charles Odhiambo Oyugi
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **6th June, 2013** for authority to carry out research on ***“Influence of teachers’ terms of service and work environment on KCPE performance in public primary schools in Migori District.”*** I am pleased to inform you that you have been authorized to undertake research in **Migori District** for a period ending **31st July, 2013**.

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

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

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

Copy to:
The District Commissioner
The District Education Officer
Migori District.

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/1026

THIS IS TO CERTIFY THAT: **Date of issue** **13th June, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** **KSH. 1000**

Charles Odhiambo Oyugi

of (Address) University of Nairobi

P.O Box 92-0902, Kikuyu

has been permitted to conduct research in


Location

Migori District

Province

Nyanza

on the topic: Influence of teachers' terms of service and work environment on KCPE performance in public primary schools in Migori District.



Applicant's Signature


For Secretary National Council for Science & Technology

for a period ending: 31st July, 2013

CONDITIONS

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

GP60553mt10/2011 **(CONDITIONS—see back page)**



REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT