SCHOOL FACTORS INFLUENCING MOTIVATION AMONG SECONDARY SCHOOL TEACHERS' ON JOB PERFOMANCE IN NYATIKE SUB-COUNTY, KENYA

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DECLARATION

I do declare that this research project is my original work and that it has not been presented for an award of a degree in any learning institution or university.

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I dedicate this work to my parents Johnson Adongo and Elizabeth Oriri, to my wife Josephine Anyango and siblings Engineer Charles, George, Catherine, Jackline and Sarah for their psycho-emotional and economical support during the study

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LIST OF ABREVIATIONS& ACRONYMNS

D.E.O   District education officer

B.O.G   Board of governors

K.C.S.E   Kenya certificate of secondary education

KEMI   Kenya education management institute

MoE   Ministry of education

TSC   Teachers service commission

ABSTRACT

The purpose of this study was to establish the influence of school factors on teacher motivation on job performance in public secondary schools in Nyatike sub-county, Migori County. Four objectives were formulated to guide the study: To determine how principal's democratic leadership style motivates teachers' in job performance, establish how provision of learning resources motivates teachers' in job performance, examine how learning environment motivates teachers' in job performance and lastly establish how teachers professional development motivates teachers' in job performance. The study targeted a total population of 24 principals and 240 teachers in public secondary schools .A sample of 120 teachers was selected through stratified random sampling. The sample size of 12 public secondary schools was selected. The study found out that principals' role of evaluating teachers work was always conducted as confirmed by teachers. The study has established that teachers are motivated by principals' role of evaluating their work as. The study further established that teachers felt motivated to perform their work since the principals' gave them added responsibilities which make them feel part and parcel of the administration. On the research objective which was to establish the influence of availability of teaching and learning resources on teaching staff motivation The study has revealed that teachers strongly agreed that teaching and learning resources are inadequate in schools thus demotivating teachers to teach .On the research objective which is to determine the relationship between learning environment on teaching staff motivation, the study findings show that teachers strongly agreed that there are tight rules in schools thus de-motivating teachers to teach . Data on the influence of the teachers' academic/professional development on teaching staff motivation shows that the teachers strongly agreed with the statement that training improves teachers' confidence thus improving their performance in terms of curriculum delivery. From the findings of the study, it can be said that teacher training in public secondary schools in Nyatike sub-county affect their motivation. In an interview with the principals on how teacher professional development affect teacher motivation, they mentioned that teachers who undergo training feels satisfied and are more knowledgeable on their area of specialization thus are motivated to teach. The government through the ministry of education to organize continuous relevant in-service training to teachers to enable them improves on their curriculum delivery and principals to be seminised on appropriate application of shared leadership styles. The study recommends that the school board of management, PTA and principals should formulate and implement internal policies on motivation of teachers which could enhance their job satisfaction. The study suggests replica of the same study in neighbouring sub-counties and private schools. The study further suggests that other factors rather than schools factors be conducted in same sub-county.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Teaching staff motivation is a driving tool upon which the teachers execute their duties well. Motivation of teachers is essential in education (Robbins, 2005). Motivated teacher would lead to motivated students who idealize teachers and try to emulate them (Ssendagire, 2005).Allen (1996) argued that a good motivational system releases the immense untapped reservoirs of physical and mental capabilities a number of studies have shown that motivation plays a crucial role in determining the level of performance. Poorly motivated people can nullify the soundest organization. By satisfying human needs motivation helps in increasing productivity. Better utilization of resources lowers cost of operations. Motivation is always goal directed. Therefore, higher the level of motivation, greater is the degree of goal accomplishment.

Effective leadership creates job satisfaction which results in cordial relations between employer and employees thus leading to high degree of goal accomplishment. Industrial disputes, labor absenteeism and turnover are reduced with consequent benefits. Effective and efficient leadership helps to solve the central problem of management like effective use of human resources. Without leadership that enhances teachers' motivation the teachers may not put their best efforts and may seek satisfaction of their needs outside the organization. Looking at schools as modern institutions' of education there is greater lean towards

democratic leadership styles. The emphasis is now more on freedom of participation and reciprocal cooperation and less dictatorship (Kochhar, 1982). To ensure effective and successful management, the school principal must not only be innovative, resourceful and dynamic, but also be able to interact well with the school personnel (MoE and commonwealth secretariat, 2007). (Achoka, 1990) points out that the office of school leadership can be traced in the 17th century in the U.S.A. Thus it has been there for a long period of time

It is important to note that the core function of the leader in a school, who in this case is the principal, is to provide guidance to all players in the school. This is providing framework for policy making administration and implementation of set policies as they move towards the common objectives (Okumbe, 1998).All heads in schools in Kenya should have the authority to compel teachers in respective schools to perform duties. According to the TSC (code of Regulation for teachers 2012), a teacher shall be required to obey the directions given by the teachers service commission, its agents, the principal, a person appointed in accordance with Education Act or any another person under whose supervision he/she is placed by the commission.

In many developing countries, the inadequate teaching learning resources affect student's performance as well as teachers' motivation. A report by the United Nations Economic Commission for Africa (UNECA, 2004) countries reported limited availability of basic instructional resources as well poor infrastructure as

factors that have greater negative impact on teachers motivation and performance (UNESCO, 2006). Increased availability and use of textbooks improved students learning particularly to low income earners (UNESCO, 2008).

Akambi (2002) schools in West Africa are fast decaying and the problem in the system ranges from shortage of teaching and learning resources to lack of effective leadership and proper motivation of teachers. He pointed out that teachers in Nigeria were unhappy, frustrated, uninspired and unmotivated. The school environment is dotted with dilapidated buildings equipped with outdated laboratories facilities and equipments. Teachers at times have to work under unsafe and unhealthy conditions. This has translated into students poor performance in examinations, though teachers who worked in the same country under favorable school condition where they felt secure and facilities that they could use to handle students available were motivated and carried out their instructional role with modesty.

In a study done by done by Ofoegbu (2004) in Ghana on teacher motivation as a factor of classroom effectiveness and school improvement; he found that the teacher motivation enhances classroom effectiveness and improve schools. Various studies have shown significance of teaching and learning resources on teachers' motivation on their job performance. Availability of teaching and learning resources and their effective utilization plays significant role towards

academic performance. Resources are to be utilized wells to achieve desired outcomes (Kimatat 1999).

Eshiwani (1983)found that the school learning resources such as text books, laboratory equipments and good classrooms was one of the major factors that affected learning. The success of any organization depends upon the optimum utilization of resources. The utilization of physical resources depends upon the ability to work with the available resources and the willingness to work of the employees while using the resources efficiently; it is for this reason Rensis (1999) said "Motivation is the core of management."It is the key to management in action.

Olando (2003) argues that for any efficient work an individual should be provided with an enabling environment to produce the desired results. The teacher then requires the physical, psychological, economical and social comfort. Locke (1976) asserts that every organization should recognize its workers and a prudent to organization places a high premium on workers' welfare. Davis (1977), points out that one of the signs of deteriorating conditions in an organization is low job motivation and job satisfaction. It leads to strikes, slowdowns, and absenteeism and employee turnover. It may also lead to low productivity, disciplinary and organizational difficulties. Most teachers working in rural areas find themselves disadvantaged compared to their urban area counterparts(Okemwa, 2003).Some of these teachers have no access to facilities such as libraries, good housing, clean

tap water, internet services and electricity. Lack of these basic amenities have made most of rural teachers frustrated and now concentrating more on improving their working conditions at the expense of diligently discharging their duties.

Andrew (1990) observed that there is a relationship between level of training and professional development on teachers' motivation and job satisfaction. Bento and Hallan (1978) noted a positive relation between job satisfaction and ones occupational level as individuals ascend the hierarchy in an organization they experience opportunity for higher job performance and hence job satisfaction. (Okumbe, 1998) points out that the higher the level of occupation, the better the pay and hence morale. Teachers with higher professional hierarchy may have achieved or almost achieved actualization in the Maslow hierarchy of need, hence higher level of satisfaction leading to motivation.

In the United States of America teachers with more experience and higher education earn more than those with an ordinary bachelor's degree and certificate. Merit pay systems are on the rise for teachers, paying extra money based on excellent classroom evaluation, high test scores for high success at their overall school, it has been established that teachers with high academic qualification who are paid high salaries are always motivated to perform their instructional role effectively and efficiently this is always seen the way they handle students and their commitment to work through coming early to school and regularly attending classes (Sogomo,1993).

In Kenya teachers' service commission always asserts that promotions and upgrading of teachers is always based on their academic and professional qualification. Promotion of teachers always comes with a reward of salary increment thus the monetary value attached to the promotions always leads to motivated teachers as compared to teachers who do not qualify for promotions due to the fact that they do not poses the required professional qualification. As these teachers watch their colleagues get promoted at times they get demoralized thus demotivated.

According to Alarm and Farid (2011), motivation of teachers is very important as it affects students performance outcome results directly this is a fact supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Thus in absence of motivation or low motivation of teachers in secondary schools affects his or her performance which affects student's outcome results

In Kenya, teachers motivation and job satisfaction is not satisfactory, since the pay and allowances to teachers are comparatively low than in the other professions. Provision of teaching and learning materials and equipments to the teachers is not prioritized (Nyantika, 1996)

Okumbe (1998) recommended that a clear scheme of service and promotion procedures is put in place and measures to achieve greater commitment to teaching through changes in the teaching work service. Teachers also face myriad

of challenges in the line of duty such as inadequate school facilities and equipments, walking long distance to school and indiscipline of students. In Nyatike Sub-county, there is a general complaint from parents and the general public about poor performance in Kenya certificate of secondary education (KCSE).By the end of 2015 enrolment of secondary school students stood at 8,472 students within the sub-county, out of these, 1618 students were candidates who sat for KCSE. Those who got quality grades and got admission to university through the Kenya University and colleges placement service (KUCPS) were 112students. This indicates that number of candidates getting quality grades in KCSE is much less as compared to number of candidates in the sub-county who sits for the KCSE (DEO's office,2015) this was a factor that could be explained by teachers' motivational levels and their commitment to service. With the general information from DEO,s office that most teachers in the sub-county are not commitment to their core service of teaching and regards teaching as a stepping stone to better careers clearly indicates that teachers don't feel good about their teaching job thus luck the will to carry out their instructional role effectively and efficiently. In the light of this, there is need to investigate the role of leadership, teaching learning resources, learning environment, professional training and development as determinants of factors influencing motivation among public secondary school in job performance in Nyatike sub-county, Migori County.

Table 1.1 Analysis of KCSE

Analysis of KCSE year	2013	2014	2015
Mean score Nyatike sub-county	5.312	5.247	5.139

Source D.E.O'S office, (2016)

The mean score for 2013, 2014, 2015 were 5.313, 5.247, 5.139 respectively thus lower than minimum learner's achievement which according to ministry of education (2015) averages at 6.00. The researcher was in great urge to establish the school factors that influence motivation in job performance among public secondary school teachers in Nyatike Sub County in Migori County.

1.2 Statement of the problem

Teaching staff motivation is viewed as a major factor that cause a positive impact in students academic performance in different areas. In Migori County for example, teaching staff motivation is associated with academic excellence among students in their final exams. Comparatively, Nyatike Sub County has experienced sub-optimal academic performance and low production of quality grades in KCSE over the last three years. Though the government has invested heavily on teachers through training, paying their salaries and allowances thus the performance is expected to rise up. However despite all those government commitment to education sector and its workforce, the performance is still declining. For example, in Nyatike sub-county in the years 2013,2014,2015 the

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mean scores in KCSE were as follows 5.312, 5.247, and 5.139 respectively. The more likely reason could be low levels of motivation given the important role of influencing that teachers have over students. This influenced the need for this study that sought solutions to alleviate the problem. One of the solutions to this problem would be establishing school factors which might be affecting the teachers' motivation in their job performance among public secondary schools, in Nyatike sub-county, Migori County.

1.3 Purpose of the study

The purpose of the study was to investigate school factors influencing teachers' motivation in their job performance in public secondary schools in Nyatike sub-county, Migori County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

i. To determine how the principal's democratic leadership style motivates teachers' on job performance in public secondary schools.

ii. To establish how provision of learning resources motivates teachers' on job performance in public secondary schools.

iii. To assess how learning environment motivates teachers on job performance in public secondary schools in Nyatike sub-county.

iv. To establish how teachers professional development motivates teachers in job performance.

1.5 Research Questions

The research questions are:

i. What is the influence of principal's democratic leadership style on teaching staff motivation on job performance?

ii. What is the influence of the availability of learning resources on teaching staff motivation on job performance?

iii. What is the influence of learning environment on teaching staff motivation in job performance?

iv. What is the influence of the teachers' professional development on teaching staff motivation on job performance?

1.6 Significance of the study

The study findings may be used by Ministry of Education (MOE) to come up with strategies of motivating the teachers. It may also benefit the Teachers' Service Commission (TSC) to come up with the best ways of motivating teachers' .Board of management (BOM) and parents associations may also use the findings to find ways of improving motivation practices for teachers.

1.7 Limitations of the study

The researcher was not able to control the attitudes of the respondents. However, efforts were made to establish rapport so as to elicit honest and factual responses. There were few sources of information in Nyatike; however, efforts were made to explore information and literature from other parts of the country and the rest of the world by sourcing information and materials from UNESCO, Kenya National Library and the University of Nairobi libraries. The other limitation was the vastness of the district; however researcher used a motorcycle so as to reach all the required places effectively.

1.8 Delimitations of the study

According to Best and Khan (1998), delimitations is the boundaries of the study. Only public secondary schools were included in the study excluding private schools since it was easier to compare issues in public schools than in private schools. Private schools are managed by private owners and terms and conditions of job are well stipulated before employment. The study established school factors influencing motivation of teachers in job performance and factors outside work environment were not investigated. Only Nyatike sub-county was to be studied therefore findings cannot be generalized for the whole country.

1.9 Assumptions of the study

The study was based on the following assumptions,

i. All the respondents were honest in the information they give.

ii. The level of motivation of teachers in Nyatike Sub-county is influenced by the motivator and hygiene factors in the Herzberg two Factor- Theory among many others.

1.10 Definition of operation terms

Job Satisfaction-This is the feeling by the employee towards the job they do with regard to conditions of work and the rewards that accrued.

Motivation refers to an internal drive that activates teachers' behavior and gives direction

Physical facilities- refer to land, classrooms, desks, and toilets, stationary and teaching and learning materials.

Reward system- This is the compensation given to teachers for the services they render in terms of salary and incentives.

Recognition-Refers to a state of acknowledging teachers' efforts.

Responsibility-Refers to special task and assignments delegated to teachers in school such as teacher being in charge of class or head of subject panel in a shared leadership.

Shared Leadership refers to leadership that is broadly distributed, such that people within a team and organization lead each other.

Work environment-location where a task is completed

1.11 Organization of the study.

The study was organized into five chapters. The introductory chapter describes the background of the study and statement which highlights the rationale for the study. It focuses on the purpose of the study and its significance, which were exposed through research objectives and research questions which related to the study. Limitations, delimitations and assumption of the study are described. The chapters comprise; literature review on concept of motivation, factors affecting teachers' motivation as presented in study objectives, theoretical framework and conceptual framework. Chapter three explains research methodology that is; research design, target population, sampling size and sampling procedure, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four present data analysis and interpretations while the summary of the study findings conclusion and recommendations of the study suggested research was presented in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a literature review of the factors influencing teacher motivation. The review focuses on influence of the principal's leadership style on teaching staff motivation, the influence of the availability of teaching and learning resources on teaching staff motivation, the relationship between learning environment and teaching staff motivation. Finally theoretical and conceptual framework would be discussed.

2.2 Concept of motivation

The term motivation is derived from the word motive. The word motive as a noun means an objective, as a verb this word means moving into action. Therefore motives are forces which induce people to act in a way, so as to ensure the fulfillment of a particular human need at a time. Behind every human action there is a motive. Therefore, management must provide motives to people to make them work in an organization. William (1996) Defines motivation as a planned managerial process which stimulates people to work to the best of their capabilities, by providing them with motives, which are based on their unfulfilled needs. Motivation is no doubt an essential ingredient of any Organization. It is the psychological technique which really executes the plans and policies through the efforts of others.

2.3 The influence of principal's democratic leadership style on teaching staff motivation in job performance.

According to business Dictionary it defines leadership as the activity of leading a group of people or organization or the ability to this leadership, leadership involves establishing clear visions, sharing that vision with others so that they will follow willingly, providing the information, knowledge and methods to realize that vision and coordinating and balancing the conflicting interest of all members and stakeholders. A leader steps in times of crisis and is able to think and act creatively in difficult situations.

Administrators must try to show teachers that they care in many ways. They should have an open door policy, once in a while the teachers should see the administrators picking trash and cleaning cafeteria tables, arrive before they do and still in school when they leave, and administrators do not have designated parking or other perks sometimes associated with management. Administrators always have to put aside their own issues and do what is best for students and staff in caring in a sensitive way. They must try not to say no to teachers and should always treat them as adults

The Principal and rest of his administrative team must try to do lots of special things for the entire staff, from special little gifts to staff family day. The administrators must treat everyone as a professional and celebrate whenever they

can. The motto for good principal should be: My job as a principal is to make teacher's job easier, better, so they can teach students and students can learn.

According to Dowei (2008) developing a positive school climate is critical to effective school. Morale is a very tentative issue. You can do 99 things right and make one mistake that will shoot morale forever.

All teachers yearn for reassurance that they are doing a good job. Most principals recognize teacher's effort by offering positive feedback, both publicly and privately. Weekly memos or emails, and regular staff meetings are the perfect forums for recognizing special contributions that teachers or their staff members make.

Such recognition should be included in staff memos and during special celebration portion of each month's faculty meeting. Also make a special point of spotlighting efforts teachers make to develop projects that involve students across grade levels or other schools. That special recognition will encourage others to consider projects that extend learning outside the walls of individual classrooms. While teachers have to do, motivation is the key to keeping them focused and feeling worthy.

Administrators to plan non-hour lunches for all staff members several times a year. Those lunches can be 'roving lunches' in which people eat during their regularly staff scheduled lunch period or they can be whole-staff lunches that kick off professional development sessions.

Principal is not the sole leader, he or she is a leader of leaders (Lezotte, 1991) empowering teachers and including them in decisions about the schools instructional goals. Cibulka and Nakayama (2000) argue that in order to achieve significant changes in classroom practice teachers must be motivated and their morale boosted, teachers must be given opportunity to participate shaping school's vision. Motivated teachers always work together with the principal to ensure that expectations for students' achievement are understood across classrooms and across grade levels

Johnson (1997) suggested key elements that need to be in place for school's leadership to be efficient and to create an environment where properly supported students can learn and teachers teach. He listed the elements as follows :"effective administrative leadership, positive expectations, strong integrated curriculum, shared decision making and school wide responsibility for teaching and success"(pp. 3-4).These elements include the ideas that principals need to create a work environment in which teachers feel motivated and can thrive in and contribute to the overall school goal and academic excellence.

2.4 The influence of the availability of learning resources on teaching staff motivation in job performance.

According to Ministry Education learning and teaching resources are texts, videos, software, books and other materials that teachers use to assist learners meet the expectations for learners as outlined in the curriculum, before teaching

and learning resource is used in classrooms, it must be evaluated and approved by the relevant authority. Evaluation criteria may include curriculum fit, social consideration and age or development appropriateness.

Lack of facilities such teaching and learning materials are clearly demotivating according to Kitogo (2009), in his study in Tanzania. Mworia (1993) on his study on the effect of school facilities on teacher motivation found that some schools that lacked enough books and laboratory equipments this was seen to affect teachers' motivation in carrying out their duty. Kahega (2004) indicated that where adequate teaching and learning materials were provided by government teachers were more motivated to teach.

Evidence from World Bank and other international organization on the quality of learning in the developing countries pointed out the importance of certain school inputs. Some of the inputs include instructional materials such as textbooks and other reading materials as well school building and facilities (Eshiwani, 1996).The Kenya government policy also entails allowing a broad based participation in the provision of education with all stakeholders taking responsibility for planning and implementation. In line with this policy direction is the decentralization of decision making and resource management to lower level structures with ministry of education (MOEST, 2008).In addition inadequate resources among others have led to poor services hence undesirable performance in Kenya Certificate of Secondary Education (KCSE) in public secondary

schools. The teaching resource is one of the most important inputs in education system. Being focus of classroom instructional activities and curriculum delivery, teachers are critical determinants of the quality education offered. Teachers' effective use of instructional resources at all levels of education has an implication on student's academic performance.

Schools are about teaching and learning to realize good performance of student's and other activities are secondary to these basic goals. These basic goals can only be realized through proper utilization of learning resources. No matter how well staffed the school is, without appropriate learning materials, the basic goal of the school that is teaching and learning to realize good performance in a school can be seriously handicapped (Okumbe, 1999).It is observed that each institution has its pertinent problem which includes unavailability, under utilization, overcrowding and rise of student's population, turnover of staff and inadequate learning facilities including infrastructure. If these factors are poorly utilized they may affect student's academic performance but if properly used may enhance student's academic performance.

2.5 The influence of learning environment on teaching staff motivation in job performance

Tony (2011) defines learning environment as diverse physical locations, contexts, and cultures in which students and teachers operate so that learning can be enhanced, the term also encompasses the culture of school or class-its presiding

ethos and characteristics including how individuals interact with and treat one another –as well ways in which teachers may organize an educational setting to facilitate learning.

According to Brophy (2010) defines Learning environment as the physical arrangement of classrooms, discipline and routines, organization of learning activities and engagement of students and teachers with tasks among others he further notes that student and teachers need an engaging, stimulating and enriching learning environment to grow and thrive. In order to achieve this type of rich environment effective school management to establish and communicate guidelines of expected behavior, monitor students and teachers behavior, keep the school community on task and infuse humor, care and respect in the school environment so as to develop a climate that students and teachers find conducive for learning and as a result positive learning environment can shape both students and teachers outcomes in cognitive, motivational, emotional and behavioral domains.

For the students whose exposure to violence occurs outside of school, the climate inside their school may even be more important. A school climate that is disorderly creates anxiety among students and teachers leading to demotivation of teachers thus reduces teaching time, therefore reducing academic achievement (Cross et al,2002). This type of environment often creates distrust in both staff and students, so social development is misdirected, and social skills are not

modeled or learned. Some studies indicate that exposure to violence result in distractability, irritability, anxiety, anger and even attention deficit hyperactivity disorder (ADHD) in cases of chronic exposure(Flannery, 1997).

Even those schools that are relatively safe can have individuals' students or groups of students who feel unsafe due to aggression and bullying. In addition, victims of chronic bullying are responsible for many school shootings in the United States (Borun & Modlezeleski, 2000) .School safety is associated with academic achievement and motivation of teachers, where by students and teachers operate under safe school environment have been reported increased motivation of teachers leading to better academic performance than those under insecure environment (Marshal,2004)

2.6 Professional Development in relation to teachers' motivation in job performance

Dibble (2013) says that development is now considered as gaining new skills and taking advantage of many different methods of learning that benefits employees and organization alike. Employees benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for the career, the organization benefits by having employees with more skills who are productive. Employees say that the availability of skill development opportunities and career movement are key factors to organizations. According to Kreisman

(2002), if an organization does not recognize the individual's need and desire to grow, then 'development'' become a primary reason for resignation.

The main aim of teacher training is to develop educational skills that are compatible with education policies and enable teachers deliver these policies. According to Gustafson (2003) it is difficult and complex task to define teaching practices that leads to teacher motivation since what counts as an effective teacher motivation strategy varies by teachers' age group, personality and social background and different strategies call for different administrator skills.

The interrelation of teacher motivation and job performance has also been addressed through the issue of staff development. Traditional, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshop and developing other training opportunities including in-service programs. However, many leading school reformers have called for new forms of professional development. Lieberman (2005) argues for a radical rethinking of professional development that encourages teachers' growth. She believes that teachers must have opportunities to try out new practices by taking new roles and creating a culture of inquiry.

Monahan (2006) describes a new concept of comprehensive professional development that focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development,

peer supervision, peer coaching and action research leading to school wide change. Monhan suggest embedding strategies like collaborative curriculum design, peer supervision/review, portfolio analysis within the tenure review process and providing incentives such as increased preparation time for peer collaboration and resources for action research. Several studies support a positive relationship between satisfaction with work place training and overall job satisfaction (Schmitt, 2004) and found that satisfaction with career development positively correlated with organizational commitment and job satisfaction thus leading to motivation among the workforce which therefore results into good service delivery.

2.7 Summary of literature review

Ssendagire (2005) Says to boost teachers motivation, principals should be concerned with both intrinsic and extrinsic rewards such as remuneration, working conditions, recognition, responsibility and advancement, that have effects on teachers motivation and students performance. Teachers cannot be motivated and excel unless majority of teachers and administrators make performance investment.

Robbins (2005) Studies carried out have shown that problems relating to teachers motivation are being experienced in many countries around the world, although they do not clearly outline the factors affecting teachers' motivation and job

performance. It is the reason the study was carried out in Nyatike sub-county as the sub county posts sub-optimal performance of students in KCSE.

2.8 Theoretical framework

The Herzberg's two factor theory was applied. According to the Herzberg's two factor theory, if principals do not attend to the teachers' motivation factors, teachers will not be motivated to work, but they will not be dissatisfied either. They will perform up to a certain level that they consider average and satisfactory, but will make little or no effort to perform excellently

Herzberg's two factor Theory (1959) proposes that job satisfaction and dissatisfaction are caused by set of factors namely motivators classified as intrinsic factors and hygiene –extrinsic factors, the theory enumerates that motivators relates to actual performance of work and these are responsibility, recognition, promotion and achievement while Hygiene relate to work environment such as supervision, pay, company policies, relationship with colleagues and working condition.

Therefore to raise the performance among teachers', principals should be concerned with both intrinsic and extrinsic rewards such as remuneration, working conditions, recognition, responsibility and advancement that have effects on teachers' motivation in job performance. Schools cannot excel unless majority of teachers make performance investment as well.

2.9 Conceptual Framework

The relationship between school factors and teacher motivation in job performance is shown in figure 2.1
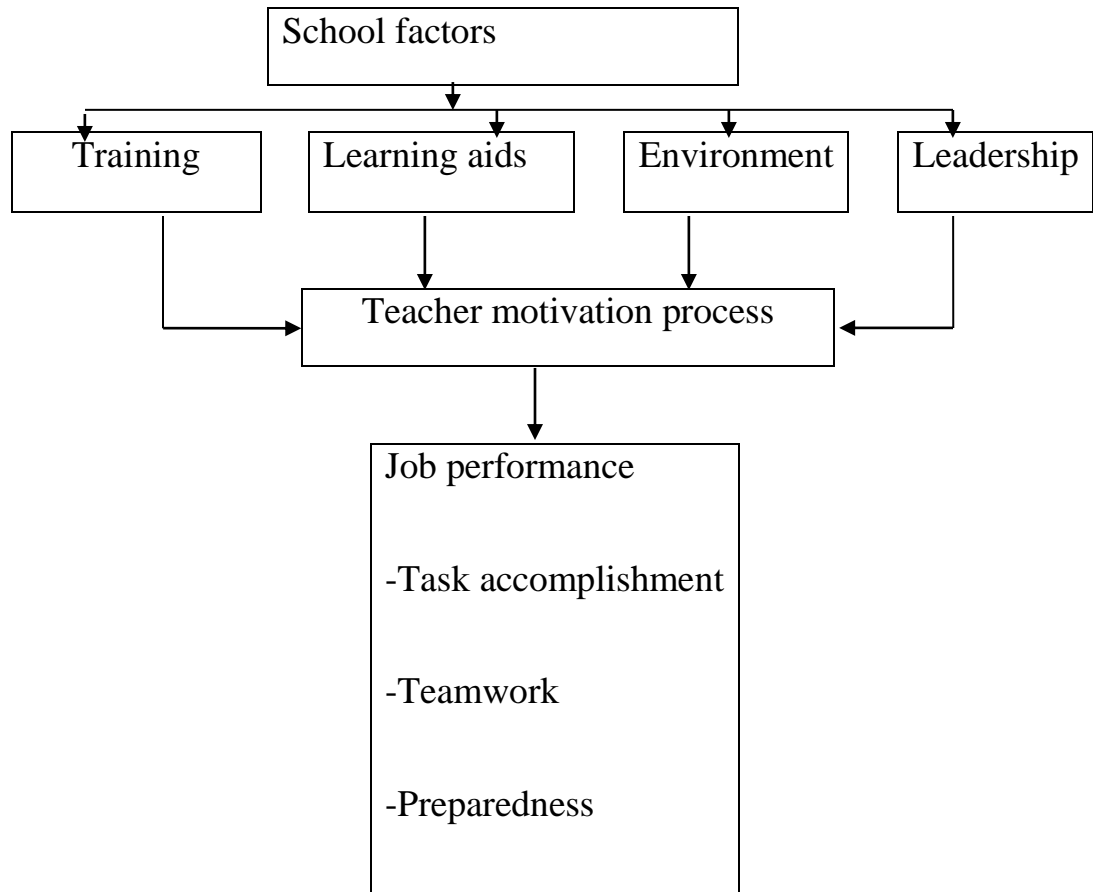
Figure 2.1 Factors influencing motivation of teachers in job performance.

In this study job performance is conceptualized as an outcome of interacting factors .This is indicated by the arrows. The adequacy of school factors that is participative leadership, learning materials,

learning environment, professional training and development leads to teachers' motivation thus influencing job performance.

Learning environment, professional training and development leads to teachers' motivation thus influencing job performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section contains the outline, the methods and procedure the researcher used in getting the relevant data pertaining to the principal's leadership style, availability of teaching/ learning resources, learning environment and strategies of motivating the teaching staff in job performance. They include, research approach, research design, target population, sampling and sampling procedure, Research instruments collection tools, data collection and finally data analysis.

3.2 Research Design.

This study was conducted through descriptive survey design to investigate school factors that influence teachers' motivation in job performance in Nyatike Sub County. Descriptive survey design is a method of collecting information by interviewing or administering questionnaire to respective sample of individuals (Orodho, 2003). The choice of descriptive survey design was on the fact that researcher will not manipulate variables and also use questionnaire which is one of the instrument to use for data collection.

3.3 Target population

The target population for the study consisted of 240 teachers and 24principals in 24 secondary schools in Nyatike sub county (Teachers' Advisory Centre's, 2016).

3.4 The sample size and sampling Procedure

According to Mwangi (2006) a sample is a group of subjects from whom the data is collected. While Michael, (2010) argues that a sample is a representative subject of the population from which generalization are made about the population, sampling is therefore selecting a portion of the population in a research area which will represent the whole population.

Mugenda and Mugenda (2003) recommended 50% of the target population as an adequate sample for a study in social science research. The population being small, 12 schools representing 50% of the target population was picked using random sampling. A number was given to every school, this was written on pieces of papers and placed in a container folded and shuffled. A number was picked at random. The process was repeated until the required sample of 12 schools was attained. The sample size for principals was also 12 corresponding to number of schools. To determine the sample size of teachers' respondents, 50% of the target populations were sampled to get 120 which was divided by number of schools to get 10 teachers per school. Random sampling was used to select teachers to participate in the study.

3.5 Research Instruments.

The researcher used questionnaires as the main data collection tool. These are questions written down consisting of options for individuals to answer (William 2011). They are cheap to administer since the respondents can answers them even

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in the absence of the researcher. It contained both closed questions and open questions. However, the researcher took sufficient amount of time in constructing the questions.

In the closed questions, the respondents made their decisions based on the levels given. According to Hillary (2013) these questions are reliable as there is no biasness in scoring. These closed questions were developed by Rens Likert (1932) and he referred to them as Likert Scale. In this scale, there are words used like: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The questionnaire basically had sub sections. The section A having personal details of the respondent. Section B sought principals' and teachers' opinions on influence of school factors on motivation of teachers' in job performance.

3.6 Instrument Validity

Validity is the extent to which instruments measure what they are intended to measure (Creswell 2014). Validity was determined by content criteria in which the research instrument was developed under supervision and guidance of the supervisor. After that the questions were pretested in the secondary schools which are not among the selected schools. This helped in identifying the questions that are not clear and need correction. Expert opinion was also besought (Arun, 1986) to determine the validity of the instruments especially by making use of comments from the researcher's university supervisor.

3.7 Instruments reliability

Martin (2005) defines reliability as the degree to which the instruments consistently measures whatever it is measuring. In other words an instrument is reliable if it produces the same results whenever it is repeatedly used to measure trait or concept from same respondents even by other researchers. The researcher used the test retest method. This method provided evidence that scores obtained on test at one time (test) were same or closet to the same when the test was re-administered some other time. Reliability co-efficient was computed using the Pearsons' product moment correlation index. Co-relation was be obtained using formula of parsons' product moment. When the value of rxy is equal to +1.00 there is perfect agreement and is -1.00 when they are in perfect disagreement. A Co-efficient of 0.8 or more implied that there was a high degree of reliability of the data (Mugenda and Mugenda, 2003).

3.8 Data Collection Procedures

Permission was sought from the Board of Post Graduate Studies (BPGS), National Council of Science, Technology and Innovation (NACOSTI), Nyatike Sub-county Education Office, the principals of various secondary schools and the teaching staff was sought for the purposes of collecting data. Upon approval, the researcher was able to gather information from schools after organizing the appropriate dates to carry out the exercise with the head teachers.

3.9 Data Analysis techniques

Data was analyzed and presented in form of pie charts and graphs. This comprehensive analysis represents a good educational research (Frankel et al 2006). The data was gathered and quantified for ease of manipulation and analysis. The data was then edited, coded, classified, tabulated and presented in frequency distribution tables and percentages. Multivariate Data Analysis was also be used since the data collected will be for three IV against one DV. Others a technique like Pearson Product Correlation Moments was also be used.

3.10 Ethical considerations

This study was conducted with utmost honesty and professionalism on the part of the researcher. The researcher obtained all the necessary research authorizations from the relevant authorities before embarking on the actual research. These included permission from the Sub-County education office. A letter of transmittal of data collection instruments was drawn in which the researcher introduced himself clearly informing the respondents of the purpose of the study, and assured them of the confidential nature in which the information they provide was treated and no data was captured from any respondent while he or she is unaware thus the researcher to obtain informed consent from all subjects used in the study. The researcher ensured that all subjects participated voluntarily.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the data analysis and interpretation of data collected from the study. The purpose of the study was to establish school factors influencing teachers' motivation in public secondary schools in Nyatike sub-county. The chapter begins with analysis of the demographic information of the respondents introducing teachers' gender, age, highest academic and professional qualification and their experience. The presentation of the sub topic is based on research objectives and research questions of the study. The data is analyzed using descriptive statistics using frequencies and percentages guided the researcher to interpret the data.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study questionnaires were administered to 120 teachers and all of them were realized. The reason for 100% was due to the fact that the researcher administered them personally to the respondents, waited for them to fill and they were handed back to him.

4.3 Demographic information.

This section presents the demographic information. The demographic data of teachers was based on their gender, age, academic qualification and teaching experience. The data on these variables were presented in this section. To determine the age of teachers, they were asked to indicate their gender. Their responses indicated that slightly more than half (51 %) were comprised of female teachers while the remaining (49 %) were male. This indicates that there is fair distribution of teachers of both genders in the sub-county thus gender does not contribute to teachers' motivation. The teachers were also asked to indicate their age. Their responses are presented in figure 4.1
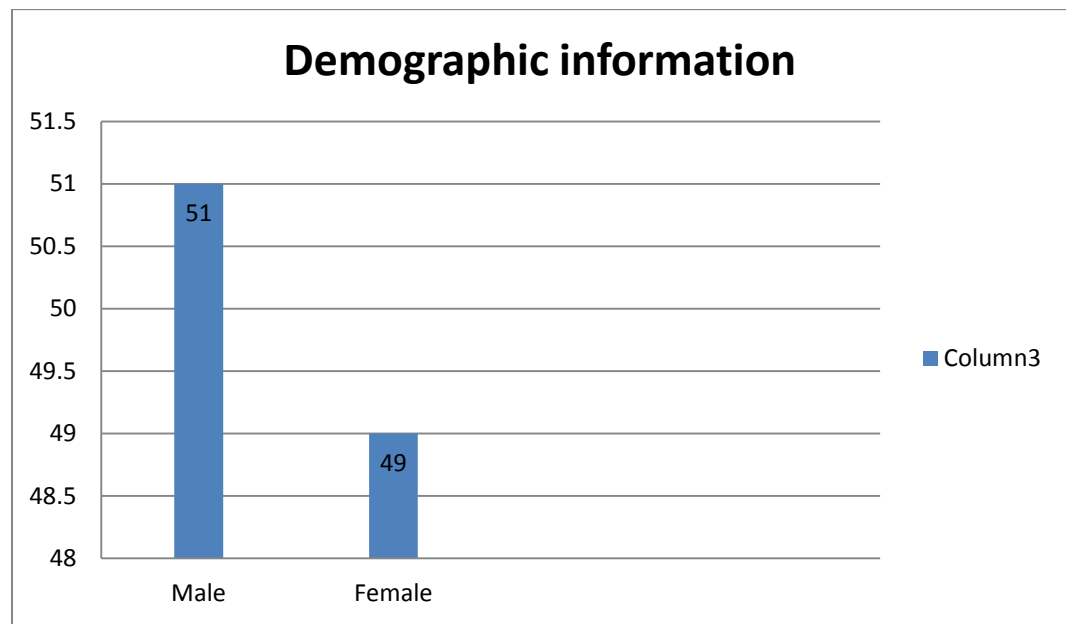
Figure 4.1

4.3.1Distribution of teachers by age

The respondents were asked to indicate their age brackets. These are presented in table 4.1

Table 4.1 Distribution of Teacher Respondents by Age Bracket

Age bracket	Frequency	Percent%
18-25	5	6
26-35	13	14
36-45	23	25
46-55	34	37
Above 55 years	17	18
Total	**100**	**100**

Table 4.2 shows that (37 %) of teachers interviewed were between 46-55 years,(23 %) were between 36-45 years, (18 %) were above 55 years, (14%) were between 26-35 years and (6%) were between 18-25 years. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers. A study in Tanzania by Bennel and Mukyanzi (2005) on teacher motivation crisis, they found that individual teacher characteristics can also adversely impact on motivational

levels. They added that age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and or higher rate of teacher attrition

4.3.2 Distribution of principals by age

The Principals were asked to indicate their age brackets. These are presented in table 4.2

Table 4.2 Distribution of Teacher Respondents by Age Bracket

Age bracket	Frequency	Percent%
18-25	0	0
26-35	13	14
36-45	23	25
46-55	34	37
Above 55 years	22	24
Total	**100**	**100**

Table 4.2 shows that (37 %) of principals interviewed were between 46-55 years,(23 %) were between 36-45 years, (24 %) were above 55 years, (14%) were between 26-35 years and (0%) were between 18-25 years. This means that

there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers. A study in Tanzania by Bennel and Mukyanzi (2005) on teacher motivation crisis, they found that individual teacher characteristics can also adversely impact on motivational levels. They added that age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and or higher rate of teacher attrition

4.4 Distribution of teachers by academic qualification

Teachers were asked to indicate their highest academic qualification. In figure 4.2 it turned out that 66(73 %) of the teachers had Bachelors Degree in education. They also found that 16(18%) had masters in education and that 8 (9%) had Diploma in education. From the findings of the study, it can be said that teachers in public secondary schools in Nyatike Sub-county were qualified.

These are presented in Figure 4.2.
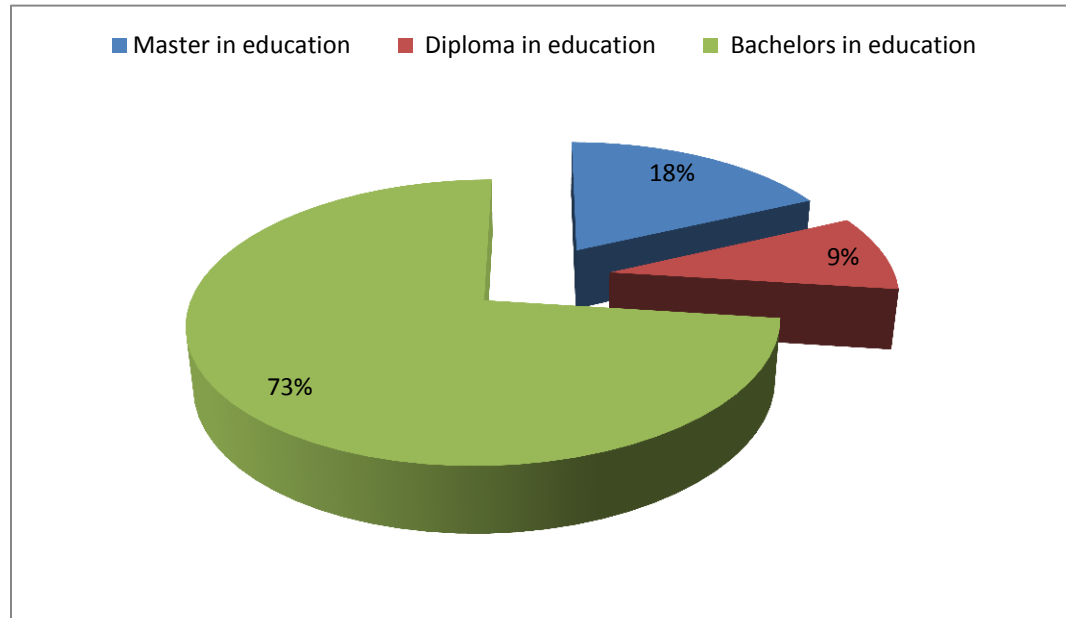
4.5 Distribution of principals by academic qualification

Principals were asked to indicate their highest academic qualification. In figure 4.2 it turned out that (73 %) of the teachers had Bachelors Degree in education. They also found that (18%) had masters in education and that (9%) had Diploma in education. From the findings of the study, it can be said that teachers in public secondary schools in Nyatike Sub-county were qualified.

These are presented in Figure 4.3
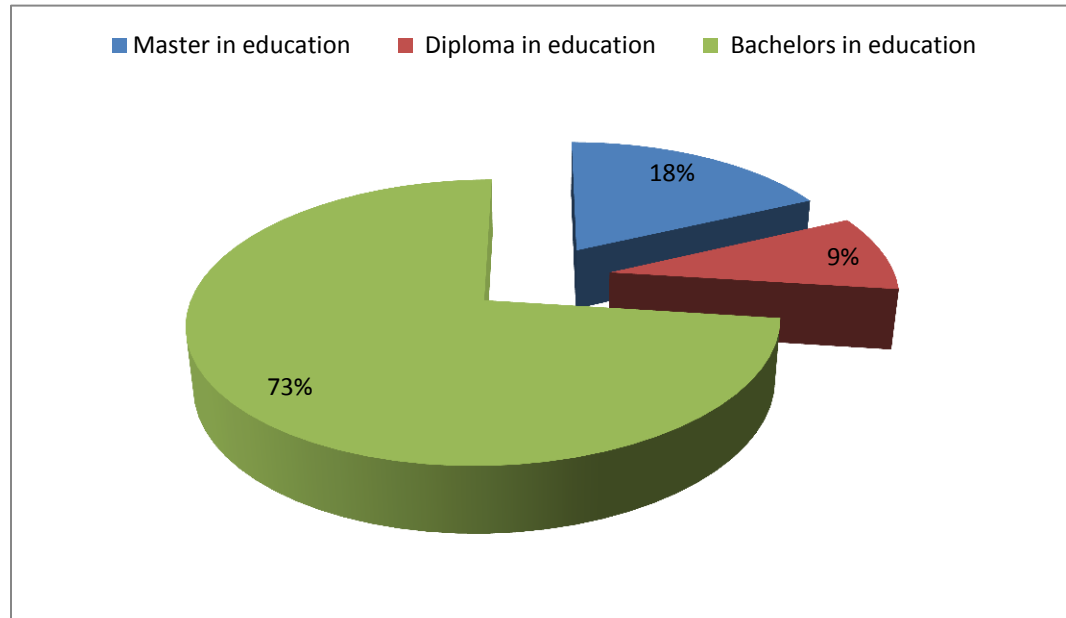
4.6 Distribution of teachers by teaching experience

Teachers were asked to indicate the period for which they had taught in schools .It turned out that 43(47%) of the teachers indicated that they had taught for a period between 11-15 years, 22(24%) of the respondents had taught for a period between 6-10 years, 8(9%) had taught for a period of above 20 years and that 6(7%) had taught for a period between 2-5 years. From the findings of the study, it can said that majority of the teachers interviewed had taught for a very long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study . The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduces with years of experience thus teachers with more experience tends to be motivated and

satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationship with self-efficacy, professional commitment and perception of the learning environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fallback career. The researcher therefore considered the information given by the teachers to reliable as it given out of experience. These are as presented in Figure 4.4

Figure 4.4 Distribution of teachers by teaching experience

4.7 Distribution of principals by teaching experience

Principals were asked to indicate the period for which they had taught in schools .It turned out that (47%) of the teachers indicated that they had taught for a period between 11-15 years, (24%) of the respondents had taught for a period between 6-10 years, (9%) had taught for a period of above 20 years and that (7%) had taught for a period between 2-5 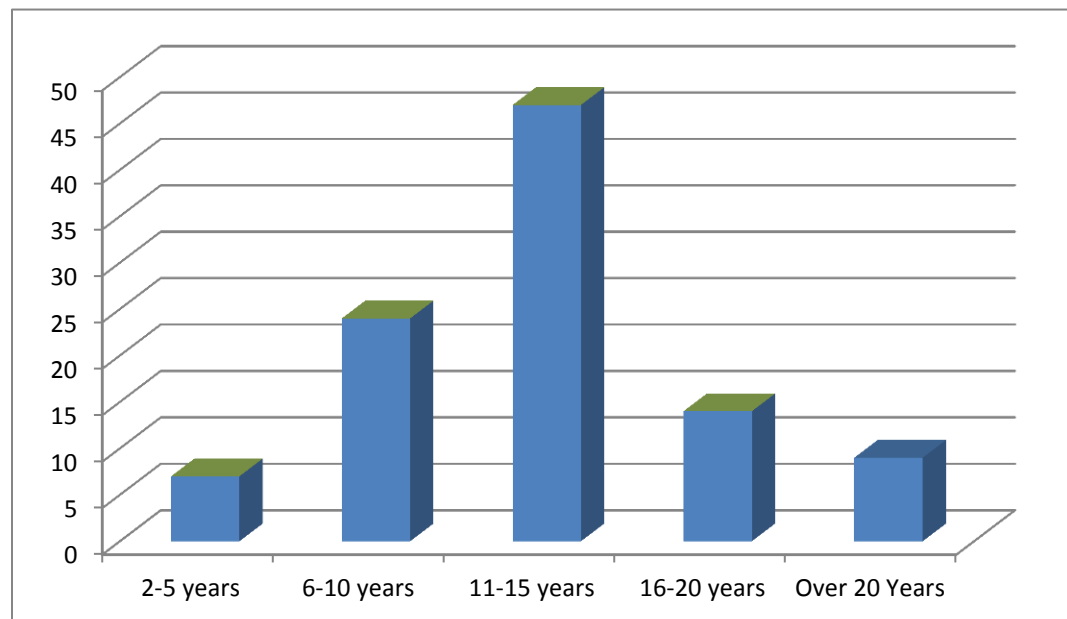years. From the findings of the study, it can said that majority of the teachers interviewed had taught for a very long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study . The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduces with years of experience thus teachers with more experience tends to be motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationship with self-efficacy, professional commitment and perception of the learning environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fallback career. The researcher therefore considered the information given by the teachers to reliable as it given out of experience. These are as presented in Figure 4.5

Figure 4.5 Distribution of principals by teaching experience
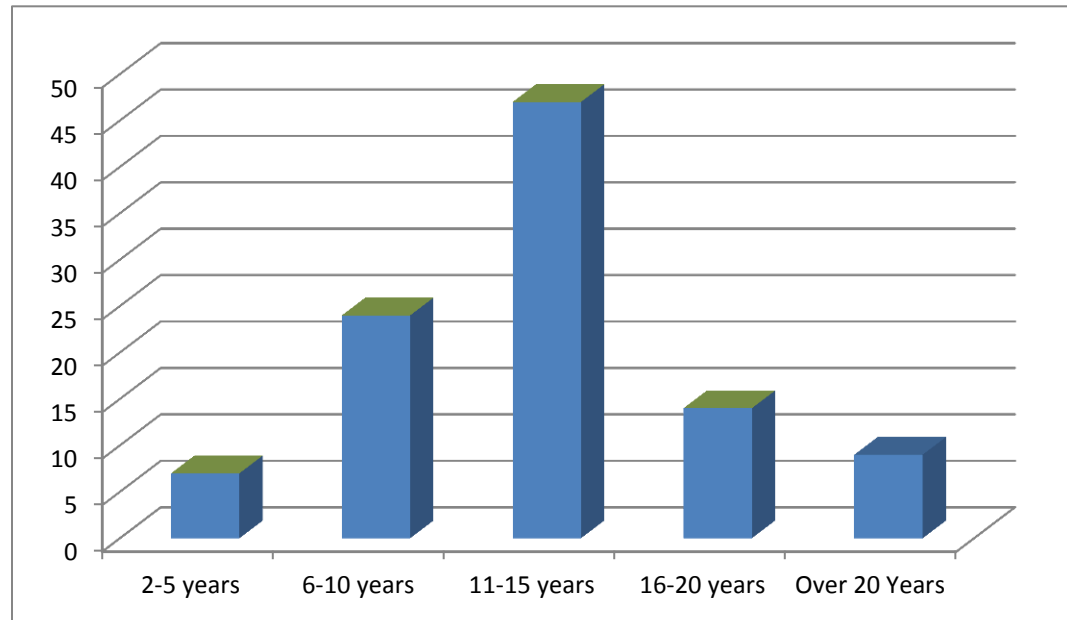
4.8 Effect of work environment on teacher motivation

4.8.1 Satisfaction with school environment

Teacher teachers were asked to indicate whether they were satisfied with school environments in which they worked. The study found that 61(66%) of the respondents indicated that they were satisfied with the environment of the schools in which they worked while 31(34%) indicated that they were not satisfied with their school environment. From the findings of the study, it can be said that school environment affect teacher motivation. The findings of the study were presented in Figure 4.4

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Figure 4.6 Satisfaction with the school environment
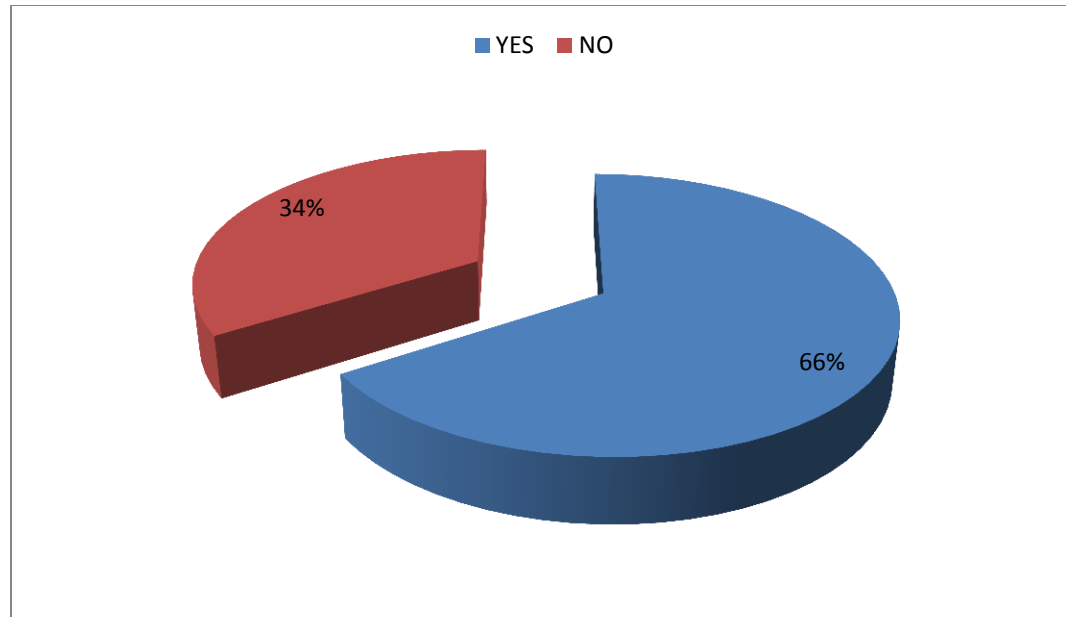
The teachers were further asked to give explanation for their answers. Those who indicated that they were satisfied with school environment mentioned that there were adequate facilities and resources for teaching, that the school is convenient, that the school environment is peaceful and conducive for learning and that the leadership of the school has created environment for teachers and the staff within the school thus motivating them to perform their duties to their abilities.

Those who indicated that the environment was not conducive mentioned that sometimes their opinions are disregarded and decisions are made to suit school leadership as opposed to those who are being led that some leaders are over strict thus creating an environment which demotivates teachers.

4.9 Effect of school environment on teacher motivation

To test on this teachers were given different statements on the effect of school environment on teacher motivation and were asked to indicate the level of their agreement with each statement. The findings are presented in Table 4.3

Table 4.3 Effect of school environment on Teacher motivation

Factors	SA%	A%	U%	D%	SD%
There are tight rules and regulations in schools which de-motivate teachers	47	38	3	7	5
Education policies in schools are tight on teachers thus they get dissatisfied with their jobs	22	13	12	13	40
The arrangement of the school infrastructure on the available space de-motivate teachers	16	19	4	8	53
The hygiene condition of the school de-motivates teachers	13	4	2	49	32

From Table 4.3 shows that 47% of the respondents strongly agreed that there are tight rules in schools thus de-motivating teachers to teach. The study also found that 40% of teachers strongly disagreed that there Education policies in schools are tight on teachers which de-motivate teachers. It also found 53% of the

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respondents strongly disagreed that the arrangement of school infrastructure on the available space de-motivates teachers. According to Robbins (2003), the arrangement of one's workplace is important primarily because it significantly influence social interaction. It was finally found that 49% of the teachers indicated that the hygiene condition of the school de-motivates teachers.

In an interview with the principals on the effect of work environment on teacher motivation, they mentioned that conducive work environment motivates teachers thus making them willing to stay longer at their workplace thus increasing their contact hours with the students.

4.10 Effect professional development on teacher motivation

In this section the researcher sought to find out how professional training and development affects teachers' motivation.

4.10.1 Attendance of In-service Training

Teacher respondents were asked to indicate whether they had attended the in-service training organized for teachers. The study found that (74%) of the respondents indicated that they had attended in-service training organized for teachers while (26%) indicated that they had not attended such training. From the findings of the study, it can be said that most of the teachers in public secondary schools in Nyatike Sub-county had attended training organized for teachers the findings of the study were presented in Figure 4.7

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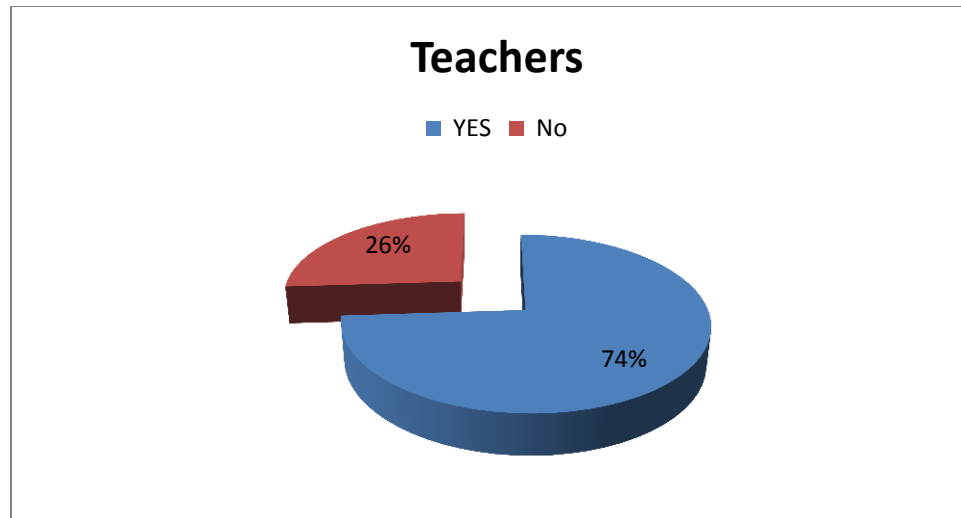
Figure 4.5 Attendance of In-service Training

Table 4.4 Effect of In-service training on teacher motivation

Effect of training on teacher motivation	Frequency	Percentage
Yes	63	93
No	5	7
Total	68	100

The findings on table 4.4 shows that 63(93%) indicated that the training affected their motivation while 5(7%) indicated that the training did not affect their motivation. From the findings of the study it can be said that teacher training affect their motivation. The finding are in line with the finding of study by Burke (1995) who found that employee that participated in the most number of training programs and rated the training they attended as most relevant, viewed the

organization as being more supportive, looked the company at the company more favorable, and had less of intent to quit.

The teacher respondents were further asked to explain how the training affected their motivation. The following were the explanation given. Those who had attended the training on special education programs by KISE were motivated in that their attitude towards teaching changed and they could handle the students better, training on better teaching methods helped in curriculum delivery which improved the performance of students thus motivating teachers in job performance and that it gave teachers opportunity to become better equipped and competent.

In an interview with the principals on the effect of teacher training and development on their motivation, they mentioned that training improves teachers' confidence and knowledge which helps in implementing curriculum thus motivating them on job performance.

Table 4.5 Effect of training on teacher motivation

To test the effect of training on teacher motivation, the teachers were given different statement on the effect of training on teacher motivation and were asked to indicate the level of their agreement with each statement. The findings were presented in Table 4.5

Table 4.5

Factors	SA%	A%	U%	D%	SD%
Fully trained teachers are ever motivate to teach thus improving their performance	59	29	11	8	3
Training among teachers improved their job satisfaction thus improving performance	46	23	3	20	7
Availability of training opportunities among teachers motivated them to perform	24	42	10	16	8
Training improves teachers confidence thus improving their performance	71	20	2	4	3

Table 4.5 shows that majority of the teachers (71%) strongly agreed with the statement that training improves teachers' confidence thus improving their performance in terms of curriculum delivery. The study also found that 54% of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that (46%) of the respondents strongly agreed that training among teachers improves their job satisfaction thus improving their performance. The study finally found that (42%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform. From the findings of the study, it can be said that teacher training in public secondary schools in Nyatike sub-county affect their motivation. Based on the analysis of teacher training in 25 countries, the OECD (2005) report cogently

entitled Teacher matters comes to the conclusion that teacher quality is the most important factor in an education system. The respondents were further asked to mention other ways by which training affect teacher motivation. The following mentioned that the training sharpens their skills thus motivating them to teach better, that they learn new methods of teaching aimed at ensuring full understanding students and that attending teacher training allows them to be given promotions.

In an interview with the principals on how teacher professional development affect teacher motivation, they mentioned that teachers who undergo training feels satisfied and are more knowledgeable on their area of specialization thus are motivated to teach leading to improved academic performance students .

4.11 Effect of Learning Resources on Teachers' Motivation

4.11.1 Satisfaction with the school learning resources

Teachers were asked to indicate whether they were satisfied with the teaching and learning resources available in schools where they worked. The study found that (68%) of the respondents indicated that they were satisfied with the available teaching and learning resources in the schools where they worked while (32%) indicated that they were not satisfied the available teaching and learning resources in schools where they worked. From the findings of the study, it can be said that teaching and learning resources affect teacher motivation. The findings of the study were presented in figure 4.8

Figure 4.8; Satisfaction with learning resources
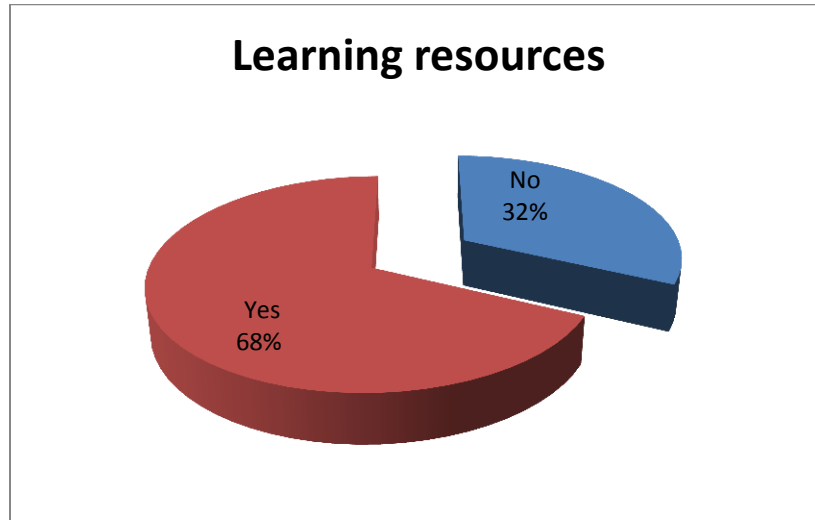
4.11.2 Effect of learning resources on teacher motivation

To test on this, the teachers were given different statements on the effect of school teaching and learning resources on teacher motivation and were asked to indicate their agreement with each statement in Table 4.5

Table 4.6 Effect of school learning resources on teacher motivation

Factors	SA%	A%	U%	D%	SD%
Teaching and learning resources are inadequate	47	38	3	7	5
In schools thus demotivating teachers to teach availability of adequate books motivates	22	13	12	13	27
Teachers to teach availability of enough laboratory equipment	16	19	4	8	53
Their duties hence good performance motivates teachers to teach good classroom motivates teachers to perform	13	4	2	49	32

The findings on Table 4. shows that 47% of the teachers strongly agreed that teaching and learning resources are inadequate in schools thus demotivating teachers to teach. The study also found that 40% of the respondents strongly disagreed that availability of course books demotivates teachers. It was also found that 53% of the respondents strongly disagreed that there are enough laboratory equipment in schools thus they get dissatisfied with their jobs. It was finally found that 49% of the respondents indicated that the arrangement of the teaching learning resources in classrooms demotivates teachers.

In an interview with the principals on the effect of learning resources on teacher motivation, they mentioned that availability of relevant learning resources motivates teachers thus making them willing to work longer at their workplace thus increasing their contact hours with the students, leading to good performance among students.

4.12 Influence of principal's democratic leadership style on teacher motivation

This section presents the research objective that sought to determine how principal leadership style affected teacher motivation. The study investigates the role of principal in checking class work, teacher's involvement in major decision making, and added responsibilities on teacher motivation and how principals' evaluate their work.

Table 4.7 Effect of democratic principals' leadership on teacher motivation

Factors	SA%	A%	U%	D%	SD%
Principals' checking of class work on teacher teacher motivation	14	19	1	38	26
Principals' evaluation of teachers on teacher motivation	25	30	2	21	22
Teachers involvement in major decision making	41	30	2	15	11
Added responsibilities on teacher motivation	70	10	1	11	8

The findings in Table 4.7 shows that majority (66%) of the teachers strongly agreed or agreed when the principal principals checks their class work. These findings imply that majority of the teachers were unhappy with the principals' role of checking class work in enhancing teachers motivation. The findings shows that majority (55%) of teachers strongly agreed or agreed with their job, thus majority of the teachers were happy with their job since their principals role of evaluating them through performance analysis motivated their efforts in performing duties. The finding shows that majority (72%) of teachers strongly agreed or agreed with their involvement in major decision making thus majority were happy with the job which means that they were motivated with the trust endowed to them for being responsible in major decision making of their schools. The teachers felt honored to be part and parcel of the school. This could result to increased teachers motivation. Gannon (1982) noted that a more participative style of leadership characterized by genuine consultation with subordinates would result in many incidents of job satisfaction and motivation. The findings reveals that majority (69%) of teachers strongly agreed that added responsibilities on teachers motivated them, majority of the teachers were happy with the added responsibilities. These imply that allocation of some responsibilities can make teachers feel part of administration since it is a source of job motivation for most teachers which is a sign of job recognition.

In an interview with the principals on how leadership affect teacher motivation, they mentioned that teachers feels satisfied when they are offered appropriate

guidance by the school administration and are motivated to teach when they feel that their efforts are recognized by the school head.

4.13 Recommendations to enhance teachers' motivation

The respondents were asked to give recommendations that would enhance teachers job satisfaction and motivation in their schools and the result are indicated by Figure 4.9

Figure 4.9 Recommendation to enhance teachers' motivation in their schools.
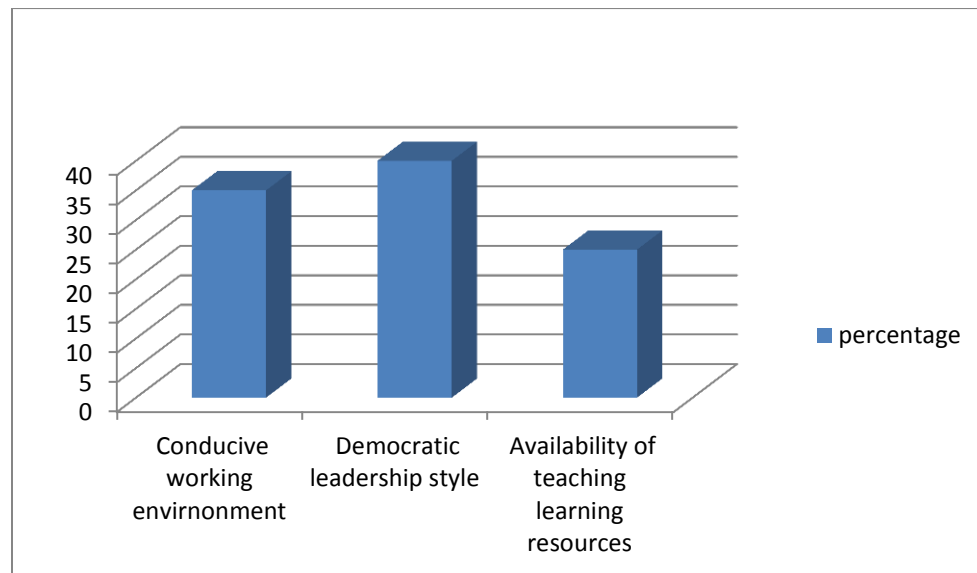
The Figure 4.9 shows that high proportion of the teachers (40%) recommended improving working conditions as a priority and also other factors such as democratic/participative leadership style (35%) and availing teaching learning resources (25%). This implies that teachers in the Sub-county would wish to see

more improvement in working conditions in the schools, as one of the priority in order for them to improve job satisfaction hence motivation. According to a study carried out by Eshiwani (1983) which advocated for healthy working atmosphere for teachers so as to improve their job satisfaction thus motivating them to teach.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, suggestions for further studies and recommendations of the study based on research objectives. The study focused on school factors influencing teachers' motivation in public secondary schools in Nyatike sub-county, Kenya.

5.2 Summary of the study

The purpose of the study was to investigate school factors influencing teachers' motivation in public secondary schools in Nyatike sub-county, Kenya. Four research objectives were formulated to guide the study; to explore how democratic principal's leadership style influenced teaching staff motivation; to establish the influence of the availability of teaching and learning resources on teaching staff motivation; to determine the relationship between learning environment and teaching staff motivation; to establish the relationship between the teachers academic/professional development on teaching staff motivation. The independent variables in the study are democratic leadership style, learning resources, learning environment and professional development while the dependent variable is motivation. The conceptual framework of the study is based on Hertzberg's two factor theory of hygiene factors and motivator factors which are important ingredients for teaching force.

The study employed descriptive survey design. The target population of this study was 24 public secondary schools in Nyatike sub-county. The population of the respondents included 24 principals and 240 teachers. Stratified random sampling and simple random sampling were used to sample teachers while head teachers and schools were sampled using random sampling technique. The sample consisted of 12 principals, 120 teachers and sampled schools were 12. To achieve the purpose of the study principals and teachers questionnaires were utilized. The data was analyzed using SPSS inform of percentages which are presented in tables, charts and graphs.

5.3 Summary of the study findings

On the objective which is to determine how principals' democratic leadership style influence teaching staff motivation. The study found out that checking of class work by principals is not highly welcomed as confirmed by 64% of teachers (Table 4.2). The study has found out that principals role of evaluating teachers work was always conducted as confirmed by 63% of teachers (Table 4.2). The study has established that teachers are motivated by principals role of evaluating their work as confirmed by 55% of teachers (Table 4.2) .The study has revealed that 72% of principals involved teachers in major decision making which motivated them for the trust endowed to them on being responsible in major decision about their schools as confirmed by 72% of the teachers (Table 4.2). The study further established that 69% of teachers (table 4.2) felt motivated to their

work since the head teachers gave them added responsibilities which make them feel part and parcel of the administration.

In an interview with the principals on how leadership affect teacher motivation, they mentioned that teachers feels satisfied when they are offered appropriate guidance by the school administration thus are motivated to teach when they feel that their efforts are recognized by the school head.

On the research objective which was to establish the influence of availability of teaching and learning resources on teaching staff motivation the study has revealed that 47% of the teachers strongly agreed that teaching and learning resources are inadequate in schools thus demotivating teachers to teach. The study also found that 40% of the teachers strongly disagreed that availability of course books demotivates teachers. It was also found that 53% of the teachers strongly disagreed that there are enough laboratory equipment in schools thus they get dissatisfied with their jobs. It was finally found that 49% of the teachers indicated that the arrangement of the teaching learning resources in classrooms demotivates teachers.

In an interview with the principals on the effect of learning resources on teacher motivation, they mentioned that availability of relevant learning resources motivates teachers thus making them willing to work longer at their workplace thus increasing their contact hours with the students, leading to good performance among students.

On the research objective which is to determine the relationship between learning environment on teaching staff motivation, the study findings shows that 47% of the teachers strongly agreed that there are tight rules in schools thus de-motivating teachers to teach. The study also found that 40% of teachers strongly disagreed that there Education policies in schools are tight on teachers which de-motivate teachers. It also found 53% of the teachers strongly disagreed that the arrangement of school infrastructure on the available space de-motivates teachers. According to Robbins (2003), the arrangement of one's workplace is important primarily because it significantly influence social interaction. It was finally found that 49% of the teachers indicated that the hygiene condition of the school de-motivates teachers.

In an interview with the principals on the effect of work environment on teacher motivation, they mentioned that conducive work environment motivates teachers thus making them willing to stay longer at their workplace thus increasing their contact hours with the students.

Data on the influence of on the teacher's professional development on teaching staff motivation shows that (71%) of the teachers strongly agreed with the statement that training improves teachers' confidence thus improving their performance in terms of curriculum delivery. The study also found that 54% of the teachers strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum

delivery. The study further found that (46%) of the teachers strongly agreed that training among teachers improves their job satisfaction thus improving their performance. The study finally found that (42%) of the teachers agreed that the availability of training opportunities among teachers motivates them to perform. From the findings of the study, it can be said that teacher training in public secondary schools in Nyatike sub-county affect their motivation. Based on the analysis of teacher training in 25 countries, the OECD (2005) report cogently entitled Teacher matters comes to the conclusion that teacher quality is the most important factor in an education system. The respondents were further asked to mention other ways by which training affect teacher motivation. The following mentioned that the training sharpens their skills thus motivating them to teach better, that they learn new methods of teaching aimed at ensuring full understanding students and that attending teacher training allows them to be given promotions.

In an interview with the principals on how teacher professional development affect teacher motivation, they mentioned that teachers who undergo training feels satisfied and are more knowledgeable on their area of specialization thus are motivated to teach.

5.4 Conclusion

On the research objective which was to determine on how principals shared leadership motivates teachers, the study has revealed that teachers were involved in major decision making and their added responsibilities made them feel honored and part and parcel of the school which could improve their job satisfaction thus they become motivated.

On the research objective on how availability of learning resources influence teachers' motivation, the study found that provision of adequate teaching and learning materials such as books, laboratory equipment made teachers job performance easy hence job satisfaction leading to motivated teachers. However poor organization of the teaching and learning resources hindered teachers from using the resources effectively and efficiently.

On research objective on how learning environment influence teaching staff motivation, based on the findings it was concluded that good working conditions provided conducive learning atmosphere leading to teachers' job satisfaction thus teachers will be motivated to perform their instructional role.

On research objective on how teachers' professional development influence teaching staff motivation it was concluded that training improves teachers' confidence and knowledge which helps them in implementing curriculum thus motivating them.

5.5 Recommendations

In line with the findings and conclusions of the study, the researcher makes the following recommendations:

a) The government through the ministry of education should organize continuous relevant in-service training to teachers to enable them improve on their curriculum delivery and principals to have regular seminars on appropriate application of shared leadership styles.

b) The study recommends that the school board of management, PTA and principals should formulate and implement internal policies on motivation of teachers which could enhance their job satisfaction.

5.6 Suggestion for further research

Based on scope and limitations of the study, the following areas were suggested for further studies

a) A replica of the study should be carried out in the sub-counties other than Nyatike sub-county, to explore whether public secondary schools in different sub-counties are exposed to same school factors influencing teacher motivation.

b) A replica of the same study should be undertaken to improve on the findings and recommendations arising from this study to facilitate better understanding of the issues that affect teacher's motivation in their neighbouring sub-counties and private schools.

c) The study was confined to teachers and principals leaving out parents and board of management who are equally involved in day to day running of the public schools. A related study should be carried out involving them.

d) A study need to be conducted on other factors influencing teachers motivation other than school factors

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APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi,

College of Education and External studies,

Department of Education Administration and Planning

P.O. BOX 92,

Kikuyu.

Dear sir/madam;

REF: PARTICIPATION IN RESEARCH

I am a postgraduate student pursuing a master of education degree in Educational Administration at the University of Nairobi. I am conducting a research **on school factors influencing teachers' motivation in job performance among public secondary schools in Nyatike sub-county, Kenya.** Kindly spare your time to complete the quetionaire.The information will be used for purpose of academic only while your identity will be treated with utmost confidentiality.

Thank you in advance for you cooperation and assistance.

Yours faithfully.

Enock Otieno Oriri

TEACHERS QUESTIONAIRES

You are kindly requested to fill this questionnaire.

Kindly answer all the questions as honestly as possible. Put a tick ( ) in the space

provided.

Section A: Demographic information

1) What is your gender?

   i)   M   [   ]

   i)   F [   ]

2) What is your age bracket?

   Below 25 [   ]

   26-35 [   ]

   36-40 [   ]

   41-45 [   ]

   Above 46 [   ]

3) What is your educational qualification?

   Approved teacher (ATS)   [   ]

   Diploma   [   ]

   Bachelor of education   [   ]

   Masters   [   ]

4) How many years of teaching experience.

1-10 [ ]

11-20 [ ]

21-30 [ ]

31-40 [ ]

Section B: Training and development

5). Have you ever attended any in-service training organized for teachers?

Yes   [   ]

No   [   ]

6).If your answer is yes, did the training affect your motivation to teach?

Yes [   ]

No [   ]

7). Briefly explain your answer?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………..

8. The following are some statement on employee professional development,

leadership, learning resources and working environment. Please indicate the

extent of your agreement with the statement with regard to teacher motivation on

job performance in your school.

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1- Strongly agree   2-Agree   3-Undecided   4- Strongly disagree   5- Disagree

Professional Development	1	2	3	4	5
i)Fully trained teachers are ever motivated					
ii)Training among teachers improves their job satisfaction					
iii)Availability of training opportunities among teachers motivates them to perform					
iv)Training improves teachers confidence thus improving their performance in terms of curriculum delivery					

Section C: Learning resources

Learning resources	1	2	3	4	5
i) Teaching and learning resources are inadequate in school thus de-motivating teachers to teach.					
ii)Availability of adequate books motivates teachers to teach					
iii) Availability of enough laboratory equipments motivates teachers.					

iv)Good classrooms motivates teachers to perform their duties hence good job performance					

Section D: Working conditions

	1	2	3	4	5
i)There are tight rules and regulations in schools which demotivate teachers					
ii)Education policies in schools are tight on teachers thus they get dissatisfied with their jobs					
iii)The arrangement of offices and spaces available in offices de-motivates teachers					
iv) The hygienic condition of the school environment motivates teachers to teach.					

Section E: Interactive Leadership

	1	2	3	4	5
i)The procedures used by principals to evaluate teacher motivates					
ii)Principal cordially interact with staff					
iii)Principal encourages teamwork					
iv)Principal Warm relations to staff enhances motivation of teachers thus task accomplishment					

Thank You For Your Co-operation.

INTERVIEW GUIDE FOR PRINCIPALS

Section A: Demographic information

1) What is your gender?

   M   [   ]

    F   [   ]

2) What is your age bracket?

   Below 25 [   ]

    26-35   [   ]

    36-40   [   ]

    41-45   [   ]

    Above 46 [   ]

3) What is your educational qualification?

   Approved teacher (ATS)   [   ]

    Diploma   [   ]

   Bachelor of education   [   ]

    Masters   [   ]

4) How many years of teaching experience.

   1-10   [   ]

    11-20 [   ]

    21-30 [   ]

31-40 [ ]

5. For how long have you served as a school

principal…………………………………………………………………………

…………..

6. Are you satisfied with your work as a school principal particularly in the way

you are motivating your teachers?

Yes   [   ]

 No   [   ]   briefly explain your answer?

…………………………………………………………………………………

…………………………………………………………………………………

………………………………………………………………………………

7. In what ways does leadership affect teachers' motivation in job performance?

…………………………………………………………………………………

…………………………………………………………………………………

……………………………………………………………………………….

8. How does teacher training and development affect their motivation in job

performance?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

9. How does provision of learning resources affect teachers' motivation in job

performance?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

10. How does work environment affect teacher motivation in job performance?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

11. In your opinion what factors de-motivate teachers in your school?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

12. What would you recommend as measures to enhance teachers motivation in
secondary schools.

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

Thank You For Your Co-operation.

APPENDIX IV

SECONDARY SCHOOLS IN NYATIKE SUB-COUNTY

Aneko mixed secondary school

Agenga secondary school

Alendo Girls secondary school

Bande Girls secondary school

Bl.Tezza complex secondary school

Bondo kosiemo secondary school

Chakori secondary school

Diruma secondary school

Gunga secondary school

Kanga secondary school

Kimai mixed secondary school

Lwanda Magwar secondary school

Moi Nyatike secondary school

Mikei secondary school

Modi secondary school

Nyandema secondary school

Nyangere secondary school

Olasi mixed secondary school

Okenge secondary school

Olando secondary school

Otati secondary mixed school

Paulo odendo secondary school

Paulo odendo secondary school

Rabwao secondary school

Rabwao secondary school

Rabuor karungu secondary school

Sori Baptist secondary school

Sidika secondary school

St. Gemma secondary school

St. Mary's winjo mixed secondary school

St. Gabriel's secondary school

Ungoe Mixed secondary school

APPENDIX V

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. ENOCK OTIENO ORIRI
of UNIVERSITY OF NAIROBI, 209-40404
RONGO, has been permitted to conduct
research in *Migori* County

on the topic: *SCHOOL FACTORS*
INFLUENCING MOTIVATION AMONG
SECONDARY SCHOOL TEACHERS IN JOB
PERFOMANCE IN NYATIKE SUB - COUNTY
KENYA

for the period ending:
4th November, 2017

Permit No : NACOSTI/P/16/35111/14441
Date Of Issue : 4th November, 2016
Fee Recieved : ksh 1000

....
Applicant's Signature

....
**Director General
National Commission for Science,
Technology & Innovation**

APPENDIX V

RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.   **NACOSTI/P/16/35111/14441**

Date:
4th November, 2016

Enock Otieno Oriri
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"School factors influencing motivation among secondary school teachers in job perfomance in Nyatike Sub - County Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **4th November, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Migori County** before embarking on the research project.

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

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

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