INFLUENCE OF TEACHER MOTIVATIONAL STRATEGIES ON STUDENTS' IMPROVED ACADEMIC PERFORMANCE IN DAY SECONDARY SCHOOLS: A CASE OF TRANS NZOIA WEST DISTRICT.

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DECLARATION

I declare that this is my original work and has not been presented to any other university

for any other award.

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Sign ………………………….   Date…………………………………….

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Sign …………………………   Date………………………………...

DEDICATION

I would like to dedicate this work to the most important people in my life;

Glenn and Sydney

ABSTRACT

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Consequently, the purpose of this study was to investigate the influence of teacher motivation strategies on the students' performance in day secondary schools of Trans –Nzoia west district, Trans Nzoia County, Kenya. Specifically, the study sought to establish how staff development influence students' performance in day secondary schools; to determine how staff recognition influences students' performance in day secondary schools; to establish how teachers' growth and advancement influences students' performance in day secondary schools and to determine the influence of teachers' incentives on the students' performance in day secondary schools. The significance of this study is that it will help educators in Trans Nzoia west district and Kenya at large to explore possible motivation strategies for improving performance amongst the students. It will also inform other stake holders on their role when it comes to teacher motivation. The policy makers will also use the findings to explore new motivation strategies to enhance students' good performance. This study delimited itself to Trans Nzoia west district and the day secondary schools only which were 20 in number. This study was based on the assumptions that the respondents would fill the questionnaires on time and that they were also truthful in the information they gave. The study was limited to the information the respondents gave. A case study design was used for this study. Simple stratified sampling technique was used for sampling with each stratum being represented by a sample size using the Kreijcie and Morgan tables.

The data collection instrument was the questionnaire which was tested for validity and reliability before being used in the study. Structured questionnaires were administered to the teachers and head teachers of the day secondary schools in trans-Nzoia west district. The quantitative data that was collected was analyzed using statistical methods to determine the tables, frequency and percentages.

The findings of the study were that most teachers lacked motivation in their work and this accounts for the low performance in these schools. Motivation strategies such as recognition, training and development, incentives and career advancement were minimal in the schools. These findings were in line with those of the principals where 67% of the answers indicated lack of motivation.

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ABBREVIATIONS AND ACRONYMS

AIDS – Acquired immunodeficiency syndrome

EFA – Education for all

KCSE – Kenya certificate of secondary education

SSA – Sub Saharan Africa

TSC – Teachers Service Commission

USA - United States of America

UK – United Kingdom

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Teacher motivation in developed countries is due to the fact that teachers are provided with good quality teacher training and development hence they have opportunities to further improve their training (Evans 2000). They work in acceptable physical school contexts. These countries are such as, the United States of America (USA), the United Kingdom (UK), Canada and Australia. They remain motivated when they see their learners achieve academically as they expect incentives. A decade ago, one observer noted that performance incentives in schools were "virtually untested" (Hanushek, 1996) Since then, a multitude of accountability programs have been implemented that mete out rewards or sanctions to schools and teachers based on some function of school test scores, especially under the guise of the U.S's. No Child Left Behind Act.

There is mounting concern that rigid compensation structures weaken teachers' incentives hence the need to exert effort and improve student performance. In the United States and elsewhere, such concerns have catalyzed the use of monetary performance incentives, often based upon the level or growth of students' test-score performance. Nonetheless, pay-for-performance is relatively rare and existing plans are often small-scale and short-lived. In contrast, Mexican public school teachers have been eligible for large financial awards since 1993 that are based upon student test scores, among other factors.

However, in many developed countries, namely the U.S.A and the U.K, many social and environmental factors are enforcing negative learner attitudes. These undermine the teachers' overall enjoyment of their profession (Scott, Cox & Dinhams1999:302; Ingram 1997:414; Stenlund).

Negative job related attitudes among teachers do correlate with promotions to some extent. It is the perception of the inequity in promotions which results in the dissatisfaction and de-motivation of teachers. In the developed world, people working in the business and engineering fields have witnessed markedly higher salary increases due to promotions and the high demand for their services, compared to the lower increases in the teaching profession Stewards& Spence (1997).

The search for collegiality is a motivating factor for teachers in the developing world as well. Most motivating in the developed world today is the existence of a community of practice in schools. According to Sergiovanni (2004), teachers are motivated when they are able to share a common body of knowledge. This can only happen when teachers have forums for discussions and training and development programmes.

Recognition in the form of praise and constructive feedback from colleagues and the principal has a positive impact on teacher motivation, self-esteem, confidence and sense of security. Teachers long for recognition praise and feedback about their achievements and this is likely to motivate them professionally Steyn (2002) .Mexican public school teachers are eligible for large and permanent salary increases if they obtain scores above a cutoff in a national assessment. The assessment includes measures of teachers' background characteristics in addition to end-of-year student test scores.

On the other hand, in developing countries, such as, South Africa, Albania, Zambia, Malawi, Papua New Guinea, the North African Region, East Africa, West Africa and the Middle East are similar to the factors pertaining in Kenya. (Belle 2006:32). Determining factors relating to teacher motivation in developing countries will thus shed light on the situation in Kenya. This will help the researcher to have better insight into these issues, and gain a better understanding of teacher motivation in Kenya, in particular.

They experience a lack of such relationships because of the hierarchical nature of schools and teachers' habits of working alone (Leibowitz 2003:13; Lethoko et al 2001:316).

It is obvious that aspects determining teacher motivation are diverse and impact on the whole ethos, the researcher will be able to examine to what extent they are relevant to the study in the Kenyan context, specifically in the day secondary schools of Trans-Nzoia -West District of Trans Nzoia County.

1.2 Statement of the problem

The public school world is changing; the days when students walked to their neighborhood school, when the teaching ranks were abundant and space limitless are past. Today's schools are often overcrowded, staffed by temporary instructors and in dire need of repair - both physically and academically. The country is facing a teacher shortage that necessitates schools to go beyond the conventional and make changes that will attract new educators into the profession. Schools cannot continue relying on old methods of functioning; rather, school leaders must explore new options that go against the traditional educational grain to ensure motivated teachers and improved performance. Tamara W. Schiff, (2010)

Many rural secondary schools are failing to educate children. Many of these rural schools in Trans Nzoia west district are day schools. These schools serve mostly the poor students and most of these students spend their entire education in low performing rural and urban schools.

The level of motivation of teachers remains central in the teaching job performance debates. However, teachers are demotivated to teach in such schools. In such schools teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered methods. It is this situation that has prompted the researcher to conduct a study to establish the various motivational strategies and how they influence students' academic performance in day secondary schools in, Tans-Nzoia West District of Trans-Nzoia County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of motivation strategies on students' academic performance in day secondary schools of Nzoia West district, Trans Nzoia County.

1.4   Research objectives

1. To determine the influence of recognition of teachers on the student academic performance of students in day secondary schools in Trans-Nzoia west district.

2. To explore the influence of staff development of teachers on the student academic performance of students in day secondary schools in Trans-Nzoia west district.

3. To examine the influence of advancement and growth of teachers on the student academic performance of students in day secondary schools in Trans-Nzoia west district

4. To determine the influence of teachers' incentives on the student academic performance of students in day secondary schools in Trans-Nzoia west district

1.5 Research questions

1. To establish how recognition influences teacher motivation and student performance in day secondary schools in Trans-Nzoia west district?

2. To establish how staff development influences teacher motivation and student performance in day secondary schools in Trans-Nzoia west district

3. To establish how advancement and growth influences teacher motivation and student performance in day secondary schools in Trans-Nzoia west district

4. To establish how incentives influence teacher motivation and student performance in day secondary schools in Trans-Nzoia west district

1.6 Significance of the study

This study was of importance in this era of education for all (EFA). Kenya needs motivated staff in the education sector so that performance is enhanced at this level. The study, therefore, sought to explore possible strategies for improving teachers job performance and hence students' academic performance in day secondary schools in Trans Nzoia west district and indeed all the secondary schools within the county and country at large. This will go a long way in contributing towards vision 2030 and the devolved governments.

The study is of importance to the policy makers and secondary school administrators as it identifies major strategies that motivate the behavior of teaching staff

towards their job performance. It has in particular identified strategies that will help to improve teacher morale and working conditions, at the same time counter the factors that lower the teachers' motivation. On the international level, this study provided a good comparison for various motivation strategies in different parts of the world. In the education sector especially in the rural and urban poor population

1.7 Delimitations of the study

The study was delimited to the following scope of the study. The study was carried out in day secondary schools in Trans Nzoia west district of Trans-Nzoia County. The schools were selected for study because of the decline in teacher performance as reported by the annual results of KCSE. Regarding its content scope, the study will investigate whether motivation of teachers affected their morale to improve the job performance of day secondary school teachers and hence the academic performance of students in day secondary schools. Indicators of motivation include job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

1.8 Basic assumptions

The basic assumptions of this study are that the respondents will fill the questionnaires on time to enable for analysis of data.

1.9 Limitations of the study

The study will be carried out during the rainy season and this could influence the schedules for data collection. However the researcher will maximize on the rainy days.

Another limitation is that this study will use a smaller sample size due to the allocated time and time required for analysis. Some respondents may not answer the questionnaire or may give false answers hence affect the results.

1.10 Definition of Significant Terms

1.10.1 Motivation

According to Okumbe (1998) motivation is defined as a physiological or psychological deficiency or need that activates behaviour or a drive that is arrived at 14 a goal or incentive. According to Balunywa (2003), motivation is the inducement of a desired behavior with in subordinates. It is the inducement of a desired behaviour within subordinates

1.10.2 Teacher Motivation strategies

Motivation strategies are practices that aim to create a working environment and to develop policies and practices that will provide for higher levels of performance from employees. In this study, the researcher will look at motivation strategies of teachers. These include recognition, staff development, room for growth and advancement and incentives to teachers

1.10.3 Academic Performance:

This refers to how pupils deal with their studies and how they accomplish tasks given to them by their teachers.

1.10.4 Recognition

Recognition is the act of showing appreciation for a task well done in a work setting.

1.10.4 Teacher growth and advancement – the act of climbing the ladder in professional cadres

1.10.5 Incentives – the act of providing opportunities for improvement of working condition

1.10.6 Teacher training and development. – The act of improving teaching skills

1.11 Organization of the study

The proposal will be organized in three chapters. Chapter one will mainly deal with introductory issues of the study. These include, background of the study, statement of the problem, Purpose of the study, Research objectives, Research questions, Significance of the study, Delimitations of the study, Basic assumptions, Limitations of the study Definition of significant terms and summary

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will focus on the review of the works of other scholars on the same topic. Although literature on teacher motivation in the developing world is scarce, a review of relevant psychological theories offers important insights into teacher motivation in a developing country context. First, basic needs must be met before teachers can be motivated to fulfill their higher-order needs of self-actualization and professional goal attainment. Second, once the more extrinsic (or external) basic needs and environmental factors are adequately met, more intrinsic (or internal) factors more powerfully motivate teacher effort, performance, and professional conduct in the long run. These insights, complemented with a review of empirical studies on teacher motivation in developing countries, yield a framework of analysis for teacher motivation strategies.

2.2 Concept of Motivation

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. There are three major components to motivation: activation, persistence and intensity. Activation involves the decision to initiate a behavior, such as enrolling in an education class. Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more

education courses in order to earn a degree although it requires a significant investment of time, energy and resources.

Finally, intensity can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class. The same can be said of teachers in day secondary schools. Different types of motivation are frequently described as being either extrinsic or intrinsic.

Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise. Intrinsic motivations are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem. Implications for Management is that; if the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs.

Some of the things that caused low teacher motivation include; Student –related problems where, poor discipline, laziness, lack of work ethics, disrespect of teachers and school rules, late-coming, high absenteeism and absconding. Others include; Academic Instruction and curriculum, where the teachers complained that the focus is mainly academic and not holistic; maintenance of records and assessment tasks is time-consuming; deteriorating numeracy and literacy skills impedes progress; drop in pass requirements lowers standards; lack of professional development and collaboration at

school level reduces teacher confidence; they needed to be consulted for input in syllabus changes. This was according to a study by Magendri Perumal   (2011)

2.3 Motivation of Teachers and students' Performance

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem', which is seriously compounded by political interference'.

In Kenya, information about the teachers' job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities. Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in primary schools of Busia District Kenya.

However, the study did not specifically look at the variables of intrinsic and extrinsic motivation at work hence the relevance of this study in regard to the influence of motivation on teachers Performance in Trans Nzoia West district.

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance.

Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher - centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers. Another study in Ghana also concluded that teacher morale is reasonably high'(Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching although nearly one-third stated that they did not intend to remain in the teaching Profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers.

Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell et al, 2004). In the same vein, this study investigated the effects of motivation on the performance of primary school teachers in Muranga district

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

Ryan and Deci (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the 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 rates of teacher attrition.

This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Primary school teachers in Sub Saharan Africa (SSA) are usually considerably younger than secondary school teachers. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in SSA noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. The researcher will therefore look at four areas that will help bring out the objectives of the study.

In many developing countries teaching has historically enjoyed a large degree of prestige. Today, however, many teachers feel the respect for their profession is decreasing – in the eyes of students, parents, government, and the larger society. Low salaries play a role, but so does the assignment of administrative or menial tasks; lower standards of teaching; increasing demands on schools from communities; and the creation of large groups of unqualified or even female teachers (Bennell and Akyeampong 2007). On the other side, the status of volunteer or community teachers appears to motivate those types of teachers to perform more so than formal or civil-servant teachers (Michaelowa 2002). In addition, sometimes teachers may simply not have a good relationship with the community surrounding their school, and this can be especially true in hierarchical societies with large gaps between teachers and the students and community (Ramachandran and Pal 2005) 13

Lack of prestige from low remuneration and low autonomy in planning and teaching, has been associated with private tutoring in Romania (Popa and Acedo 2006) and Egypt (Hartmann 2008), an activity where teachers often enjoy more professional status, self-esteem, and better pay. Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig 2002). People are more likely to be motivated if they work in an environment in which they are valued for what they are and what they do. This means paying attention to the need for recognition. Employee recognition programs may include cash prizes or additional paid vacation days as part of the reward for being recognized as a premier contributor to the company. But for some employees, the intrinsic motivation of being recognized as a valuable company resource is stronger than the inspiration offered by the prizes being awarded. Some employees find pride and motivation at seeing their name recognized as a company top performer and work hard to achieve a certain level of recognition. Intrinsic rewards like recognition creates role models and communicates the standards.

These constitute the great performance. Bennell (2004) noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Where private sector provision is growing rapidly with strong public approval.

A study of what motivates senior managers by Analoui (2000) revealed discontent with the managerial style and traditional attitudes of top management who took things for granted. Good work and high quality performance were not often recognized. The old style and culture of passive interaction still persisted especially in ministries and other government organizations where some top management was referred to as old guards who had not really changed. Lack of recognition is not always a direct consequence of the presence of old values and traditional managerial styles.

In the Essential Managers series, motivating people, author Robert Heller says that people want recognition for their individual performance with pay tied to their performance. Employees want people who don't perform fired and in fact, failure to discipline and fire non-performers is one of the most demotivation actions an organization can take - or fail to take. It ranks on the top of the list next to paying poor performers the same wage as non-performers in deflating motivation.

It is important that teachers' work contexts support, reinforce and shape their perceptions of themselves, both personally and professionally (Evans 2001: 302). Teachers have to be nurtured in various ways by the principal so that they become motivated and committed to their teaching job.

The participant teachers agreed that praise and recognition from their principals, the parents of their learners and their learners themselves impact positively on their motivation. Constant recognition from the principal encourages teachers to excel in their profession.

Conversely, the lack of praise and blame and criticism for petty mistakes or nonsensical matters are detrimental. In the latter case teachers become frustrated and they engage in

curricular and extra-curricular activities just f aor the sake of doing them, without much enthusiasm and devotion. The data and the findings of Schmidt (2005) indicate that an atmosphere of appreciation is important for teacher motivation. When teachers are recognized, rewarded and praised, principals reap a rich harvest of renewed professional enthusiasm amongst their teachers.

2.4. Recognition of Teachers and students' Performance

People are more likely to be motivated if they work in an environment in which they are valued for what they are and what they do. This means paying attention to the need for recognition. Employee recognition programs may include cash prizes or additional paid vacation days as part of the reward for being recognized as a premier contributor to the company. Magendri Perumal   (2011) But for some employees, the intrinsic motivation of being recognized as a valuable company resource is stronger than the inspiration offered by the prizes being awarded. Some employees find pride and motivation at seeing their name recognized as a company top performer and work hard to achieve a certain level of recognition. Intrinsic rewards like recognition creates role models and communicates the standards.

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2.5 Training and development of Teachers and students' Performance

Definitions about Teacher Professional Development differ according to educational traditions and contexts. In education systems where teacher education programs are well established, Teacher Professional Development is described as a process embracing all activities that enhance professional career growth (Rogan & Grayson 2004; Tecle 2006) or as formal and informal experiences throughout the teacher's career (Hargreaves & Fullan 1992; Arends et al. 1998

In other less advantaged contexts, Teacher Professional Development is defined as a process of improving both the teacher's academic standing as well as –acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom. Tecle 2006)

While teachers may dislike external controls on their teaching decisions and behavior, nearly all teachers appreciate external professional support. To improve teacher motivation, Bennell and Akyeampong (2007) highlight the need for more attractive career structures and more opportunities for teacher professional development would lead to improved student performance. In-service training (INSET) in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg 2009). Teachers do appear to be confident in their own abilities (Bennell and Akyeampong 2007), but feel they need the external support,

tools, and training to allow them to excel in their work, and opportunity to progress up the career ladder.

Professional development also enhances teacher motivation through an important and related channel: observed student achievement. Teacher job satisfaction has been found to be correlated with high-performing students (Michaelowa 2002), and teachers in a variety of developing countries have been seen to become more motivated when witnessing their effort pay off in the form of improved student performance. Namely, coaching teachers to set expectations for students, better manage the classroom, and apply new teaching methods can be very effective in motivating teachers (Mendez 2011). Unfortunately, conditions surrounding career development often undermine teacher motivation. Teachers are often recruited from lower-performing academic tracks in the education system; and this not only contributes to a view of teaching as a lower-skilled profession, but also makes teaching a job of last resort for the skilled – and an attractive option for the untalented. A Report on the Motivation and Morale of Teachers in Ethiopia). Tellingly, Michaelowa (2002) finds that teachers with the highest educational attainment are the least satisfied with their job, indicating that their preparation is mismatched with the reality of their work. When committed, skilled teachers do enter the system, they face few opportunities for promotion and only infrequent, low-quality training that fails to give teachers the tools to overcome their classroom challenges (Ramachandran and Pal 2005). Teachers often rely on and value the opportunity to network with other teachers, and even the chance to progress up the career ladder to become formal mentors to other teachers, but these opportunities are scarce.

Because criteria for advancement are primarily based on qualifications and years of service, both good and bad teachers are promoted together, further undermining motivation (Bennell and Akyeampong 2007). Teachers often see their work in the classroom as a stepping stone, and desire to move on either to school administration or another profession entirely. However, the current system provides few opportunities for advancement either within or outside of the classroom. (Fanfani 2004). When teachers do pursue their post-classroom ambitions, their independent study to increase their qualifications can lead to increased absenteeism (Methodological Guide for the Analysis of Teacher Issues 2010).

As discussed in the recognition and prestige section, teachers are often de-motivated when perceiving that their work is being de-professionalized by overly scripted teaching regulations. For example, a study of teacher motivation in Tanzania recommends reinforcing the professionalism of teaching by giving teachers greater autonomy in choosing which pedagogies to apply in the classroom (Oluoch n.d.). The advent of community teachers and Para teachers has also made formal or civil servant teachers feel the professionalism of their work is threatened (Ramachandran and Pal 2005). However, it also appears that community teachers are generally more motivated than civil servant teachers (Bonnet 2007), perhaps because of shorter distances to school, close ties to the community, and greater feelings of service (Methodological Guide for the Analysis of Teacher Issues 2010).

In both the advantaged and less advantaged systems it includes the processes, organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of her/his duties.

Organizational mechanisms are the mechanisms for monitoring continuous development of the teacher. These may take the form of planned and scheduled short term training programs and seminars aimed at meeting various professional needs of the teaching force.

Practices, on the other hand, include the formal mentoring programs developed in situ e.g. advice that the teacher gets from the head teacher, or the education officer. Other forms of practice are the meetings held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. Establishment and effective utilization of Teachers Resource Centers is an important element in the professional development of teachers. This fact is supported by scholars such as Kruse and Luis (1997) as well as Quinn and Restine (1996) who argue for an interactive, on-the-job coaching and mentoring approach to Teacher Professional Development because it is cost-effective.

Training can be organized in small school clusters and qualified senior teachers or university lecturers are invited to these clusters to serve as trainers and mentors. Such formal arrangements for professional development are supported by informal practices like team teaching and the sharing of experiences and educational resources among teachers, which greatly contributes to self-improvement. This approach has the advantage of stimulating healthy debates about various reform measures and innovations and encouraging collaboration, peer coaching, inquiry, collegial study groups, reflective discussion and action (Pounder 1999).

There is agreement among scholars about the importance of the teacher and her/his competence in the teaching-learning process. The teacher is the heart of classroom

instruction (Hawes 1979; Galabawa 2001; URT 2007). The effectiveness of the teacher depends on her competence (academically and pedagogically) and efficiency, (ability, work load, and commitment), teaching and learning resources and methods; support from education managers and supervisors (Rogan 2004; Van den Akker & Thijs 2002; Mosha 2004). Teacher Professional Development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their teaching skills and therefore become motivated.

2.6 Growth and Advancement of Teachers and students' Performance

Boredom and discontent in the workplace is a serious business performance issue. Owen S. (2009) in a major international study of organizational effectiveness involving more than 28,000 respondents, Right Management has found that two-thirds of employees globally are less than fully engaged by their work and organization. With weak engagement translating into lower retention, greater absenteeism and poorer productivity, organizations almost everywhere are simply failing to perform to their true potential.

It is clear from the many employee satisfaction surveys and exit surveys we have done that career growth and development are among the primary reasons why employees decide to stay or leave where they work. However, benchmark norms suggest that many employers are not taking sufficient action to fully develop their employees and to help them successfully build their careers, which can lead to the unnecessary turnover of valuable employees. This applies to teachers too.

Teacher professional development in China has existed since the introduction of teacher education a century ago Yang and Wu, (1999). Since the late 1970s, China has

devoted itself to increasing the quantity and enhancing the quality of existing teachers. The unified nationwide professional standards designed and issued by the government in the early 1990s (Schmidt 2005) urged teachers to seek further education opportunities through in-service training. This is evidenced by the government's efforts in restoring and establishing advanced training institutions to undertake in-service training, especially for those who missed their education and training during the Cultural Revolution years.

In-service training of teachers can be divided into degree and non-degree education. Degree education includes not only the 'top-up' education for in-service teachers without qualified certificates but also the 'upgrading' education for in-service teachers with qualified certificates. The non-degree education for in-service teachers is the main part of continuing education. This has been the key to teacher training embraced by teachers to meet the ever increasing societal expectations. Schools are encouraged to establish partnerships with teacher education and in-service training institutions to create chances for teachers both in and out of schools.

The Ministry of Education sets regulations on continuing education by defining the contents, categories, organization administration, infrastructure standards, examination and verification, awards and penalties of continuing teacher education. The targets of such training are to meet primary school teachers' requirements of continuing education, to orient new teachers during the probation period and to enhance the basic skills of all that hold teaching posts.

One kind of professional development model is called Action Education (Xingdong Jiaoyu in Chinese). It is a form of school-based training model which aims at updating ideas of teaching and learning, and designing new situations to improve

classroom practice through exemplary lesson development. As it directly tackles issues <u>in</u> teaching and learning, although there are some challenges in implementing the model, it has shown the potential to enhance in-service teacher learning and professional development with comparatively low cost. It is promoted in many schools in China.

However, the increased demand for 'change in the nature, the purpose and the mode of delivery' of professional development in teacher education (Garner, 2006) is particularly challenging due to the growing disparities in wealth within the country and the unevenness of the teaching force profile. Teachers are increasingly urged to seek professional development with insufficient support in many aspects.

Some of the ways for employers to start breaking down some of these barriers to internal career growth and advancement include; Provide self-assessment tools and career self-management training to all employees, Offer tools and training on coaching for all managers. Clearly define a variety of career paths and the related skills required and make these information readily accessible, Create meaningful alternatives to traditional career ladders Keep employees informed about your organization's strategy and direction, especially your forecasts for talent needs etc..

Assessment could be by measuring of progress and using your employee survey to assess how your teachers feel about their career possibilities, how fairly they believe promotions are made and the degree to which they believe that talent and merit decide who advances within your organization influences the improvement on performance. (Schmidt 2005)

2.7 Incentives of Teachers and students' Performance

Few studies have credibly identified the causal effect of merit pay programs that reward individual teachers—or groups of teachers—for the test score performance of their

students. Glewwe, Ilias, and Kremer (2003) randomly assigned 50 Kenyan primary schools to a treatment group eligible for monetary incentives (21-43% of monthly salary). "The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant among teachers where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for „higher-order" needs, which are the basis of true job satisfaction, to be realised." This was according to (Bennell and Akyeampong (2007). Teacher salaries are generally low, especially in Africa. Corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers required before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism these were the findings of (Methodological Guide for the Analysis of Teacher Issues 2010). One such secondary employment activity, was private tutoring, which can be especially harmful to student achievement, or at least the distribution of student achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school (Bennell and Akyeampong 2007).

Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school (Bennell and Akyeampong 2007). This reduces their concentration and further their motivation to teach hence affecting the students' performance to a greater level. Furthermore, it is difficult to motivate qualified

teachers to work in the neediest schools and in rural areas without sufficient material incentives. This is due to the low socio economic status that was associated with most rural dwellers in developing countries. Although the rural dwellers in developed countries also have low socioeconomic status in some cases, it cannot be compared to the ones in developing countries. Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas (Umansky and Vegas 2007).

However, beyond a reasonable salary, there is little evidence that further pay increases motivate teachers. Michaelowa (2002) does not find a salary structure to be an obvious determinant of teacher job satisfaction. Delannoy and Sedlacek (2000) note that across-the-board salary increases in Brazil were ineffective in increasing teacher performance.

If teachers are able to support themselves and their families, how teachers are paid may be more important than how much they are paid. Teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes. For example, in India irregularly paid salaries are a major source of low motivation (Ramachandran and Pal 2005). In terms of bonus pay, Muralidharan and Sundararaman (2009) find that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers.

The winning schools were determined by their test-score performance relative to other treated schools, and all teachers in such schools received awards. The program produced test-score gains in treated schools, but the only lasted for the program's

duration, and they appear to be the result of test preparation activities. Although the literature has focused on school-based incentives, most classroom settings involve one teacher, which makes it possible to reward more effective teachers.

We know of just one published paper that studied incentive programs for individual teachers. Eberts, Hollenbeck, and Stone (2002), comparing means across two schools, found that individual incentive programs for teachers were associated with a significant fall in dropout rates but were unrelated to student achievement. The only evidence of a correlation between individual incentive programs and student learning is reported in a working paper by Lavy (2003), who found that large teacher incentives in Israel were associated with increases in the tests directly rewarded by the program.

A similar program in Israel made 62 secondary schools eligible for performance awards. Of these, the top third of performers received monetary awards distributed to all teachers in a school. Lavy (2002) compares these schools' performance to schools that just missed participating—based upon program selection rules—and finds effects on a range of student outcome measures. More recently, Lavy (2004) analyzed a second Israeli program that awarded performance bonuses to individual teachers. The awards, up to 25% of annual wages, were allocated on the basis of the teacher's performance compared with their school colleagues. Schools' participation was determined by cutoff-based assignment that facilitated a regression-discontinuity analysis.

Ultimately, program participation appears to have increased student outcomes. The Mexican program that is subject of this paper differs in several respects. First, it has been implemented for over a decade and the majority of eligible public school teachers

have participated in the program. It is the one of the few large-scale merit pay programs in any country.

Second, it provides incentives to individual teachers, rather than the group-based incentives that are the subject of much of the empirical literature. Third, its incentives are nonlinear (i.e., they are awarded if teachers' assessment scores fall above a cutoff). This point is more than an institutional curiosity.

2.8 Conceptual Framework

Dependent variable

Independent variable

Recognition
Verbal
Rewards

Teacher development
In-service trainings
Professional forums

Growth and advancement
Promotion

Incentives
Housing
Monetary awards

Improved academic
Performance:
-High performance
C+ and Above

Average performance
C & C-
Low performance
D+ and below
Improved class and school

Moderating variables

-Educational policies on academic performance
-School BOM practices
-PTA Association's influence to Teachers and Performance

Fig 2.0: A figure showing the conceptual framework on the influence of teacher motivation strategies on the performance of day secondary schools in Trans - Nzoia West District, Trans - Nzoia County.

2.9 Summary

Chapter two reviewed the work of other scholars on the same topic. The researcher also analyzed the theories that explain facts on teacher motivation aside from coming up with a conceptual framework on the same from the researcher's perspective.

2.10 Knowledge gap

Variable	Source	Finding	Gap
Recognition	Hardre, L.P., Sullivan,W.D., Roberts N., (2008)	In their study on Rural teachers motivating strategies: a blending of teachers' and students' perspectives; recommended that is important that teachers' work contexts support, reinforce and shape their perceptions of themselves, both personally and professionally which will in return motivate the students to perform in their studies.	The researcher took up the study to find if the recognition was being practiced in rural Trans Nzoia West district of Trans Nzoia county.
Teacher development	(Mendez 2011).	The findings showed that teachers in a variety of developing countries have been seen to become more motivated when witnessing their effort pay off in the form of improved student performance. Namely, coaching teachers to set expectations for students, better manage the classroom, and apply	Considering the time limits in day secondary schools, the researcher wanted to find out if teacher development was present and if it led to improved student performance.

		new teaching methods can be very effective in motivating teachers.	
Growth and advancement	Owen S. (2009)	He found out that two-thirds of employees globally are less than fully engaged by their work and organization. These weak engagements translate into lower retention, greater absenteeism and poorer productivity. Organizations almost everywhere are failing to perform to their true potential.	The researcher in this study needed to find out if these findings applied to the day secondary schools in Trans Nzoia west district.
Incentives	(Methodological Guide for the Analysis of Teacher Issues 2010).	The findings revealed that when teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism	The researcher did not look at how this affects teachers in day secondary schools hence the researcher will seek to fill that gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was mainly concerned with the method and plan to be used in carrying out the study. These includes the research design, the target population, sampling procedure, research instruments, methods of data collection, methods of data analysis and ethical issues.

3.2 Research Design

A research design is the structure of research that is said to be the glue that holds all the elements of the study together. Kothari (2004) describes it as "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure." In this study, a descriptive survey design was used. The research design discussed the motivational strategies and how they affect performance in day secondary schools in Trans Nzoia West District of Trans Nzoia County. Questionnaires were the research instrument used to gather data required for analysis. The results helped the researcher to describe the state of affairs as they are, based on the teacher's motivation and students' academic performance. The results were analyzed using statistical methods and the findings reported in a research report.

3.3 Target Population

Target population refers to a group of individuals, objects or items from which samples are taken for analysis. (Kothari 2004) .In this study the target population is 30 day secondary schools and the teachers in the targeted day secondary schools, the Board of Management members for the schools and the DEO in Trans-Nzoia West district Trans -Nzoia County. The population was representative because the whole population was made up of both male and female teachers, principals and board of management members. The target population was also accessible, as schools were in session when the study was carried out. Trans- Nzoia West district also has a good road network that enabled the researcher to reach the respondents in their schools by road without much difficulty.

Table 3.1: Target population

Respondents	Target population
Head Teachers	30
Teachers	400
Total	**430**

3.4 Sample Size and Sampling Procedure

3.4.1 Sample Size

A sample is a set of respondents selected from a larger population for the purpose of a survey. (Kothari 2004) confirms that a sample size is part of the population that will take part in the study. A sampling frame has the property to identify every single element and include it in the sample. For this study, the sample frame that was used was a list of

representative population. The sample size for this study was identified from the Kreijcie and Morgan tables.

Respondents	Target population	Sample size
Head Teachers	30	28
Teachers	400	196
Total	430	224

Table 3.2: Sampling Frame

Using Kreijcie and Morgan's (1970) tables, the sample population will be 430 as the population is 224.

3.4.2 Sampling Procedure

This is the process of selecting number of individuals from the population such that the selected group contains elements representative of the characteristics found in the entire group called a sample. (Kothari 2004) consequently samples can be selected by a sampling design. This is used to indicate how cases are to be selected for observation. Examples of sampling designs are Probability sampling or random sampling or non-probability sampling does this. The researcher used, probability sampling.

In probability sampling, the researcher used stratified random sampling technique where the respondents were divided into homogenous subgroups, then samples randomly selected, from each subgroup in the population. In this study, the researcher used the Kreijcie and Morgan sampling tables to draw a sample that is equivalent to each stratum. The researcher then put together the sample sizes from the sub sets to form a heterogeneous sample, which was representative of the population.

3.5 Data Collection Instruments

The questionnaire was used for the purpose of data collection as the data to be collected was quantitative and this was the most preferred instrument. A questionnaire is a document that consists of a number of questions that is written or typed in a definite order or a form or set of forms. This instrument was preferred because it up holds confidentiality, save on time, lack interviewer bias and enables collection of data from a large sample and from various regions of the study. The instrument was divided into two parts. The first part A gave the respondents demographic data while the second Part B had closed-ended questions to enable the respondents to express themselves in their own words.

3.5.1 Piloting of the Instrument

The questionnaire was piloted to an equivalent of 5% of the sample size in Kwanza Sub County to analyze if the methods of analysis were appropriate, and if the respondents interpreted the questions in the same way. Corrections were not needed as the instrument as the analysis revealed the instrument was right for the study. This was done to determine the validity and reliability of the instrument.

3.5.2 Validity of the Instrument

Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. Kothari (2004); there are three types of validity. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. The researcher ensured that the questions in the questionnaire are framed in such a way that they bring out the answers to the research

questions. Criterion-related validity relates to the ability to predict some outcome or estimate the existence of some current condition. The researcher will made a pre-visit to the study area in order to familiarize oneself with the location. On the other hand Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.

3.5.3 Reliability of the Instrument

Reliability of the instrument refers to a measure of how consistent the results from a test are. In this study, reliability was achieved by doing test re-test on the study sample in the pilot study. The following were ensured during this process. All the initial conditions were kept constant and the same test was administered to the same subjects. The respondents were then given three weeks before the same test was administered again to the same respondents. Correlation was done on the scores from both testing periods to determine the coefficient of reliability. A high coefficient of 0.8 was gotten and this implied that the instrument yielded data with high test re-test reliability. This was done on all the sub groups of the population and it was ensured that the results were consistent hence reliability of the instrument.

3.6 Methods of Data Analysis

The quantitative data was analyzed using statistical methods to get the measures of central tendency, standard deviation and regression analysis. Bar graphs, tables, frequencies and percentages were used. A statistical analysis and data management software package SPSS was used for ease of analysis.

3.7 Ethical considerations

Permission to conduct the study was sought from Research and Ethics Committees of the University of Nairobi. Permission was also sought from the Trans - Nzoia West District administration for entry into the research area. There was no coercion of any nature to the respondents e.g. promising what the researcher could not give to the respondents and Consent was sought from all the participants after explaining the aims, methods, anticipated benefits and potential hazards if any. Participants were assured that data collected from the study would be kept confidential and used only for purposes of this study. This was on voluntary basis and participants were free to withdraw from the study at any time. Any information sought would not reveal the identities of the participants.

3.8 Operational Definition of Variables

Table 3.3: Operationalization of Variables

Objectives	Variable	Indicator	Measure	Scale	Type of analysis
Recognition	Independent	-Verbal -Responsibility	-Number of times	Nominal	Quantitative
Teacher Development	Independent	-Increased professionalism	-Improved performance	Nominal	Quantitative
Growth and Advancement	Independent	-Promotions	-Number promoted	Nominal	Quantitative
Incentives	Independent	-Gifts and rewards	-Number of times increased.	Nominal	Quantitative
High scores	Dependent Variable	-KCSE mean Grade	-Class mean score	Nominal	Quantitative
Average scores	Dependent Variable	-KCSE mean Grade	-Class mean score	Nominal	Quantitative
Low scores	Dependent Variable	-KCSE mean Grade	-Class mean score	Nominal	Quantitative

3.9 Summary

Chapter three looked at thea research methodology and it highlights how the data were

collected, coded and analyzed to give information that would fill the gaps that were

identified in chapter two during the literature review.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTEPRETATION AND DISCUSSION OF

FINDINGS

4.1 Introduction

This chapter presented the study broken down in the following thematic subsections which are Questionnaire response rate and Demographic characteristics of the respondents. The chapter also looks at the motivation strategies and how these motivation strategies influence students' academic performance. In particular it looks at the influence of recognition on students' academic performance, Teacher training and development and students' performance, Teacher training methods and techniques, Teachers' growth and advancement and students' academic performance, Promotion methods and techniques, Teacher Incentives and students' academic performance. This chapter involves presentation, interpretation and discussion of findings. In this chapter of the research report, the researcher presents the data from the field and the data analysis procedures employed to answer the research questions that guided the study questions

4.2 Response rate

224 (100%) questionnaires were given out to the respondents in the study area to fill. Of these questionnaires, 210 (94%) were returned for analysis. However, 10 (5%) questionnaires were incomplete and therefore could not be analyzed. The remaining 200 questionnaires account for 89% response rate. According to Mugenda and Mugenda (1999) a response rate of 70% and above is sufficient and hence it allows for continuation with data analysis.

4.1.1 Response of principal's questionnaires

The response of the principals' questionnaire was analyzed to help bring about the general situation in the day secondary schools in Trans Nzoia west district.

Description	Frequency	Percentage
Yes	07	33
No	21	67
Total	**28**	**100**

Table 4.1 Response of principal's questionnaires

4.3 Background Characteristics of respondents

Information about background characteristics of respondents in day secondary schools Trans – Nzoia west district is presented in this section. The researcher found it necessary to analyze. It includes gender, age education level and, teaching experience. In the first instance, the study was conducted among 224 (100%) respondents from 20 day secondary schools in Trans – Nzoia west district. Of the 224 questionnaires that went out to the respondents, only 200 were considered for use in the study as the other 24 were discarded.

4.3.1 Gender of respondents

The study found it necessary to analyze the gender of respondents as there was need to demonstrate the heterogeneity of the respondents.

Description	Principals	%	Teachers	%
Male	15	54	98	57

Female	13	46	74	43
Total	**28**	**100**	**172**	**100**

Table 4.2 Gender of respondents

Table 4.1 indicates that male principals were 15(54%) while the female principals were 13(46%). This implied that the sample size was representative of both gender and that they would view the teachers' motivational needs from different angles. On the other hand, 98 (57%) of the respondents were male teachers while 74 (43%) were female teachers. This implied that both sexes were adequately represented in the study and that the difference in sex of teachers implied that they had to be motivated differently.

4.3.2 Age distribution of respondents

The researcher found it necessary to analyze the age distribution of respondents. This was necessary because different ages are motivated in different ways and by different things.

Table 4.3 Age bracket of respondents

Description	Principals	%	Teachers	%
18-30 years	-	-	40	23.25
31-40years	06	21.43	83	48.25
41-50 years	08	28.57	40	23.25
50 and above	14	50.00	9	05.25
Total	**28**	**100**	**172**	**100**

Regarding the age of respondents, Table 4.2 indicates that 06 (21.43%) of the principals were in the age group of 31– 40 years while 08 (28%) of the respondents were

41 – 50 years of age. Another 14 (50%) of the respondents were 50 years and above. This implied that the principals had different years of experience and had therefore had different experiences with the teachers; more so if they had worked in different stations. This would form a good basis for comparison of the motivation strategies. On the other hand, the teachers age distribution showed that while 40 (23.25%) were between 18- 30 years, 83(48.25%) were between 31-40 years while another 40(23.25%) were between 41-50 years. Only 9(5.25%) were 51 years and above. This implied that the teachers in different stages of their teaching career and hence different levels of achievement which required different levels and kinds of motivation. Whereas others were in the parenting ages, others were near retirement age. On the other hand it can also be generalized that since all were adults, they probably had similar ways of being motivated.

4.3.3 Education level of respondents

The study found it necessary to analyze the education level of respondents as education level is a factor in motivation. It is also a form of achievement which determines levels of achievement.

Description	Principals	%	Teachers	%
Diploma	03	10.71	30	17.44
B.Ed. Degree	16	57.15	113	65.70
Masters	08	28.57	10	05.81
Others	01	03.57	19	11.05
Total	**28**	**100**	**172**	**100**

Table 4.4 indicates that the principals had the following qualifications; 03(10.71%) had diplomas, 16(57.15) had degrees in education, 08(28.57 had masters degrees while 01(03.57%) had other qualifications which were most likely PHD holders. On the other hand amongst the teachers, they had the following qualifications; 30(17.44%) had diploma qualifications, 113(65.70%) had degree qualification while 10(05.81%) had masters qualification. The rest who accounted for 19(11.05) had other qualifications which could be either PHD or KCSE. This implied that the respondents with the same level of education would expect to be motivated in the same way. Failure for the principal to do this would bring dissatisfaction and this would implicate on the performance of the learners. The academic status also implied that there were teachers with higher qualifications than the principal and this would also influence the motivation of teachers.

4.3.4 Work experience of respondents

The study found it necessary to analyze the work experience as this reflected on the number of years worked and hence the need and type of motivation strategy to be used for motivation.

Table 4. 5 Working experience of respondents

Description	Principals	%	Teachers	%
1-10 years	-	-	40	23.25
11-20 years	08	28.57	93	54.08
21 and above	20	71.43	39	22.67
Total	**28**	**100**	**172**	**100**

Table 4.4 indicates that 54 (27%) of the respondents had 1 – 10 years while 98 (49%) of the respondents had worked in the schools for 10 – 20 years. Another 48 (24%) had 21 and above year of experience in the schools studied. This implies that the majority of the respondents had had worked for many years and hence the need for motivation.

4.4 Teachers recognition and students' academic performance

The researcher found it necessary to analyze recognition of teachers in day secondary schools in relation to students' improved academic performance. The use of recognition as a motivation strategy was to be analyzed to show its contribution to student improved academic performance.

Table 4.6 Recognition in day secondary schools of Trans Nzoia West district

Statements	SA	A	UD	D	SD	Total
	F	F	F	F	F	
	(%)	(%)	(%)	(%)	(%)	
Parents reward teachers in this school.	14	30	31	73	52	200
	7	15	15	37	26	100
Teachers often get rewards for good student performance.	28	55	27	56	34	200
	14	28	13	28	17	100
Teaching gives me recognition and respect from the community	24	51	15	71	39	200
	12	26	8	36	19	100

125 (63%) of the respondents disagreed with the form of recognition where teacher give awards to teachers. 44 (22%) of the respondents agreed to the same whereas 31 (15%) were undecided whether there was such form of recognition in the schools.

Another 90 (45%) disagreed on getting any awards on good student performance. However, 79 (40%) agreed to get rewards on good student performance. This showed that there were some schools that rewarded the teachers on good performance whereas some did not. This definitely had an impact on the performance of students. On being asked whether teaching gave the teachers recognition and respect in the community, 110 (55%) had negative answers whereas 75 (37%) gave a positive answer. This is an implication that 55 % of the respondents are not motivated as a result of the lack recognition and respect gained for being teachers while 37% of the respondents are motivated. The rest of the respondents were not sure. This implied that the schools did not have any recognition programmes and that the communities also did not feel good about the teachers as they did not recognize them. These findings agreed with those of Bennell (2004) who noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes where private sector provision is growing rapidly with strong public approval. Consequently, since the teachers in day secondary schools are mainly public schools, they lacked the motivation as they were not recognized.

4.4.1 Recognition techniques in day secondary schools of Trans Nzoia west district

The study found it necessary to analyze the techniques and methods used in recognition in day secondary schools of Trans Nzoia west so as to clarify what was meant by recognition.

Table 4.7 Recognition techniques used in day secondary schools

Statements	SA	A	UD	D	SD	Total
	F	F	F	F	F	
	(%)	(%)	(%)	(%)	(%)	
Public recognition e.g. on parade for good academic performance and co-curricular activities	50	28	17	61	44	200
	(24)	(14)	(9)	(31)	(22)	(100)
Verbal recognition by head teachers to teachers on good performance.	20	41	22	65	52	200
	(10)	(20)	(11)	(33)	(26)	100
Principal recommends for emulation by other colleagues on any best practices used to ensure good performance	24	39	21	65	51	200
	(12)	(19)	(11)	(33)	(25)	100
Certificates are awarded as a form of recognition for good performance	30	48	17	60	45	200
	(15)	(24)	(8)	(30)	(22)	100

105 (53%) of respondents disagreed that their schools exhibited public recognition for teachers. However another 78 (38%) agreed that their schools exhibited public recognition of teachers on good performance. This accounts for low performances due to low public motivation. 114 (59%) disagreed to there being verbal recognition despite high or low performance and therefore low motivation.

Only 61 (30%) of the respondents agree to have verbal recognition. Another 21 (11%) were undecided on whether it was present in their schools or not. On recommendation for emulation by the principal for good performance, 116 (58%) disagreed while only 63 (30%) agree of its existence. 78 (39%) agreed to awarding of certificates on good performance while 105 (52%) disagreed with the same. This may

also have influenced the performance of students due to lack of recognition. This implied that none of the methods above was used in motivation and that it contributed to the lack of teachers not influencing improved performance amongst the students in day secondary schools. These findings agreed with those of Magendri Perumal (2011) who found out that employee recognition programs may include cash prizes or additional paid vacation days as part of the reward for being recognized as a premier contributor to the company.

4.5 Teacher training and development and students' performance

Teacher training and development has a direct relationship to student performance. Hence the need to analyze the same so as to find out if training and development exists or not. Low levels of training and development would account for the low academic performance amongst the students.

Table 4.8 Teacher training and development opportunities

Statements	SA	A	UD	D	SD	Total
	F	F	F	F	F	
	(%)	(%)	(%)	(%)	(%)	
Enabling teachers to move with changes in science and technology	28	21	16	44	91	200
	(14)	(11)	(8)	(22)	(45)	100
Updating teachers in line with changes in the curriculum	62	87	27	17	07	200
	(31)	(44)	(13)	(8)	(4)	100
Attending workshops and seminars in your subject area	25	25	10	63	77	200
	(12)	(12)	(5)	(32)	(39)	100

As much as we are in the technology era, 135 (67%) of respondents felt demotivated as they are not enabled to use and move with changes in technology in their schools. On the other hand 49 (25%) were enabled to use and move with technological changes but 13 % were undecided on the same. On the contrary, 149 (75%) agree to have regular updates on changes in curriculum. However, it is evident that this alone is not motivating enough to influence good performance amongst the students. Only 50 (25%) agree to attend workshops and seminars in their specific subject area. 140 (71%) on the other hand disagree to attending workshops and seminars in their subject area. This implied that when it came to professional development, the teachers were not motivated enough. These findings differ with those of Bennell and Akyeampong (2007) who found out that the need for more attractive career structures and more opportunities for teacher professional development. Other findings also reveal that In-service training can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg 2009). Consequently, the lack of training and professional development amongst the teachers in day secondary schools may explain why there was marked low performance amongst day secondary schools. This is true as shown by findings in a study where coaching teachers to set expectations for students, better manage the classroom, and apply new teaching methods can be very effective in motivating teachers (Mendez 2011).

4.5.1 Teacher training methods and techniques

It was necessary to analyze the training methods and techniques were important as they further emphasized the lack of the same. This was therefore a critical pointer to the low

levels of Improvement in the academic performance of students in day secondary schools of Trans Nzoia west district.

Table 4.9 Methods of training and development available to teachers

Statements	SA	A	UD	D	SD	Total
	F	F	F	F	F	
	(%)	(%)	(%)	(%)	(%)	
Teachers are encouraged to develop creativity skills in their teaching.	19	26	8	68	79	200
	(9)	(13)	(4)	(34)	(40)	100
TSC organizes in service courses for teachers on a regular basis.	25	32	7	66	70	200
	(13)	(16)	(3)	(33)	(35)	100
Teachers get time off to attend classes to develop their skills further	30	22	13	65	70	200
	(15)	(11)	(6)	(33)	(35)	100

Of the training methods available in schools, 147 (74%) disagreed while 45 (22%) strongly disagreed to being encouraged to use creativity skills in teaching. The training offered by TSC is far in between and 135 (68%) of respondents disagree to having regular trainings organized by TSC. However, 57 (29%) attend in service courses.135 (68%) lack time off to attend classes so as to develop their skills. This is demotivating to teachers and may contribute to poor student academic performance. This agrees with the findings of (Ramachandran and Pal 2005), who found out that low-quality training that

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fails to give teachers the tools to overcome their classroom challenges. It also agrees with Methodological Guide for the Analysis of Teacher Issues (2010). Who found out that when teachers do pursue their post-classroom ambitions, their independent study to increase their qualifications can lead to increased absenteeism. Consequently, it was necessary that the teachers be supported to improve their professional standing which may eventually translate into the students performing much better due to improvements.

4.6 Teachers' growth and advancement and students' academic performance

Growth and advancement in itself is motivating. Depending on whether it is practiced fairly or not is another reason why its analysis was critical in finding solutions to the low performance amongst day secondary school students of trans Nzoia west district.

Table 4.10 Availability of growth and development opportunities

Statements	SA	A	UD	D	SD	Total
	F	F	F	F	F	
	(%)	(%)	(%)	(%)	(%)	
There is room career advancement	90	63	13	20	14	200
	45	31	7	10	7	100
BOM have a say in teacher promotions	13	20	10	90	67	200
	7	10	5	45	33	100
The promotions are fair and just	25	28	7	62	78	200

153 (76%) disagree that there is room for career advancement hence motivation to the teachers. However, 34 (17%) agree to having room for career advancement. 157 (78%) disagree that BOM have a say in teacher performance yet they are always in contact with the teachers and may know their professional strengths.33 (17%) agree to having the BOM as having a say in their promotions. on the other hand, 140 (70%) of the respondents disagree to the fairness of the promotions offered in their schools. This is highly de-motivating to the teachers leading to poor work attitudes and consequently poor academic performance of students. These findings agree with findings of (Garner, 2006) who found out that the increased demand for 'change in the nature, the purpose and the mode of delivery' of professional development in teacher education is particularly challenging due to the growing disparities in wealth within the country and the unevenness of the teaching force profile. This is because most day secondary schools are found in rural areas and the poor urban dweller. This is clear of the disparities between the rich and the poor. Also, teaching is considered a low cadre career where earnings are low and therefore most teachers lack self motivations which unless further training opportunities are availed, they may not perform at their best.

4.6.1 Promotion methods and techniques

For good management of the growth and management strategy of motivation, there has to be proper methods and techniques. This facilitated this analysis for clarity and emphasis about growth and development amongst the teachers in day secondary schools in Trans Nzoia west district.

	Description	SA	A	UD	D	SD	Totals
Special facilities such as own office and laptop	Frequency	50	40	12	60	58	200
	Percentage	25	20	6	30	29	100
New responsibilities e.g. head of sports department	Frequency	57	42	11	50	40	200
	Percentage	28	21	6	25	20	100
New position such as director of studies	Frequency	90	43	8	30	29	200
	Percentage	45	21	4	15	15	100

Table 4.11 Promotion techniques for day secondary schools of Trans Nzoia west district

Regarding the methods and techniques of promotion in day secondary schools of Trans Nzoia west district, only 90 (45%) agrees to have special facilities such as offices and a computer.118 (59%) disagrees to the same. Promotion goes with authority and hence a difference in facilities would be more motivating and hence contribute towards improved students' academic performance. New responsibilities are also motivating as they signify growth. This is due to the ability to handle more challenges.90 (45%) of respondents agreed to new responsibilities against 99 (49%) who agreed on the same. 133 (66%) of respondents agreed to new positions being used as a promotion technique in their schools. Another 59 (30%) refuted the same was used in their schools. However based on the persistent low performance, new positions were not motivating enough to influence good student academic performance. This implied that the promotions were not fair and that the people who are always with the teachers hence know their capabilities are not allowed

to have a say in their promotions. Findings in other studies have also shown that, how fairly they believe promotions are made and the degree to which they believe that talent and merit decide who advances within your organization influences the improvement on performance (Schmidt 2005)

4.7 Teacher Incentives and students' academic performance

Incentives given to teachers in day secondary schools were analyzed to show if they indeed existed and if they had any impact on the students' academic performance. The respondents were asked to agree or disagree if incentives were present in their schools. Below is the analysis of the same.

	SA	A	UD	D	SD	Total
	F	F	F	F	F	
	(%)	(%)	(%)	(%)	(%)	
There are award travels to different areas and other schools on good performance of students	32	33	21	60	54	200
	16	16	11	30	27	100
Teachers get extra bonuses for extra lessons or good performance						
	22	31	10	70	67	200
Teachers have housing facilities on the school compound	11	15	5	35	34	100
Teachers have free meals in schools	12	26	9	80	73	200
	6	13	4	40	37	100

Table 4.12 Incentive methods available for day secondary schools in Trans Nzoia West   district

From the table above, 32 (16%) respondents agreed to have trips to other places on improved performance.60 (30%) disagree while 54 (27%) strongly disagreed. Only 21 (11%)strongly agreed to get bonuses for extra teaching agreed to getting bonuses for extra teaching while a total of 137 (69%) disagreed to the same. 153 (77%)of teachers lack housing in the school. Only a total 38 (19%) agreed to have housing within the school compounds. A total of 153 (77%) agreed to have meals in school. Only 33 (16%) disagree to having meals in schools. This implied that the incentives were unavailable in most cases and where they were available they were not adequate and therefore it was hard to influence any improvement in the students performance. This is coupled with teachers' low salaries hence making it difficult for them to perform at their best levels. These findings agree with the findings of (Bennell and Akyeampong (2007). Who said that only when these basic needs have been met is it possible for „higher-order‟ needs, which are the basis of true job satisfaction, to be realised." Bonuses were nonexistent in the day secondary school. However these can actually help to boost student performances. This was as found out by, Muralidharan and Sundararaman (2009) who found out that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The chapter discusses summary, conclusion recommendations contribution to the body of knowledge and suggested areas for further research in the following sub themes

5.2 Summary of the study

The study was organized in five chapters. Chapter one mainly looked at the background to the study .this looked briefly at studies from other parts of the world and how teacher motivation influences the students' academic performance. The objectives for the study were also formulated in chapter one and indeed they are the ones that guided this study.

Chapter two was the literature review and it reviewed the works of other scholars in detail. Some of the works were then cited to form a comparison or an agreement to what the researcher was studying.

Chapter three was on the methodology to be used in the study. This included the research design, the target population, the sample size, methods of data analysis and ethical issues. In this study the descriptive survey was used with questionnaires being the research instruments of choice. The sample size for this study was 224 and these were the head teachers and teachers in the schools of Trans Nzoia west district.

Chapter four was

5.3 Summary of findings

Based on the data and other information obtained and analyzed to answer the research questions of the study, a number of research findings were presented in chapter four. The findings are summarized in this section

5.3.1 Demographic characteristics of respondents

The study showed that influence of motivation strategies on students' academic performance was of significant importance. A further study showed that the male population of respondents was 49% while the female teachers were 51%. Consequently, each sub-population needed to be motivated differently. The findings indicate that 06 (21.43%) of the principals were in the age group of 31– 40 years while 08 (28%) of the respondents were 41 – 50 years of age. Another 14 (50%) of the respondents were 50 years and above. the principals had the following qualifications; 03(10.71%) had diplomas, 16(57.15) had degrees in education, 08(28.57 had masters degrees while 01(03.57%) had other qualifications which were most likely PHD holders. A high population of teachers was degree holders with all the other subsets of diploma and masters qualification. This too was a pointer that the different groups needed different motivation strategies. 54 (27%) of the respondents had 1 – 10 years while 98 (49%) of the respondents had worked in the schools for 10 – 20 years. Another 48 (24%) had 21 and above year of experience in the schools studied.

5.3.2 Teacher recognition and students' academic performance

Recognition had a strong significance in the motivation of teachers. However there was little recognition of day secondary school teachers and therefore explains the low performance in these schools. 125 (63%) of the respondents disagreed with the form of recognition where teacher give awards to teachers. 44 (22%) of the respondents agreed to the same whereas 31 (15%) were undecided whether there was such form of recognition in the schools. Another 90 (45%) disagreed on getting any awards on good student performance. However, 79 (40%) agreed to get rewards on good student performance. On being asked whether teaching gave the teachers recognition and respect in the community, 110 (55%) had negative answers whereas 75 (37%) gave a positive answer. 105 (53%) of respondents disagreed that their schools exhibited public recognition for teachers. However another 78 (38%) agreed that their schools exhibited public recognition of teachers on good performance. This accounts for low performances due to low public motivation. 114 (59%) disagreed to there being verbal recognition despite high or low performance and therefore low motivation.

5.3.3 Staff training and development and students' academic performance

To increase the knowledge but also to help them improve their way of working. This ultimately leads to improved student performance and more motivated teachers. In Trans- Nzoia west district, few teachers attend trainings hence the low levels of motivation. It is necessary for employees to keep updating their knowledge base all the time. 135 (67%) of respondents felt demotivated as they are not enabled to use and move with changes in technology in their schools. On the other hand 49 (25%) were enabled to use and move with technological changes but 13 % were undecided on the same. On the

contrary, 149 (75%) agree to have regular updates on changes in curriculum. Of the training methods available in schools, 147 (74%) disagreed while 45 (22%) strongly disagreed to being encouraged to use creativity skills in teaching. The training offered by TSC is far in between and 135 (68%) of respondents disagree to having regular trainings organized by TSC. However, 57 (29%) attend in service courses.135 (68%) lack time off to attend classes so as to develop their skills

5.2.4 Advancement and growth of teachers and students performance.

Advancement for most teachers is in the form of promotions and continued learning. Most teachers in Trans Nzoia west district are not motivated this is because they feel that promotions that happen in schools are not justified. 33 (17%) agree to having the BOM as having a say in their promotions. on the other hand, 140 (70%) of the respondents disagree to the fairness of the promotions offered in their schools. Only 90 (45%) agrees to have special facilities such as offices and a computer.118 (59%) disagrees to the same. Promotion goes with authority and hence a difference in facilities would be more motivating and hence contribute towards improved students' academic performance. New responsibilities are also motivating as they signify growth. This is due to the ability to handle more challenges.90 (45%) of respondents agreed to new responsibilities against 99 (49%) who agreed on the same. 133 (66%) of respondents agreed to new positions being used as a promotion technique in their schools. All this are ponters to a lack of motivation and hence the poor student performance.

5.3.5 Influence of teacher incentives on academic performance of students

Lack of incentives is demotivating to the teachers. Teachers who are demotivated will promote to poor performance of students. In this study, the teachers in day secondary schools were demotivated as most of them traveled long distances to come to their work

stations yet the school still did not offer free lunch to them. 32 (16%) respondents agreed to have trips to other places on improved performance.60 (30%) disagree while 54 (27%) strongly disagreed. Only 21 (11%)strongly agreed to get bonuses for extra teaching agreed to getting bonuses for extra teaching while a total of 137 (69%) disagreed to the same. 153 (77%)of teachers lack housing in the school. Only a total 38 (19%) agreed to have housing within the school compounds. A total of 153 (77%) agreed to have meals in school. Only 33 (16%) disagree to having meals in schools.

5.4 Conclusions of findings

Findings on teacher motivation in Trans Nzoia west district indicates widespread low or decreasing levels of motivation, resulting in low student performance. This agreed with the findings of Bennell and Akyeampong (2007) find that sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia. The documented causes of low teacher motivation, what this report will refer to as „threats to teacher motivation,‟ can be divided into eight interconnected categories Workload and Challenges: There are increasing classroom challenges and demands placed on teachers, but the following seven motivational supports teachers need to face these challenges and demands are decreasing or stagnant:

2) Remuneration and Incentives: Teacher salaries are generally low and irregularly paid

3) Recognition and Prestige: Social respect for teachers has fallen in many countries

4) Accountability: Teachers often face weak accountability with little support

5) Career Development: Teaching is frequently a second-choice job with few opportunities for professional development

6) Institutional Environment: Teachers face unclear and constantly changing policies as well as poor management

7) Voice: Teachers rarely have an opportunity for input into school management and ministry policy

8) Learning Materials and Facilities: Teachers have few or poor learning materials and poor facilities

These seven categories are motivational supports which give teachers the energy, incentives; purpose, etc. to tackle their workloads with sincere effort and professionalism. The seven motivational supports are divided into two types. The orange motivational supports are those that are largely extrinsic, concerning teachers" external conditions and material incentives. The blue motivational supports are those that are largely intrinsic, effecting teachers" internal feelings of esteem, achievement, and purpose. As discussed in Section 2, sources of intrinsic motivation are more effective at sustaining teacher effort and professionalism in the long run, and more readily enhance student achievement. Teachers facing heavy workloads need sufficient motivational supports in order to sustain their effort and professional conduct on the job. If teachers" workload is greater than teachers" motivational supports, teacher motivation is threatened. Unfortunately, the literature, interviews, and SC country surveys confirm that this occurs in many developing countries, therefore stretching teacher motivation thin (see below or Appendix A for graphical representation).

In conclusion, it was evident the teachers in day schools in Trans – Nzoia west district were demotivated as the at most teachers in lacked recognition of any form which is a major ingredient in job performance. Trainings and development are also important

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in gaining new skills and increasing the competencies of teachers. An idea of new skills gives confidence and hence motivating to the teachers as they feel that they are cared for and there is interest in their professional well-being.

In institutions where there is fairness and equity, employees are motivated and will always perform to the best of their abilities. In the case of the teachers of day secondary schools in Trans Nzoia west district, they felt the promotions in career advancements and promotions were unfair. Consequently most were demotivated and this contributed to poor performance. Incentives motivate employees to work hard. Teachers too in the presence of incentives perform on their jobs their contributing to the good performance of students. The lack of incentives in most day secondary schools in Trans Nzoia west district.

5.5 Recommendations

The influence of lack of motivational strategies has been illustrated. Following the trends examined in the findings of the study, below are the recommendations. Recognize and reward specific behaviors such as leadership and teamwork; Treat teachers as equal partners and professionals, and promote a professional environment in the school through codes of conduct, etc.; Hold teacher achievement fairs or community recognition activities; Train teachers to be defenders of gender awareness and rights;Train teachers in professional ethics; Promote increased community and civil society involvement in education overall and in specific areas such as gender awareness and Create a 'Save the Children' brand of teacher with prescribed benefits such as access to teacher training, mentoring from experts, etc.

5.5.1 Teacher recognition and students' academic performance

It was found that lack of recognition motivation strategy in its various forms had a great influence on the performance of students. Where there was little motivation the results shifted significantly for the better. I therefore recommend that the teachers be motivated as per the teacher motivation policy by the immediate management to ensure good student performance.

5.5.2 Staff training and development and students' academic performance

This study found out that teachers in day secondary schools rarely attended any in service trainings, seminars and workshops. I therefore recommend that the school management puts this in force and develops the teachers professionally to enable them render their services professionally leading to teacher motivation and good student performance.

5.5.3 Advancement and growth of teachers and students academic performance

TSC should exercise fairness in promotion of the teachers. This will serve as a motivating factor to the teachers which will generate good student performance. Teachers should also get time off to study and advance their skills as a motivation for good student performance. Ensure that pre-service training is at least one year long and coupled with sufficient quality; incorporate life skills and extracurricular activities into teacher training.

5.5.4 Influence of teacher incentives on students' academic performance

The governments should build staff house to house teachers who have to commute long distances to get to their work stations. The school management should give food to teachers as a motivating factor .teachers in day secondary schools should

also be motivated by going for school funded trips on good performance to enhance and maintain the good performance.

5.6 Contributions to the body of knowledge

Objectives	Contributions
To determine the influence of recognition of teachers on the student academic performance of students in day secondary schools in Trans-Nzoia west district.	The study determined that recognition of teachers was a very important element in students' performance. Inadequate or lack of teacher recognition will lower the academic performance of students. Therefore, recognition as a motivation strategy should be put into mainstream policies.
To determine the influence of staff development of teachers on the student academic performance of students in day secondary schools in Trans-Nzoia west district.	The study also determined that staff development gives confidence and hence enhance the motivation of day secondary school teachers to continue working hard to ensure good output, which is good student performance.

To determine the influence of advancement and growth of teachers on the student academic performance of students in day secondary schools in Trans-Nzoia west district	The study noted that career advancement of teachers is linked to the academic performance of students. This is because career advancement motivates just like career stagnation demotivates. Therefore school management should encourage career advancement and allow the teachers to do so when they desire so as to have good students' academic performance.
To determine the influence of teachers' incentives on the student academic performance of students in day secondary schools in Trans-Nzoia west district	It was noted that teacher incentives are directly linked to good student academic performance. Therefore whenever possible incentives should be availed to motivate teachers so as to improve students' academic performance.

Table 5.1 Contributions to the body of knowledge

5.7 Suggested areas for further research

The researcher suggests the following further areas of research

1) A similar study should be carried in a different districts will concur in the county to determine if the finding

2) A similar study should be carried out in boarding secondary schools to determine the findings

3) A similar study should be carried out on other departmental employees to determine and compare the findings.

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APPENDICES.

APPENDIX 1: TRANSMITTAL LETTER

My name is Catherine Barasa; I am a student at University of Nairobi pursuing my MA

degree in Project Planning and Management. I kindly request you to furnish me with the

following information as illustrated in the questionnaires .The research is about finding

the motivation strategies influencing performance in day secondary schools in Trans-

Nzoia West District, Trans-Nzoia County. Please rest assured that the information

obtained in the research will be used for the intended purpose only and will be held in

strict confidence.

Kindly answer all questions in the questionnaire accurately.

Your assistance will be highly appreciated.

Thank you.

 Yours Faithfully,

 Barasa Catherine

APPENDIX 2: THE QUESTIONNAIRE FOR RESPONDENTS

	Response	
	YES	**NO**
1. Teachers come very early at school		
2. Always teachers come with lesson plans in class.		
3. There is regular marking of tests and feedback to students		
4. Teachers actively participate in co- curricular activities		
5.There is regular testing and examination of students		
6.Teachers supervise all school activities		
7.There is regular attendance to class lessons by teachers		
8. Regular attendance to extra lessons		
9. Teachers are efficient at maintenance of students discipline		

QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

My name is Barasa Catherine, a student at University of Nairobi, Kenya pursuing a Master's Degree; MA in project planning and management (PPM). I am carrying out research on Influence of Motivation Strategies on the Job Performance of Day Secondary School Teachers in Trans –Nzoia West district, Trans-Nzoia County. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

SECTION A: BACKGROUND INFORMATION ABOUT TEACHERS (tick the right option or fill the right answer in the spaces provided)

1.) What is your gender?

    { } Male   { } Female

2.) A2. What is your age bracket? (Please tick under only one of them).

    { } 18 – 30 yrs.   { } 31 – 40 yrs.

    { } 41 – 50 yrs.   { } 50 yrs. and above.

3.) What is your teaching experience?

    { } 1- 10 yrs.   { } 10- 20 yrs.   { } 21 yrs. and above.

4.) What is your education level?

    { } Diploma   { } Masters

    { } Degree   { } Others

SECTION B: SPECIFIC INFORMATION

Answer the following questions by ticking the correct box as appropriate.

KEY SA- Strongly Agree, **A** – Agree, **UD** – Undecided, **D** – Decided, **SD** – Strongly Disagree

5. Level of Recognition

Parents reward teachers in this school.					
Teachers often get rewards for good students' performance.					
Teachers often get rewards for good student performance.					
Recommendation TSC by school for salary increment					
Teaching gives me recognition and respect from the community					

6. What are the recognition techniques used in your school?

	SA	A	UD	D	SD
Public recognition e.g. on parade for good academic performance and co-curricular activities					
Verbal recognition by head teachers to teachers on good performance.					
Public recognition for non-academic activities only					
Head teacher recommends for emulation by other colleagues on any best practices used to ensure good performance					
Gifts are issued to teachers by parents and school communities					
Certificates are awarded as a form of recognition for good performance					

7.0 Teacher Development in your school involves

	SA	A	UD	D	SD
Getting more skills, gaining confidence and competence					
Enabling teachers to move with changes in science and technology					
Updating teachers in line with changes in the curriculum					
Enabling teachers to serve students better and improving the standard of performance					
Attending workshops and seminars in your subject area					

8. Methods used for teacher training and development programs.

	SA	A	UD	D	SD
School administration organizes for teachers' seminars workshops and discussion forums.					
Teachers are encouraged to develop creativity skills in their teaching.					
TSC organizes in service courses for teachers on a regular basis.					
Teachers get time off to attend classes to develop their skills further					

9.0 Growth and Advancement in your school

	SA	A	UD	D	SD
There is room career advancement					
BOM have a say in teacher promotions					
The promotion in my school is fair and just					

10.0 What are some of the Promotion techniques used in your school?

	SA	A	UD	D	SD
Special facilities such as own office and laptop					
New responsibilities e.g. head of sports department					
New position such as director of studies					

Incentives in your school

	SA	A	UD	D	SD
There are incentive programmes in my school					
The incentives are given to groups despite personal efforts					
Incentives are given to individuals despite being group work					
Teachers are happy about this programme					

What teacher Incentive methods are used in your school?

	SA	A	UD	D	SD
There are award travels to different areas and other schools on good performance of students					
Teachers get extra bonuses for extra lessons or good performance					
The work space is more desirable					
Personal problems are understood					

APPENDIX III: KREIJCIE AND MORGAN SAMPLING TABLE

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
           "S" is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX IV: PERMITS

S TO CERTIFY THAT:
ATHERINE BARASA
VERSITY OF NAIROBI, 1017-30200
has been permitted to conduct
ch in *Transnzoia County*

e topic: *INFLUENCE OF TEACHER*
VATIONAL STRATEGIES ON
ENTS' IMPROVED ACADEMIC
ORMANCE IN DAY SECONDARY
OLS. A CASE OF TRANS NZOIA
DISTRICT.

e period ending:
December,2015

ant's
ure

CONDITIONS

report to the County Commissioner and
ty Education Officer of the area before
g on your research. Failure to do that
to the cancellation of your permit
ent Officers will not be interviewed
rior appointment.
onnaire will be used unless it has been

n, filming and collection of biological
s are subject to further permission from
nt Government Ministries.
quired to submit at least two(2) hard
l one(1) soft copy of your final report.
rnment of Kenya reserves the right to
e conditions of this permit including
ation without notice

Permit No : NACOSTI/P/15/4383/7375
Date Of Issue : 24th August,2015
Fee Recieved :Ksh. 1000

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

REPUBLIC OF KENYA

NACOSTI

**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 6297

CONDITIONS: see back page

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