

**THE INFLUENCE OF TEACHER MOTIVATION ON TEACHING AND LEARNING IN
PUBLIC SECONDARY SCHOOLS IN NYERI MUNICIPALITY, NYERI COUNTY**

BY

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DECLARATION

This research project is my original work and it has never been presented for the award of degree or any other credit in any other university.

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DATE

This research project has been submitted for examination with my approval as the University College Supervisor.

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DATE

This project has been accepted by the Head of Department of Education

Dr SULEH EVERLYN

DATE

DEDICATION

I dedicate this project to my dear Mother Susan Wangeci, my dear late father Edward Kaguamba and my entire family members. To the Congregation of Little Daughters of St Joseph for their moral support during my studies.

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My immense gratitude goes to the Almighty God for His Love, Care and Protection during my time of study and for enabling me to accomplish this research project. Special thanks to my supervisor Br.Dr Eugene Ezugwu for being my mentor.

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LIST OF ACRONYMS AND ABBREVIATIONS

KNUT: Kenya National Union of Teachers

GoK: Government of Kenya

MoE: Ministry of Education

EI: Education International

EFA: Education for All

KUPPET: Kenya Union for Post Primary Education Teachers

TSC: Teachers Service Commission

LICs: Low-Income Countries

VSO: Voluntary Service Overseas

RCL: Representative Council of Learners

FPE: Free Primary Education

KEMI: Kenya Education Management Institute

KIE: Kenya Institute of Education

KCPE: Kenya Certificate of Primary Education

DPA: Deputy Principal Academic

MIUC: Marist International University College

SPSS: Statistical Package of Social Sciences

APA: American Psychological Association

ABSTRACT

The study examined “The Influence of Teacher Motivation on Teaching and Learning in Public Secondary Schools in Nyeri Municipality, Nyeri County”. It involved three public secondary schools and it was guided by four research objectives: to investigate whether salary as a form of teacher motivation affects the performance of students, to explore the role of high incentives as a form of motivation to teachers on students’ performance, to find out the effects of working conditions for teachers as a motivator on students’ performance in public secondary schools, to suggest other possible measures of motivating teachers. In order to attain these predetermined objectives, the study used questionnaire to collect data which were distributed to the students and teachers as well as interview schedule for the teachers. Teachers and Form Four students from three selected public secondary schools were sampled using simple random method to make the sample size of 125. Five sections made up the questionnaire used to collect data from the respondents: demographic information, salary as a motivator, role of high incentives, working conditions and other measures to be taken. Relevant questions to the research were designed into two main types, namely closed ended questions and open ended questions. The questionnaire return rate was 71.2 % of the sample size for students, 12% for the teachers and it was out of their responses that the study drew inferences from the findings. The quantitative data from the questionnaire were analyzed, presented and interpreted using IBM SPSS (version 21). The data provided through open ended questions and the interview schedule were also coded to support the quantitative information. The study revealed that both intrinsic and extrinsic rewards such as better housing and remuneration, promotion, conducive working environment, feasible workload, adequate teaching and learning resources and opportunities for advancement would positively influence teachers’ motivation hence, teachers’ and students’ performances. The study recommends that the Teachers Service Commission should increase teacher’s salaries and standardize it. The school administration should provide enough teaching and learning resources through cost sharing with the parents. The Government should be fair in equally treating the employees in all sectors thus making them receive benefits that will increase physical comfort. Head teachers should be given proper job descriptions by their employer which will help them give clear directions to the teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

The current study is meant to investigate the influence of teacher motivation on teaching and learning in public secondary schools. Owens (2004) describes motivation as the forces that cause people to behave as they do. Generally, in schools the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers. Generally, motivated teachers are more likely to motivate students to learn in the classroom and to ensure the implementation of educational reforms which in turn are expected to bring feelings of satisfaction and fulfillment in the workforce (Owens, 2004).

Education is a fundamental human right and the key to sustainable development. Peace and stability within and among countries are achieved through the provision of education to the populace of such countries. Education plays a very important role in the economic development of a country as it is aimed at supplying the economy with human resources that can convert effectively and efficiently other resources into output of high value. It is perceived as the cornerstone of economic and social development and a principle means of providing for the welfare of individuals (Orodho, 2004).

One of the important factors in realizing educational aims and objectives is the role of the teachers` motivation within the educational setup. The performance of the student in achieving educational goals is said to be very important in most societies today. “The negative performance of student in educational aims and objectives could be associated to the low motivation of teachers.” (Adeyemo et al, 2013, p.35).

Efficient teaching and morale will take place when there is strong motivation in terms of wages and innovation from employers. This motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner's behaviour towards attainment of the desired goals. Teachers must therefore be motivated through various ways which may include the organization of seminars and workshops, upgrading test, performance appraisal, timely payment of salary, providing the required physical facilities like laboratories and verbal encouragements (Adeyemo, 2013).

Teacher motivation is fundamental to the teaching and learning process but several teachers are not highly motivated. This observation should be taken seriously and an investigation into the impact of teacher motivation is therefore necessary so as to achieve the educational goals in every learning institution. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms such as engaging in strikes (Dai & Sternberg, 2004).

There are widespread concerns that secondary school teachers in Kenya lack adequate incentives. The declining quality of education in Kenya has been widely attributed to the low caliber of teachers but it may also be the consequence of low commitment levels. To address this issue the Government of Kenya (GoK) particularly the Ministry of Education (MoE) is currently introducing a variety of monetary measures to improve teachers' motivation though this has not yet been achieved (Ministry of Education, 2005).

Oduor (2015) citing survey findings presented at Education International (EI) Conference in Nairobi observed that nearly half of Kenyan teachers are ready to quit their profession because of unfavorable working conditions. Out of 288,000 Kenyan teachers employed by the Kenyan Government, about 129,600 would wish to quit the profession because of poor working conditions. Two out of every five teachers surveyed would quit teaching today if they could find other jobs. Poor

working conditions, heavy workloads and low pay are reasons why teachers would leave. Only 55% of the 288,000 teachers under Teachers Service Commission are ready to retire in their chosen profession. An estimated 57,600 teachers or 20% need second income just to make ends meet. This could explain why there has been a series of industrial action by teachers in the country in the recent past, as teachers demand for pay hikes and improvements of working conditions. The result has seen education in public schools grind to a halt. Similarly, 68% of teachers feel their workload is too heavy. Only 55% of teachers want to continue teaching until retirement age and only 50% said their pay is just enough to cover their basic needs. During the presentation of the report, Sossion, the Secretary General of KNUT puts the report into perspective by explaining that poor pay and working conditions are the main reasons why teachers are demotivated (Oduor, 2015).

According to Jacob Kaimenyi, (Education Cabinet Secretary) as reported by Odour (2015), Kenya has witnessed strikes by teachers more than 12 times since independence in 1963. The frequency of strikes has increased since 1997 to almost every year, with the grievances always being about poor pay. Kenya National Union of Teachers (KNUT) boss, Wilson Sossion indicated that pay disparity between teaches and other civil servants is too wide.

1.2 Statement of the Problem

Ondari (2011) states that the status of teachers has greatly reduced in the past and today. Teachers are classified among the poor who are not able to meet or afford life essentials. This has made them to engage in business activities outside the classroom which takes much of their time which should have been spent on helping the students achieve their academic goals. Nyeri Municipality Sub-County has many public schools which perform poorly. This is because teachers are not motivated and therefore this highly affects students' academic performance.

A report by the Global Campaign for Education (2005) concludes that “it is evident in the five years since the Education For All (EFA) goals were restated at Dakar, that improving teacher motivation has still not been sufficiently prioritized as a major concern of national and international policy makers. As a result, teacher motivation and morale remain in a chronic state of decline”. The reasons identified for this decline include large classes, erosion in the quality of teacher training, poor working conditions, lack of incentives and other cost-cutting measures such as multiple shifts, and poor pay.

Teachers in Kenya have either gone on strike or severally threatened to go on strike since the year 1997. Teachers’ union leaders have also severally attributed poor results for students in K.C.S.E. to de-motivated teachers due to poor pay. Secondary school teachers have registered their dissatisfaction with a Kenyan Union for Post Primary Education Teachers (KUPPET) because they feel that the Kenya National Union of Teachers (KNUT) had failed to address their plight especially during the aborted October 5th 2002 strike. Between September and October 2002 teachers went on a 25 day strike. Currently, on September 4th 2015 teachers have engaged in strike. This is a powerful indicator of a de-motivated and dissatisfied workforce which is frustrated and angry at their work and with their employer. (Oduor, 2015)

This research therefore sought to find out why teachers are de-motivated and why they are often engaging in strikes. The research also looked at the measures to be taken so as to solve this problem.

1.3 Objectives of the Study

This study sought to investigate in general, the influence of motivation in relation to students’ performance. Therefore the study was aimed at achieving the following objectives:

I. To investigate whether salary as a form of teacher motivation affects the performance of students

II.To find out the effects of working conditions of teachers as a motivator on students’ performance in public secondary schools

III.To explore the role of high incentives (goals) as a form of motivation to teachers on students’ performance

IV. To suggest other possible measures of motivating teachers

1.4 Scope and Delimitations of the Study

The study sought to investigate the influence of teacher motivation on teaching and learning in public secondary schools. It was delimited to three public secondary schools in Nyeri Sub-County, Nyeri County. This study considered teachers and Form Four students since they have longer experience in school affairs and it looked at salary, working conditions incentives and other measures to be taken in order to motivate teachers.

1.5 Significance of the Study

The purpose of this study was to determine and describe the influence of motivation of teachers in public secondary schools with a view of improving the motivation of teachers. This study will contribute valuable knowledge to the field of motivation in general. As such, it is expected to produce hitherto unavailable knowledge on this subject. It should therefore form a useful material for reference by other researchers and other readers in general.

The findings of this study will be useful to policy makers in reviewing and setting better conditions of service for the teaching fraternity which would particularly change the attitudes of school leavers towards joining the teaching profession. It will also help the Ministry of Education (MOE), Teachers Service Commission (TSC), parents and the principals in the studied schools to formulate better strategies of motivating secondary school teachers in order to increase service

quality and productivity in terms of learners' academic results. In the attempt to deal with low motivation and its related problems, the management will focus on specific issues of motivation generated through this research. The use of specific knowledge will improve the quality of management of the schools and raise the standards of education in the country.

1.6 Conceptual Framework

According to Orodho (2008), “conceptual framework forms a simplified familiar structure, which is meant to help to get insight into understanding of the topic. It explains the relationships between variables.”(p.29)

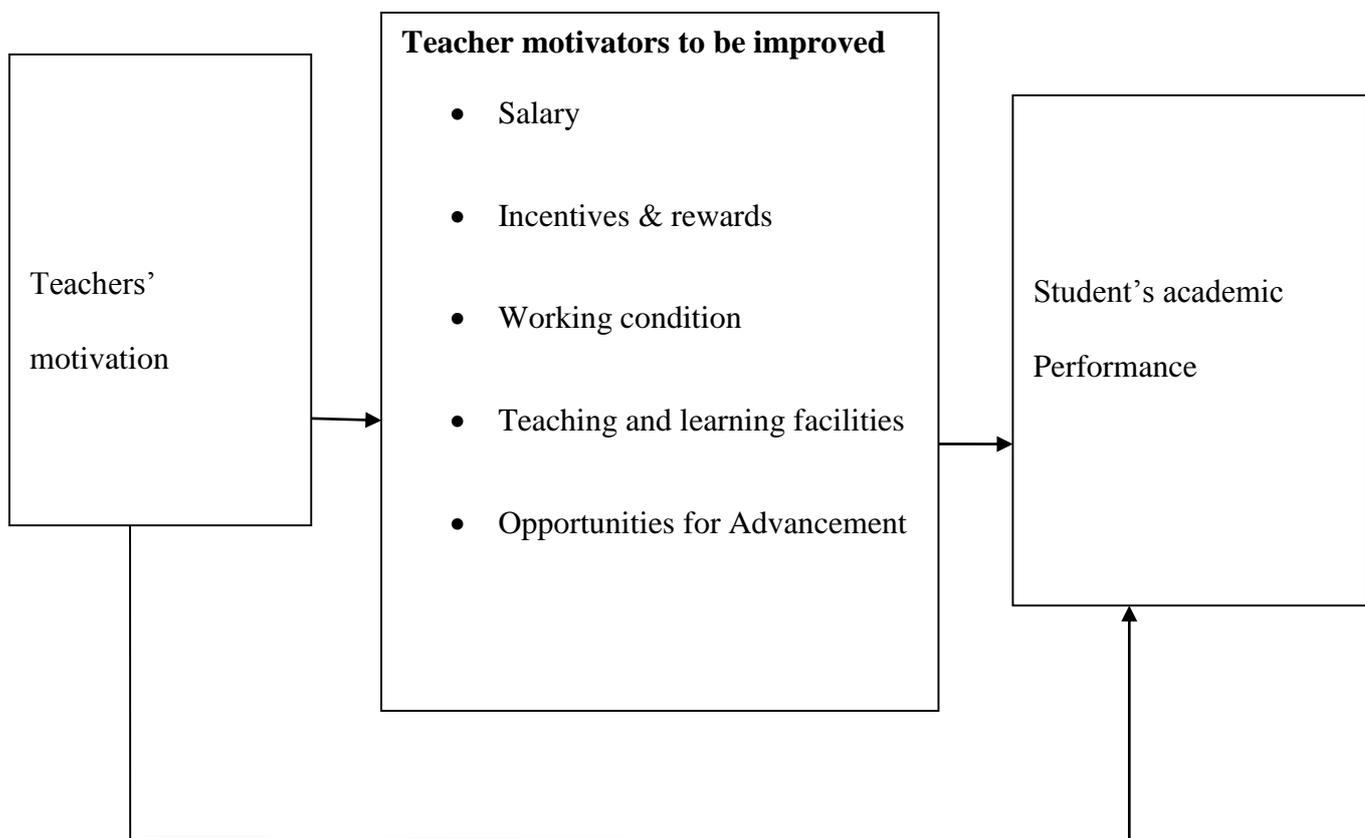


Figure 1.1: Conceptual framework on teacher motivation

Currently the teachers are demotivated due to various reasons. If the salary is increased, incentives are improved working conditions are made conducive, the schools are equipped with teaching and learning facilities and teachers given opportunities for advancement, then the teachers will be motivated and thus their performance is increased which will in turn enhance students' academic performance.

1.7 Operational Definition of Terms

Motivation: motivation is the need or desire within an individual that drives him/her towards goal oriented action.

Workload: workload refers to the amount of work that has to be done by a particular person.

Remuneration: remuneration is the money that employees receive for doing their job, especially professional employees or people working in an office usually paid every month.

Incentives: are things that will alleviate a need and there-by reduce the drive or motive.

Academic performance: academic performance is how well a student is accomplishing his or her tasks and duties.

Working condition: working condition is the environment in which the teacher works.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The researcher in this chapter reviewed various studies done by scholars concerning influence of teacher motivation on teaching and learning. This chapter identified the gaps and filled them with the knowledge that were found in the research study. The literature was reviewed under the following subtopics: salary as a motivator, role of high incentives, working conditions and other possible measures of motivating teachers.

2.1 Salary as a Motivator

In the study done by Debbie, 2007, teachers are the most important factor in determining the quality of education that children receive. As such, governments have a responsibility to ensure that teachers perform to the best of their abilities. Remuneration is crucial and thus teachers may be compensated through salaries. If teachers are poorly paid, they will not teach regularly or will leave the profession. The scholar speaks of the government issuing salaries to the teachers but the teachers still are demotivated. Therefore, the researcher sought to find out why the teachers still ask for salary increment.

Bennel (2007) carried out a study that observed that teachers in most of Low-Income Countries (LICs) experience low salaries; material benefits which are too inadequate for individual and household survival are to be met. Only when these basic needs have been met that it is possible for “higher-order” needs which are the basics of true job satisfaction to be realized. A good salary package can nullify various minor issues. Probably the most influential factor in job satisfaction is the remuneration one gets for his job, a reasonable pay will cancel out many hitches, for example work overload, overtime or even a stressful job. Job satisfaction is directly related to remuneration packages; dissatisfaction mostly comes up when a worker feels he is not being appropriately

compensated. This research has been generalized in many Low Income Countries and thus has not dealt with Kenya in particular. However, the researcher sought to know whether it is applicable to the area of study.

In the year 2009 study done by starcity schools states that the government signed a Ksh 17 billion payout with KNUT and KUPPET to be implemented in three phases at a percentage rate of 40-40-20. The pact was reached following an 11 day work stoppage by teachers to force a salary review. A common thread in these pay standoffs is that the teachers' agitations and demands are beyond the resources of the government which spends 40 % of its budget on education. As a result, the Kenya government and the two teachers' unions KNUT and KUPPET are in a constant standoff over better salaries and other terms of service. The government argues that the present economic realities cannot sustain the demanded increase of salaries, benefits and improvements in working conditions. In this study the scholars focus on salary review. Therefore the research is not specific on the impact of teacher motivation on students' performance hence the researcher sought to fill the gap in this study.

A Voluntary Service Overseas (VSO) report 2002 based on three African countries, Zambia, Malawi and Guinea Papua concludes that a potential crisis in the teaching profession threatens the ability of national governments to reach internationally agreed targets to expand and improve education. In many developing countries, teachers are demoralized and frustrated. The report focuses on four areas: the condition of teachers in employment; their situation as educators; their relationship with the local community; and their voice in educational policy. It shows negative factors in all these areas and not many redeeming features in the educational systems involved. Of particular concern is poor teacher management at all levels from the Ministry of Education to the schools, and the teachers' perception that the decline in their pay has adversely affected their status both nationally

and locally. The focus of the study was on demoralized teachers and the study was not conducted in Nyeri Municipality Sub-County, thus the researcher sought to fill the gap.

In the study by Ololube (2006), on motivation and job satisfaction in Nigeria, he notes that Nigerian teachers are underpaid and work under pathetic conditions. The teachers under their trade union have been agitating for salary increase, benefits and improvements of teachers working conditions. Teachers argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure and enhanced working conditions. This study was conducted in Nigeria, a place totally different from that targeted by the researcher. Therefore, the researcher sought to find out whether the same findings can be found in Nyeri Municipality Sub-County.

2.2 Role of High Incentives

The study by Hanson (2001) of teachers in 87 district schools from New York State in the United States of America found that school management and the nature of teachers' job and salaries were crucial in determining teachers job satisfaction and performance. Incentives are a form of encouragement to take action. They are the direct and indirect benefits offered to teachers as intrinsic motivators. Put in other words, they are the application of additional inputs that shape the education process to achieve the eventual outputs of education in desirable ways. Monetary or special incentives refer to allowances that teachers receive for their work apart from the normal pay package. For instance when a government of a given country establishes that a particular subject combination or a discipline is unpopular at the college or university and ultimately less teachers in the field for that combination, the government swiftly increases the allowance of teachers who are already in the service and the newly employed teachers. The possible reasons for the unpopularity of the subject (s) being the facilities for teaching that subject are inadequate, the concepts are too complicated for learners to comprehend and internalize and finally the course content is too wide to be covered

within academic year. In Kenya, that case was witnessed when the government increased the salary of Chemistry, Physics, Biology, English and Kiswahili teachers. The scholar dwelt on monetary incentive in particular and he never pointed out the impact it has on teachers that is whether they got motivated or not. This then is the gap that the researcher wanted to fill.

2.2.1 Pay Incentives

In 2002, the World Bank concluded that many factors have been examined in an attempt to find what promotes teachers' motivation. Pay incentives have been found to be unsuccessful in increasing motivation. Global discussions in education such as Education For All (EFA) have generally failed to recognize the pivotal role of teachers in attainment of educational goals. Key issues of teachers' motivation and pay are often skimmed over and at times, ignored altogether. For example, the World Bank website on effective schools and teachers identifies eight improvement domains but none of these relate centrally "to teachers, job satisfaction and motivation." Similarly, the World Bank Action Plan to accelerate Progress towards EFA does not address the very low level of teacher motivation in most countries. There are unacceptably high proportions of teachers working in public schools who are poorly motivated due to a poor combination of low job morale and satisfaction, poor pay incentives and inadequate controls. Scholars in this research are more interested in the teachers who are poorly motivated but they never looked at what happen to those who are highly motivated and how this will affect the performance of the students. However, the researcher in this study was interested in conducting this study to fill the knowledge gap.

2.2.2 Allowances

Allowances are cash incentives, but tied to the specific actions or behavior that the Ministry of Education wants to encourage, such as teaching in a double-shift school, taking up teaching assignment in remote or hardship areas. It is a policy that when the teacher leaves that area or assignment the allowance stops. Other allowances referred to as indirect monetary fringe benefits include all the other financial resources offered to teachers, such as travel allowances, house allowance, free food, health insurance and medical assistance and life insurance. The US Bureau of Labour Statistics (2004), notes that health insurance coverage for public school teachers is nearly universal, more than 99 percent. The health insurance benefits amounts to 7.1 percent of hourly compensation costs for teachers. This research was conducted in rural areas and hence, since most of the teachers come from their homes to go to work, this study would find out whether teachers are given these allowances and how this is related to students' performance.

2.2.3 Housing allowance

A study conducted by Mulkeen (2008), observed that teacher deployment systems sometimes use special incentives to achieve their desired goals. Teacher housing is one of the most frequently used incentive to attract and retain teachers in rural areas where suitable housing is not available for renting. The availability of safe housing is particularly important since it encourages female teachers to work in rural areas and also make male teachers comfortable in town schools and other schools far from their home areas. The working and living environment for many teachers is poor, which tend to lower self-esteem and is generally demotivating. The scholar speaks of housing in rural areas in general and thus the researcher wanted to find out whether this happens in the area of study.

Ramachadran et al, (2005) observe that not being housed in school has a great impact on teachers' motivation both in rural and town schools. The cost of travel contributes to teachers'

absenteeism and lateness which ultimately lowers the students' performance in national exams.

Housing in some of the countries of Sub Saharan Africa is a problem. They noted that many primary school teachers are given small house allowance to cater for their residential accommodation which forces them to reside in poor houses. On the other hand, teachers who fail to get institutional houses have to look for accommodation elsewhere, a situation which results in demoralized teachers and hence unable to effectively perform at work. The researcher only emphasized on the primary school teachers but failed to specify whether they are privately administered or state owned. In this research the study focused on motivation of public secondary school teachers thus seeking to bridge the gap.

2.3 Working Conditions

Voluntary Service Overseas (2001) points out that poor living and working conditions have over time seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an unacceptable manner. The situation in Tanzania is similar to that of the rest of East Africa and many other developing countries including Papua New Guinea and Malawi where it was abundantly clear that teachers' motivation is at best fragile and at worst severely deteriorating. This study has been generalized and hence the researcher investigated to see whether this is true in Nyeri Municipality Sub-County.

Armstrong's (2005) carried out a study that established that teachers would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things can impact poorly on working mental and physical wellbeing. Working condition will influence job satisfaction as employees are concerned with a comfortable physical working environment which will influence job satisfaction. Fairness is an equal treatment; receiving the same services and benefits as competent leaders are essential to the success of the school. The scholar has dealt with negative impact created by lack of good working

conditions. However the researcher sought to know how working condition can positively impact on teacher motivation.

2.3.1 Good Working Environment

Parisi and Guthrie (2009) carried out a study on creating a motivating work environment and found out that the most important factor mentioned by the majority of respondents was having an open, safe, and welcoming environment. Respondents identified an optimal environment as one that feels friendly, supportive, and caring. Many respondents said they felt empowered to take risks and grow as illustrated in the following remark. The research found that leaders played an important role in creating a positive and engaging workplace. The most frequently mentioned category across all groups was creating a supportive and encouraging environment. Being respected and valued ranked third across all the groupings. The above scholars however have not mentioned who the respondents of the findings are. Again they only spoke of good working environment leaving out the poor work environment and how it affects the performance of the students. Therefore, the researcher wanted to know whether this is applicable to teachers and how it affects them and the performance of students.

In the study by Gitonga (2012), some of the respondents 46percent indicated that good working environment was a critical motivating factor that would motivate them towards student performance in KCSE. Findings also indicated that, 58percent of the respondents attributed poor working environment as a critical de-motivating factor that would de-motivate them towards students' performance in KCSE. Gunram (2011) also noted that in terms of support from superiors, only 29 percent of respondents agreed that departmental heads supported them. Regarding relationship with learners and the community, 41percent of respondents believed that learners and teachers enjoyed positive working relations, whilst 42 percent disagreed that the Representative Council of Learners (RCL) worked closely with teachers to further the aims and aspirations of learners. With regards to community involvement, 66 percent of respondents expressed reservations

about the local community providing support services to learners at their schools. The scholar gives a broad view of working environment. However, this study was contextual to public secondary schools in Nyeri Municipality Sub- County.

2.3.2 Provision of Accommodation and Housing

Accommodation refers to a place to live, work or stay in. These are rented, temporary or furnished accommodation (Oxford Advanced Learners Dictionary, 2010). In Nepal, working conditions at schools in the mountains are so difficult that, typically, teachers only stay for short periods, which means that they have limited commitment to schools. According to a study done in India by Ramachandran (2005), a teacher not housed in the school has a great impact on teacher motivation. Most teachers talk about distance from home to school as the main problem they faced. The cost of travel contributes to teacher absenteeism and lateness in school. This study was done in India but not particularly in Nyeri Municipality Sub-County. Therefore the researcher was interested in bridging this gap of knowledge.

Odhiambo (2009) and Ondigo (2011) suggest that often, some supervisors demand a lot of effort from subordinates in the execution of tasks with little regard to provision of necessary tools and resources required for effective discharge of duties. From the study on influence of working environment on employee commitment, Ondigo and Odhiambo noted that workers who are exposed to a frustrating working environment get demoralized and subsequently performed below expectation. He advises that organizational productivity can remain a goal too hard to achieve by demanding too much from workers with too little resources invested by the organization in addressing the worker's desire to acquire decent accommodation. Therefore the researcher wanted to find out if this is applicable in Nyeri Municipality Sub- County.

Reporting from the study findings conducted at Oyugis Town Council on factors influencing employee job commitment in local authorities, Odhiambo (2009) observed that many council workers operated briefcase offices in the corridors of the Town Hall due to unavailability of sufficient working spaces. Besides the working spaces, the workers also reported being frustrated in the performance of tasks due to lack of adequate accommodation for ease of discharging their duties, some workers resorted to conspiring with potential tax payers to deny the council revenues. The scholars looked at workers in general were not specific to teachers. This study then put more emphasis on teachers.

Everyone needs a comfortable home, clean environment and necessary social amenities that go with it. Wambia (2010) argues that indecent housing not only affects the physical and mental health, working efficiency, emotional security and social status of those who occupy them but is also a burden and a threat to the rest of the community. In her study to establish the influence of housing on teachers' performance in Lugari Division of Kakamega District, her findings were: teachers had various housing problems, including lack of institutional houses in the schools and decent rental houses in the neighborhoods which had tap water and electricity. The distance and location of their houses adversely affected the teachers' professional duties. This is a situation in Kakamega, however, the researcher here wanted to explore how it is applicable in Nyeri Municipality Sub-County.

2.3.3 Class Size

According to the study done by Majanga, Nasongo & Sylvia (2010) on the influence of class size on classroom interaction in the wake of Free Primary Education (FPE), FPE created increased class sizes, shortage of teachers, heavy teachers' work load and lack of teacher motivation. They further found that teachers are demoralized with heavy workloads, handling many lessons, many

pupils and working for long hours. The researcher therefore wanted to find out whether this is applicable to the area of study.

Sirima and Poipoi (2010) also reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tend to have high social and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer. The research deals more with high productivity thus this study concentrated also on low productivity and how it affects students' performance.

A report by KNUT general secretary on *The Daily Nation*, Sept 9, 2011, shows that the ratio of teacher to student is 1:200 in the public secondary schools in Kenya. The report said that even if the teacher was an angel he/she cannot manage that number. It also indicated that the teachers are overworked since they are the ones to mark assignments, tests, Continuous Assessment Tests and grade students. The workload is too heavy for the teachers and thus the students are not getting enough tutorials because the teachers cannot cope. The report concluded by saying that there is less individual attention to students and lack of motivation for the teachers who are overworked and underpaid as compared with other employees like the members of parliament who earn eight hundred thousand Kenya shillings per month, yet work for fewer hours. The reports given shows in general how high student ratio lowers motivation but does not go to specific areas. Thus, this study looked keenly on the targeted area.

2.4 Other Possible Measures of Motivating Teachers

Other motivators highlighted include; Provision of rewards, opportunities for advancement and lack of learning facilities.

2.4.1 Provision of Rewards

Motivation entails a vast majority of material and non-material items that enhance individual commitment to accomplish tasks in any organization. Human beings have the capacity to perform their duties just well but with some external reinforcement, jobs are undertaken more effectively (Ondari, 2011). Ondari further advises that personnel should be allowed to share the gains of an institution in the form of monetary rewards to boost their morale as an increased motivation to give more to such institutions. Reporting from his study based on factors influencing performance of workers in the private sector in Nigeria, Emenike (2010), indicated that workers were likely to perform well in organizations that set money for rewarding their performance. He further observed that more workers were found to be more comfortable with financial rewards than other types of rewards. This scholar focuses on workers in general and those in private sectors. The researcher concentrated on teachers especially those in public secondary school in the area of study.

2.4.2 Opportunities for Advancement

In a study done by Wasonga (2004), employees are satisfied with current job if they see a path available to move up in ranks and be given more responsibilities along with higher compensation. The level of job satisfaction among teachers' increases with the professional grade levels. Studies carried out points out that employment policies laid down by the Teachers Service Commission(TSC) on how certain issues should be undertaken have been neglected, one being that of upward mobility for teachers. There should be further training courses that are in-service training programs that facilitate teachers' progression toward effectiveness. This can be organized through seminars, conferences, workshops and institutions like KEMI-Kenya Education Management Institute, KIE–Kenya Institute of Education which will be appropriate in keeping teachers updated. The researcher then conducted a study to see whether this is applicable to the area of study so as to fill the gap.

2.4.3 Adequacy of Teaching and Learning Resources

Referring to Juma (2011) and Limuli (2009), teaching and learning resources include classrooms, laboratories, libraries, playing fields, and textbooks among other things. They link performance in examinations to the state of teaching and learning resources in schools. They note that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities and an attitude of helplessness may be inculcated early into students making them have a negative attitude toward the school. According to the two scholars physical materials in terms of adequacy and quality have been noted to have a great impact on teacher motivation. A school that has adequate instructional materials is likely to post better school mean. Low quality and inadequate physical resources in a school creates low morale of teachers. A school with inadequate classrooms will be forced to accommodate more students than recommended therefore increasing teacher-student ratio. This ends up affecting students' performance reducing their competitiveness and opportunities whose placement is pegged on performance in some subjects .Based on these researches no academic research has been carried out on how inadequate teaching and learning materials impact on teachers motivation in the area of study thus bridging a gap to be filled.

According to Orodho (2008), conceptual framework forms a simplified familiar structure, which is meant to help to get insight into understanding. It explains the relationships between variables. Learners when taught without teaching and learning materials tend to forget after a short span of time but when taught using instructional materials they do not forget the concepts quickly. They will internalize the concepts and retain them for a long time an indication that curriculum objectives have been achieved by the teachers. When a teacher uses inferior or lower quality and inadequate instructional materials, the curriculum objectives will not be achieved hence quality of education will be compromised, this will be evidenced by low performance in the Kenya Certificate

of Primary Education (K.C.P.E.) national examinations. The scholars concentrated on Primary schools. This study was thus restricted to public secondary schools in Nyeri Municipality Sub-County.

2.5 Summary of Reviewed Literature and Analysis of the Knowledge Gap

The literature review shows that intrinsic and extrinsic motivation and job satisfaction affect the performance of the teachers and hence teaching and learning process. Both intrinsic and extrinsic rewards such as better housing and remuneration, promotion, conducive working environment, feasible workload, adequate teaching and learning resources, opportunities for advancement, would positively influence teachers' motivation hence, teachers' and students' performances. Students' performance reveals that success or failure of a school depends on many factors such as teachers' motivation which affect teacher's morale and hence productivity (performance). From the studies conducted by different researchers it is clear that there is a lot of information related to the research problem. There is no specific study that targets public secondary schools in Nyeri Municipality. Thus the researcher was interested to fill this gap with above mentioned objectives of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the description of the research design, population of the study, sample size and sampling technique, description of the data collection instruments, validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.1 Research Design

This study employed descriptive survey design to describe the characteristics of the population under study. It involved empirical research that collected analyzed and quantified data. This implies that, the researcher first collected and then analyzed the data in order to elaborate on quantitative information obtained. The quantitative approach of the study included survey research which according to Naissuma (2000) entails the asking of questions to selected people who write their responses after reflecting about them. Orodho (2009) also speaks of descriptive survey as a technique of gathering information by administering questionnaires to a sample of individuals. The survey was conducted on students and teachers.

3.2 Population of the Study

Kombo and Delno (2006) define a population as a larger group from which a sample is taken for measurement. Mugenda and Mugenda (2003) define population as the aggregate of all that conforms to a given specification. By extension, they opined that target population is the absolute population to which researchers would like to generalize results.

According to Paul and Jane (2009) target population is the collection of the objects which possess the information required by the researcher and about which an interface is to be made. There are Ten Public Secondary Schools in Nyeri Municipality Sub-County Nyeri County. Population in

this study involved 83 teachers and 333 students in three selected public secondary schools secondary schools in Nyeri Municipality Sub-County in Nyeri County. The researcher used the teachers in the study because they are the ones with the knowledge about the level of their own motivation. The researcher also used Form Four students because they have more experience in the school than the rest of the students. Nyeri Municipality comprise of 10 public secondary schools.

3.3 Description of Sample size and Sampling Techniques

Mugenda and Mugenda (2003) define Sample size as the number of items to be selected from the population to constitute a subset. A sample is part of a target population that has been procedurally selected to help the researcher access it. Oso and Onen (2011:81) in connection with Mugenda also define a sample as part of the target (or accessible) population that has been procedurally selected to represent it. He further stated that a sample must be representative of the population being studied. In this study 10 public Secondary Schools in Nyeri Municipality Sub-County the researcher used simple random sampling method in the sampling of three public Secondary Schools. In the selection of the sample of students and teachers, simple random sampling method was used. By this method, all the defined population had an equal chance of being selected as a member of the sample. The sample size of the students and teachers was done by getting at least 30% of the total population ($30\% \times \text{population}$), Mugenda & Mugenda (2003). For the schools of study, sample was drawn from all the Form Four students and teachers too. That was, the teachers who have taught in each school for more than five years were sampled.

According to Mugenda and Mugenda (2003), the sampling procedure is obtained by calculating thirty percent of the total number of the population involved in the study. In Nyeri Municipality out of 10 secondary schools three schools were selected for the study. In those selected schools one school out of 99 students 30% was selected, and in the other one out of 119 students 36% was selected equally in the school with 115 students 35% was sampled. On the side of the

teachers in three sampled secondary schools out of 83 teachers 25% was sampled. In one of the selected schools out of 30 teachers 9% was selected, in the other school out of 32 teachers 10% were sampled and out of 21 teachers in the rest of the selected school 6% were sampled. The researcher used a sample size of 100 students and 25 teachers from three public secondary schools in Municipality Sub-County, Nyeri County. A sample of 125 respondents took part in this study.

Table 1

Sample size

Category	Population	30% of Target Population	%
Number of year four students	333	100	80
Number of teachers	83	25	20
Total	416	125	100

3.4 Description of Data collection Instruments

Instruments for data collection refers to the tools the researcher will employ in this study to collect the data. In order to achieve the stated objectives of the study, the researcher used questionnaires for students and interview schedule for teachers. According to Naissuma (2000), questionnaire is a set of questions designed to extract information relating to a survey. The selection of questionnaire as a research tool for collecting data was guided by the nature of the data to be collected, time available as well as objectives of the study. Each of the two instruments used for data collection sought to collect demographic information.

According to Khothari (2004) a questionnaire is a carefully designed instrument, written, or printed for collecting data directly from the targeted population. The questionnaires for this study employed structured and unstructured questions. Chandran (2004) also defined a structured question as one where response alternatives are provided. Unstructured or open-ended questions are those that prompt the respondent to give his/her own answers without having limit to the given set of alternative responses. Therefore, data for this study was collected through structured and unstructured questions.

3.5 Validity and Reliability of the Research Instruments

Validity is the degree to which the instrument measures what is a purport to be measured. It ensures accuracy and meaningfulness of influence which are based on the research result obtained from the analysis of data which represent the phenomenon under investigation (Mugenda & Mugenda 1999). They continued saying that validity can be seen as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Orodho (2008) opined that validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represent that concept. He proceeded to say that the principle of validity requires that we ask quite genuinely whether the items in the measuring instruments singly or collectively represent what they are supposed to measure. So, to realize maximum validity in this study, the researcher sought knowledge from specialists and also made good use of the immense contributions and directions of the supervisor.

Reliability is the extent to which tests scores are accurate, consistent or stable, (Strowing & Stead, 2007). Reliability of an instrument refers to the consistency in producing a reliable result (Orodho, 2009). He added that reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept. In the same light, Mugenda and Mugenda (1999) posited that reliability of an instrument is a measure of degree to

which a research instrument yields consistent results or data after repeated trials. They are of the view that reliability in research is influenced by random error. In order to achieve a high level of reliability, a pilot study was used with a small group of people from the sample population but not those who were involved in the study in order to be sure that random errors are minimized. The researcher sought advice from experts and previous researchers to provide guidance on data collection instruments.

3.6 Data Collection Procedures

Data collection refers to the process by which a researcher dispatch research tools in area of the study in order to obtain required information from the subjects sampled for the study. Weller (2004) defined data collection as a process of collecting data to obtain information on record to make a decision or pass information to others aimed at proving or refuting some facts.

In this study the researcher obtained permission from the Deputy Principal Academic (DPA) of the Marist International University College (MIUC) which introduced the researcher to the schools under study before the actual data collecting process. When the permission was granted, notice was given to respondents before the actual data collection exercise. The researcher then administered the questionnaires and used the interview schedule to interview the participants and later on collected data.

3.7 Data Analysis Techniques

In a study done by Kombo and Tromp (2013), data analysis is the act of examining what has been collected in a survey or experiment and deductions and inferences made out of it. After the collection of the data, its analysis involved the use of descriptive statistical techniques such as frequencies, graphs and percentages to show the number of individuals in each category of the

variables. For quantitative data, the researcher used Statistical Package of Social Sciences (SPSS). In this case, frequencies and percentages were used.

3.8 Ethical Considerations

High level of integrity was upheld in this research. Mugenda and Mugenda (2003) defined ethics as principles and guidelines that serve as a guide to ones behaviours. The researchers observed the anonymity and confidentiality, researcher's responsibility and acknowledged various sources of information.

In this study, in the data collection exercise, the researcher guaranteed the participants of confidentiality in dealing with their responses and their names would not be documented anywhere in the research documents. This aimed at enhancing freedom of expression and honesty. The respondents were not required to write their names on questionnaires as a way of guaranteeing their confidentiality.

The researcher carried out this research in relation to the topic of study and observed necessary procedures of doing research. This included citation of various sources of information used both in-text and in the reference list following American Psychological Association (APA).

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

This chapter presents and analyzes the findings of the study “The Influence of Teacher Motivation on teaching and learning in Public Secondary Schools in Nyeri Municipality, Nyeri County The findings of the study were analyzed on the basis of the data which were provided in the questionnaire. Presentation was done under the following four sub-headings: demographic information, salary as a motivator, role of high incentives, working conditions and other measures to be taken. In addition, data were presented and analyzed using tables, and pie charts.

4.1 Questionnaire Return Rate

Table 4.1

Questionnaire Return Rate

Respondents	Questionnaire Distributed	%	Questionnaire returned	%
Students	100	80	89	71.2
Teachers	25	20	15	12
Total	125	100	104	83.2

To the students, 100 questionnaires were distributed and only 89 were returned which makes a response rate of 71.2%. To the teachers, 25 questionnaires were distributed and only 15 were returned which makes a response rate of 12%. The response rate was not as high as the extent

expected by the study in order to represent the population targeted by the researcher. However the researcher drew inferences from the available information.

4.2 Demographic Information

This section of research is aimed at finding out the demographic information of the respondents which entails different characteristics of the respondents. This is significant to the study seeing that it helps to understand the logic of the diverse features of respondents. It is on this background information that the interpretation of the study was based.

4.2.1 Demographic Information

The demographic information for the students includes gender and age

4.2.1.1 Age of the Students Respondents

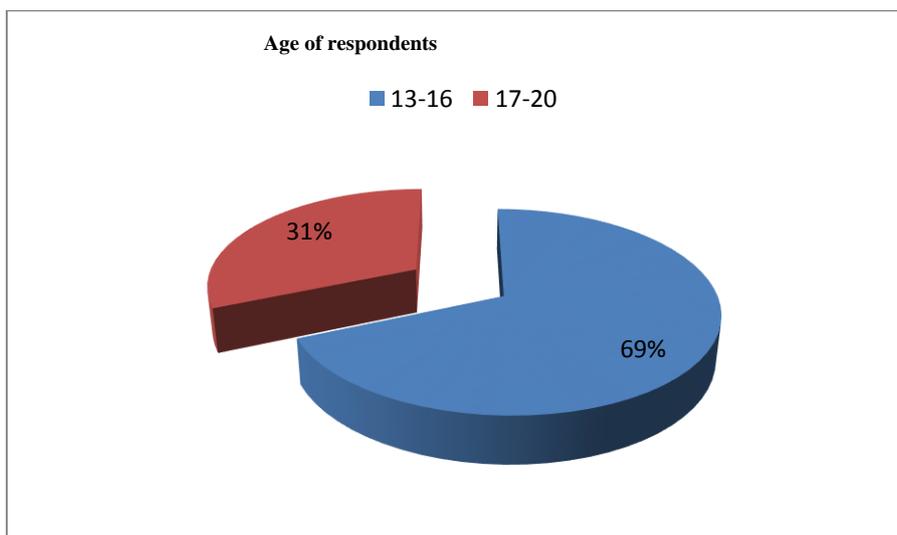


Figure 4.1: Age of the respondents

According to Figure 4.1, the age rate of students varies from 13-20. The study found out that 31% of the respondents are aged between 13 and 16 years, 69% are aged between 17 and 20.

Therefore the general view is that Form Four students in public secondary schools are between 13

and 20 years. However the study never intended to know exactly the age of each respondent due to the fact that probably some respondents would not be fair in their responses.

4.2.1.2 Gender of Respondents (students and teachers)

Table 4.2

Gender of Respondents

Gender	Students		Teachers	
	F	%	F	%
Male	33	37.1	7	41.2
Female	56	62.9	8	47.1
Total	89	100.0	15	88.2

Table 4.2 shows that 37.1% of the teachers were male while 62.9% were female. Thus a big number of female teachers responded to the questionnaire than the male teachers. The gender of the respondents shows the cooperation in this research by more female teachers than male. However this is as a result of the ratio of male and female teachers from three selected schools in Nyeri Municipality. With regard to the students 41.2% were male while 47.1% were female. This shows that female students were more cooperative than male in this study.

4.2.2 Demographic Information for the Teachers

The demographic information of the teachers includes their membership, qualification and teaching experiences.

4.2.2.1 Teacher's Membership

Table 4.3

Membership of KNUT

	F	%
Yes	9	60.0
No	6	40.0
Total	15	100.0

Table 4.3 shows that from response obtained from teachers; 60% of the respondents are members of the Kenya National Union of Teachers (KNUT) but 40% are not members of this union. This shows that majority of the respondents are happy with this organization while the rest are not interested to join due to dissatisfaction.

4.2. 2.2 Teachers Qualification

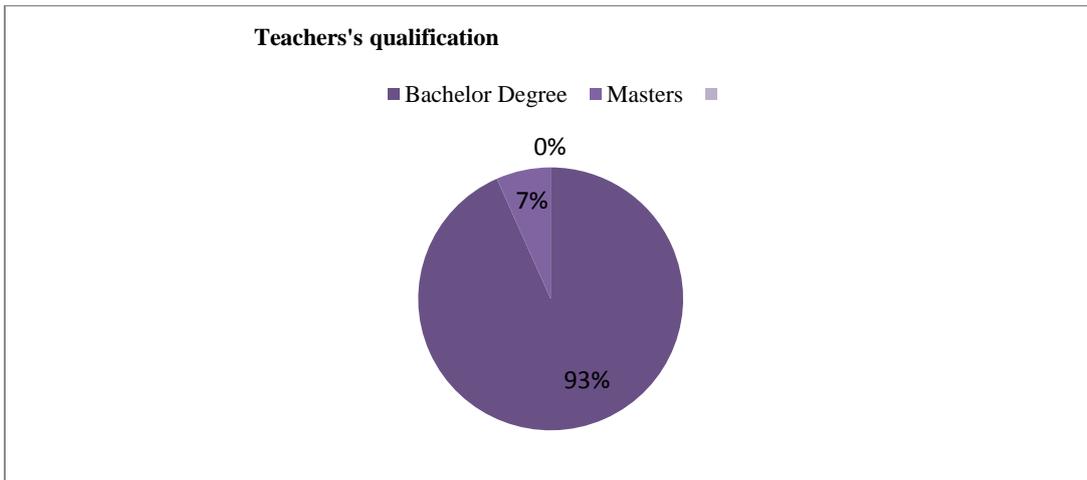


Figure 4.2: Teacher's qualification

Concerning teachers' professional qualification as presented in figure 4.2, (93%) of the respondents had First Degree certificates while 7% had Master's Degree. This indicates that majority of the teachers in the County are professionally trained up to the First Degree level. Teachers who have these qualifications are expected to perform their teaching duties well and produce students with good academic grades. However, with this qualification, the performance of the students in KCSE in the County was still low when compared with the others schools nationally. This also implies that majority of the teachers may not qualify for senior most positions in the education sector which are currently requiring master degree as pre-requisites.

4.2.2.3 Teaching Experience

Table 4.4

Teaching Experience

Years	Frequency	Percentage
1-5	4	26.7
6-10	1	6.7
11-15	1	6.7
16 and above	9	60.0
Total	15	100.0

Table 4.4 shows that majority of the respondents had been teaching for more than 16 years. 60% have been working for more than 16 years. 6.7% were working in the range of 6-10 and 11-15 years respectively while 26.7% were working in the range of 1-7 years. Employee experiences influence their motivation depending on the length of the experience. These findings indicate that most respondents had critical teaching experience to influence better performance in KCSE in the district.

4.3 Salary Related Factors

The first research question sought to establish the extent to which salary related factors impact on teacher. To ascertain this, questions were distributed so as to gather information.

Table 4.5

Salary Related Factors

Salary related factors	SA		A		U		SD		D		Total	
	F	%	f	%	f	%	f	%	f	%	f	%
The pensions scheme in place offers good expectations upon retirement	0	0.0	3	20	2	13.3	4	26.7	6	40	15	100
The amount of salary is commensurate with the workload	0	0.0	2	13.3	0	0.0	8	53.3	5	33.3	15	100
The payment of monthly salary is timely	2	13.3	8	53.3	1	6.7	1	6.7	3	20	15	100
The allowances are adequate	0	0.0	0	0.0	1	6.7	12	80.0	2	13.3	15	100
The salary is adequate and assured	0	0	0	0	1	6.7	10	66.7	4	26.7	15	100

Table 4.5 above shows that majority of the respondents disagreed with the statement that pension scheme offers good expectations upon retirement. 40% of the respondents disagreed, 26.7% strongly disagreed. 13.3% of the respondents are undecided showing that they have no idea whether teachers are given this offer. However, only few respondents, 20% agreed with the statement. This is supported by a study done by Dinah Gitonga in Imenti South District whereby majority of the respondents strongly disagreed on pension schemes.

Respondents of the statement on amount of salary is commensurate with the workload gave different views. For instance, only 13.3% of the respondents agreed with this statement, an indication that the salary given does not go in line with the work done. Majority disagreed. Thus 53.3% strongly disagreed and 33.3% disagreed. This statement is supported by the interview conducted whereby the respondents said that the work done is not equivalent to the remuneration. In responding to the question whether the payment of salary is timely, majority accepted that they are paid on time. For instance, 13.3% strongly agreed and 53.3% agreed. 6.7% are undecided, 6.7% strongly disagreed while 20% disagreed that they are paid on time.

Majority of the respondents disagreed on adequacy of allowances meaning that they do not receive the required allowances. 13.3% disagreed, 80% strongly disagreed and 6.7% are not sure whether the allowances are adequate. This statement is supported by the interview conducted for the respondents of this interview strongly stated that they are not given allowances.

According to the research done, majority disagreed with salary being adequate and assured. Therefore, 66.7% strongly disagreed, 26.7% disagreed and 6.7% are undecided. This implies that many teachers in the County feel that remuneration package that include salaries, allowances and pension are not competitive compared to the workload and other professions. The findings indicate that salary was an important factor in teacher's motivation as supported by Bennel 2007 as well as the interview conducted where the respondents say that a good salary package can nullify various minor issues. The most influential factor in job satisfaction is the remuneration one gets for his job. A reasonable pay will cancel out many hitches, for example, work overload, overtime or even a stressful job.

4.4 Incentives

Incentives are sometimes used by government and education leaders to encourage teachers to behave differently, presumably in ways that promote the ends desired by those giving the incentives. For example, incentives might be designed to attract current teachers to remain in teaching, to accept assignments in remote schools, or to use new teaching methods in their classroom. The findings in the study show how teachers perceive the incentives reserved for them.

4.4.1 Teacher's Rewards

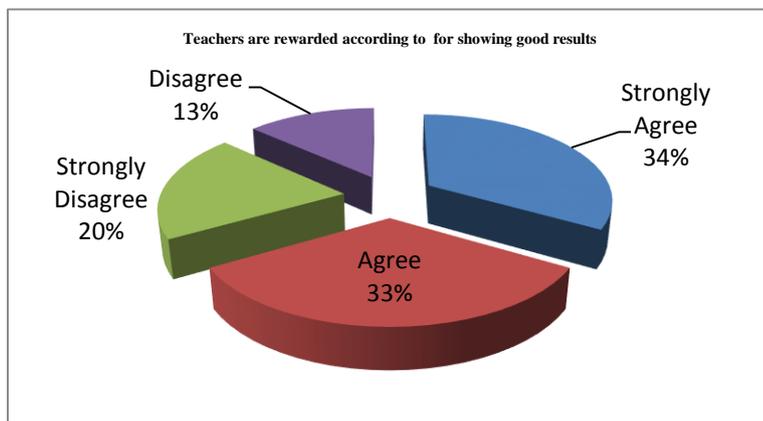


Figure 4.3: Teachers' rewards

Figure 4.3 clarifies that most of the respondent's opinion is that teachers are not rewarded by showing good results. Among the responses the researcher found that 33% strongly disagreed, 47% disagreed, and 20% were undecided.

4.4.2 Teacher's Satisfaction with Performance

Table 4.6

Teacher's Satisfaction with their Performance

Teacher's satisfaction	Frequency	Percent
Undecided	3	20.0
Strongly Disagree	5	33.3
Disagree	7	46.7
Total	15	100.0

Table 4.6 shows that teachers are absolutely dissatisfied with their present performance. In this regard, 46.7% disagreed that teachers are not satisfied with their present performance, 33.3% were in strong disagreement while 20% were undecided on the satisfaction of the present performance. Therefore majority are not happy with their duties due to lack of motivation which makes them lukewarm in the way they teach. This then leads them to giving little to the students thus affecting academic performance.

4.4.3 Teachers' Incentives

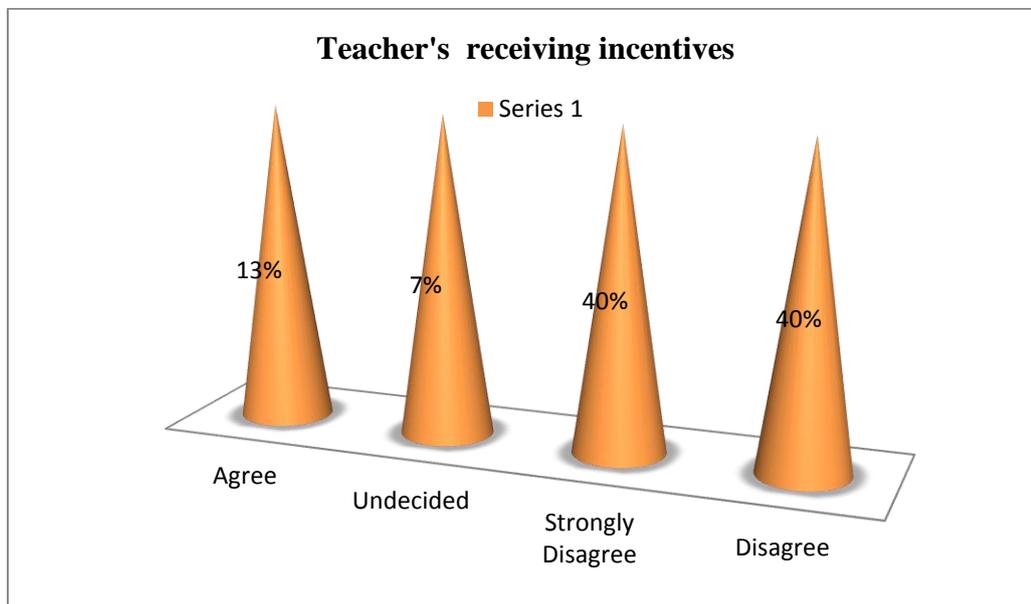


Figure 4.4: Teachers receiving incentives according to their abilities

Figure 4.4 highlights that teachers are not given incentives according to their abilities, 40% of the respondents strongly disagreed, 40% disagreed on that, and 7% were undecided. However, 13% agreed that teachers are given incentives according to their abilities. This then shows that teacher workload is much in comparison with what they receive in terms of incentives.

4.4.4 Health insurance

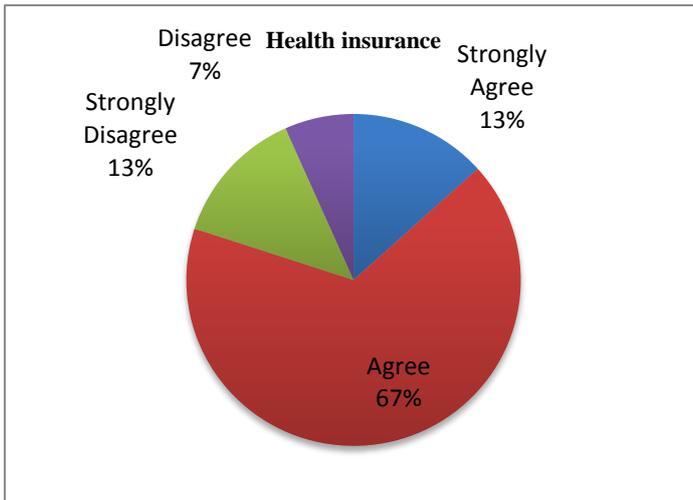


Figure 4.5: Health insurance

Figure 4.5 confirms that health insurance is provided to the teachers by most of the respondents. This was clarified by the fact that 67% of respondents were in agreement and 13% strongly agreed on that fact while 13% seems to have different view since they are in strong disagreement. However, 7% of the respondents disagreed on that matter. This shows that not all receive this service because from the interview conducted the respondents strongly disagreed that they do not receive health insurance since they speak of recent double deduction of medical allowance.

4. 4.5 House Allowances

Table 4.7

House Allowances

House allowances	Frequency	Percent
Strongly Agree	2	13.3
Agree	12	80.0
-		

Strongly Disagree	1	6.7
Total	15	100.0

Table 4.7 indicates that majority of the respondents agreed that they are provided with house allowance. 13.3% strongly agreed, 80% agreed and but few respondents are not sure whether that allowance is given. This is supported by research done by Mulkeen (2008) that teacher housing is one of the most frequently used incentive to attract and retain teachers in rural areas where suitable housing is not available for renting. The availability of safe housing is particularly important since it encourages female teachers to work in rural areas and also make male teachers comfortable in town schools and other schools far from their home areas.

4.5 Working Condition

This study considered the importance of working condition since this will affect teacher's motivation which determines even the performance. As established by Armstrong (2005) in his study which advocates that the teacher would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things can impact negatively on working mental and physical wellbeing

4.5.1 Teachers' Quarters

Table 4.8

School has teachers' Quarters

Quarters	Frequency	Percentage
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Strongly Disagree	7	46.7
Disagree	8	53.3
Total	15	100

The table 4.8 shows the disagreement that majority of the respondents have on the schools providing houses for the teachers. 53.3% disagreed and 46.7% strongly disagreed. This is supported by the study done by Ramachandran (2005), who says that not being housed in the school has a great impact on teacher motivation. Most teachers talk about distance from home to school as the main problem they faced. The cost of travel contributes to teacher absenteeism and lateness in school.

4.5.2 Meals

Table 4.9

Meals

Meals	Students		Teachers	
	Frequency	Percent	Frequency	Percent
Strongly Agree	51	57.3	6	40.0
Agree	27	30.3	5	33.3
Undecided	3	3.4	1	6.7
Strongly Disagree	6	6.7	3	20.0
Disagree	2	2.2	0	0.0

Total	89	100.0	15	100.0
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From table 4.9, data indicates that students agreed that teachers are offered meals in school. This is because 57% strongly agreed and 30% of the respondents as well agreed. This then shows that the schools cater for the teachers needs which will give them good environment where they will be able to perform their duties. However 4% of the respondents are undecided, 7% strongly disagree and 2% disagree. This shows that some of the students are not in touch with teachers affairs.

On the side of teachers the respondents agree that school provides meals. 40% of the respondents strongly agreed, 33.3% agreed. However 6.7% were not sure while 20% of the respondents were with different views an indication that they are not satisfied with the service provided.

4.5.3 Job Description

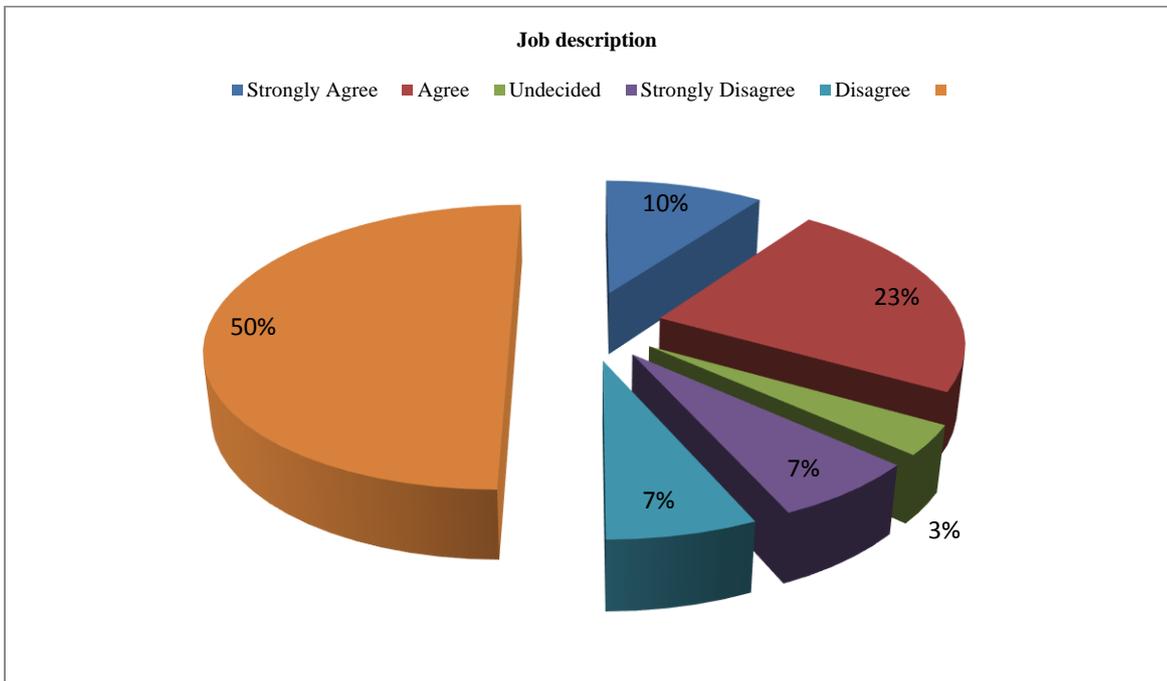


Figure 4.6: Job description

Figure 4.6 shows that the respondents disagreed that their head teachers clearly describe their job. 50% of the respondents disagreed, 7% strongly disagreed, and 23% are undecided. 10% strongly agreed while 7% agreed. This shows that the respondents had mixed feelings since half of the number disagreed and the other half agreed an indication that the description is not clear.

4.5.4 Location for the Teachers

Table 4.10

Location for the Teachers

Location	Frequency	Percentage
Strongly Agree	6	40.0
Agree	8	53.3
Strongly Disagree	1	6.7
Total	15	100.0

The findings from table 4.10 show that most of the teachers live near the school. This is confirmed by the fact that 53.3% of the respondents agreed, 40% strongly agreed while only 6.7% strongly disagreed that they stay far from the school.

4.6 Availability of Physical Facilities

This study found it important to know how physical facilities influence or affect the motivation of the teachers. To ascertain the availability of the teaching and learning resources,

questions regarding availability of classroom, library, laboratory, canteen and playground were asked. This idea is supported by Juma (2011) and Limuli (2009) who point out that teaching and learning resources such as classrooms, laboratories, libraries, playing fields, and textbooks among other things are very basic facilities which must be available for teaching and learning to take place effectively and efficiently.

4.6.1 Provision of Teaching and Learning Resources

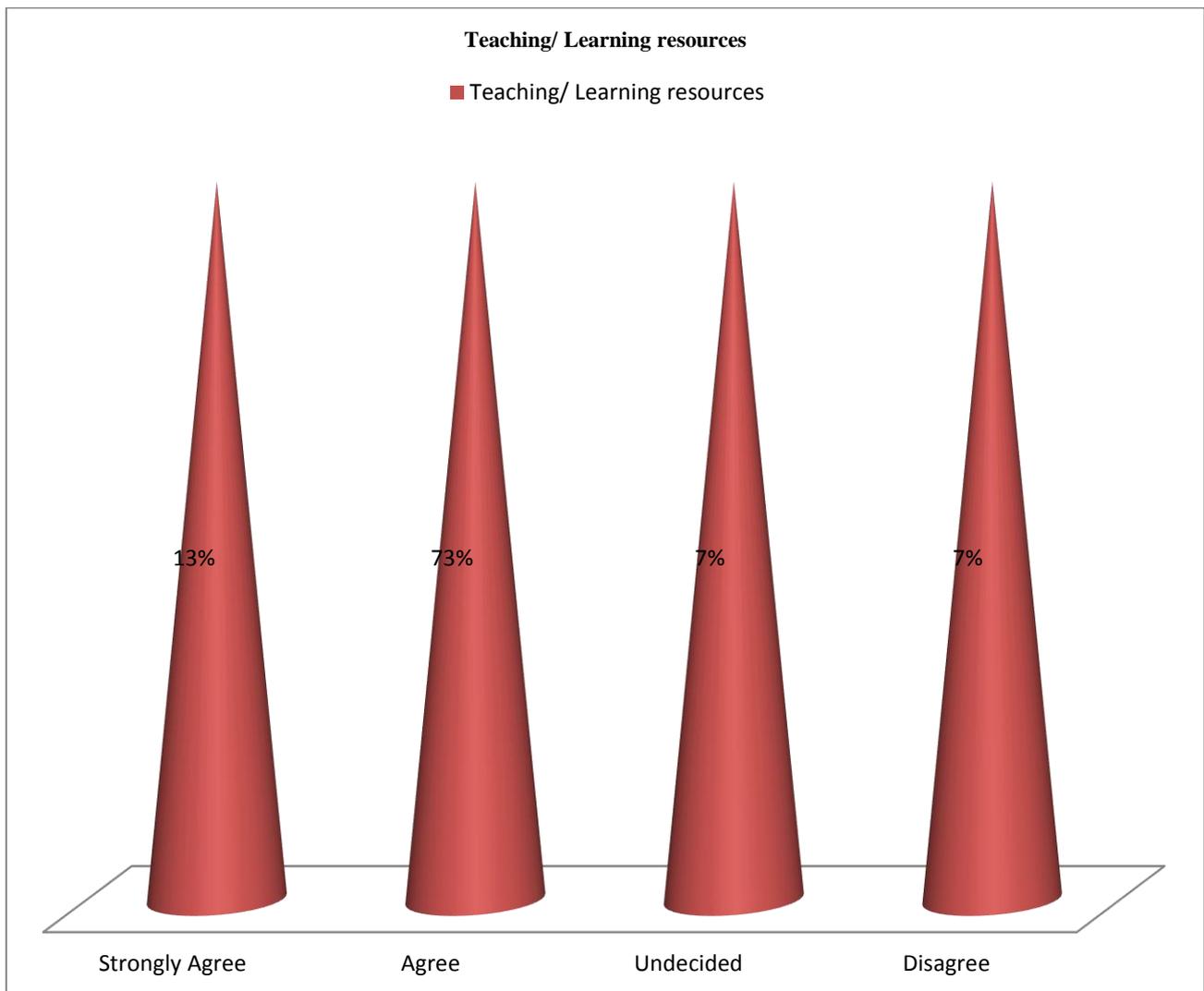


Figure 4.7: Teaching and learning resources

From the Figure 4.7, respondents who said that resources were highly available were 13% and also 73% agreed thus showing that the schools have adequate resources. Some teachers however expressed the opinion that library and laboratory facilities were not adequately available and fully equipped in their schools hence 7% disagreed and 7% are not sure whether the school has resources. This is supported by the interview conducted and research done by Odhiambo (2005) and Ondara (2004) who state that instructional materials are very basic facilities which must be available for teaching and learning to take place effectively and efficiently.

4.6.2 Availability of Library

Table 4.11

Availability of Library

	Frequency	Percentage
Strongly Agree	28	31.5
Agree	22	24.7
Undecided	5	5.6
Strongly Disagree	23	25.8
Disagree	11	12.4
Total	89	100.0

Table 4.11 indicates that majority of the student respondents agreed with the school having library. The findings of this study shows that 31.5% strongly agreed, 24.7% of the respondents agree,

5.6% are undecided. However 25.8% refuted the fact that there is library in the schools while 12.4% were not with agreement. This then is a clear indication that the students are using the library in these schools and thus are aware of its presence.

4.6.2 Availability of Laboratory

Table 4.12

Availability of Laboratory

Availability of laboratory	Frequency	Percentage
Strongly Agree	47	52.8
Agree	27	30.3
Undecided	2	2.2
Strongly Disagree	6	6.7
Disagree	7	7.9
Total	89	100.0

Table 4.12 indicates that there are laboratories in Nyeri Municipality Sub-county. The research findings show that 52.8% had strong agreement that there are laboratories, 30.3% of the

respondents agreed. However, some of the respondents disagreed with this statement. For instance 2.2% were undecided, 6.7% strongly disagreed, and equally 7.9% disagreed this is because they have not been accessing it and again the equipment in the laboratories have not been available for certain subjects. This statement is in line with the interview conducted to the teachers that the laboratories are there but they are not fully equipped with necessary apparatus.

4.6.4 Availability of Playgrounds, Canteen and Classrooms

Table 4.13

Availability of Playgrounds, Canteen and Classrooms

	Availability of playground		Availability of canteen		Classroom's condition	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	23	25.8	35	39.3	7	7.9
Agree	23	25.8	30	33.7	3	3.4
Undecided	2	2.2	5	5.6	1	1.1
Strongly Disagree	27	30.3	10	11.2	50	56.2
Disagree	14	15.7	9	10.1	28	31.5
Total	89	100.0	89	100.0	89	100.0

Table 4.13 indicates that 25.8% of the respondents strongly agreed that playground is available, 25.8% agreed. However there are 2.2% who were undecided, 30.3% strongly disagreed and 15.7% disagreed that the playground is available an indication that the playground is there but it is too small.

Majority of the respondents agreed that canteen is not available in school. 39.3% strongly disagreed, 33.7% agreed. There are respondents who refuted this statement by disagreeing. 5.6% were not sure, 11.2% strongly disagreed and 9% disagreed. This then shows that some of them do not use the canteen.

The findings also show that majority of the respondents (56.2%) strongly disagree that classrooms are in good condition while 31.5% disagree. The findings clearly indicated that schools should improve on the condition of the classrooms this is because when there are too many students in a classroom the teacher will not cater for the individual needs of the learner hence poor results. However, 7.9% strongly agreed, 3.4% agreed and 1.1% of the respondents were undecided.

4.6.4 Summary of the Findings

This section of the research project has presented and analyzed findings which were collected from three public secondary schools.

The findings showed that public secondary schools have basic facilities required for teaching and learning. However, some facilities such as laboratories, libraries are not available. It was also revealed that most of the teachers and students live near the school. The short distance covered increases the teachers' and students' performance since they reach the school on time.

A good number of respondents answered negatively on the way teaching and learning services from public secondary schools are given. However, it came to the knowledge of the researcher that

teachers' needs are not well catered for and therefore they do not have the morale to continue with teaching profession. They therefore seek for other avenues to make the ends meet.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of the study is presented after which conclusions are drawn and recommendations are made.

5.1 Summary of the Study

This study has been analyzed in Chapter Four and interpretations and findings were presented. The study aimed at determining the influence of teacher motivation on teaching and learning in public secondary schools in Nyeri municipality, Nyeri County. This study was guided by the following research objectives:

To investigate whether salary as a form of teacher motivation affects the performance of students

To explore the role of high incentives as a form of motivation to teachers on students' performance

To find out the effects of working conditions for teachers as a motivator on students' performance in public secondary schools

To suggest other possible measures of motivating teachers

The literature review indicated that salary as a form of teacher motivation affects the performance of students. It has been indicated by the researchers that if teachers are poorly paid, they will not teach regularly or will leave the profession. It is obvious that this will negatively affect the performance of the students. Role of high incentives as a form of motivation to teachers on students' performance has been found by many researchers that pay incentives have been unsuccessful in increasing motivation while incentives are very crucial to motivate teachers therefore the poor pay leads to poor performances. About the effects of working conditions for teachers as a motivator on students' performance, the researcher confirmed that poor living and working conditions have over time seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles. The absence of such working conditions among other things can impact poorly on working mental and physical wellbeing. The researcher found some measures of motivating teachers which include provision of rewards, opportunities for advancement and provision of adequate learning facilities. These measures will improve the high performance of both teachers and students.

The researcher sampled 100 students, 25 teachers from the three selected public secondary schools in Nyeri Municipality Sub-County. Questionnaires were used to collect data from the student and teachers. At the same time, interview was conducted with some teachers and head teachers. The data collected were organized, analyzed quantitatively in accordance with the objectives in the questionnaire. The data were then coded and entered into SPSS, version 21 and then analyzed using frequencies, percentages and presented in form of tables and charts.

It was declared by the majority that teachers are timely paid. The fact that teachers are regularly paid enhances their motivation so as to improve students' performance. The findings indicate that salary was an important factor in teacher's motivation. This implies that many teachers

in the County feel that remuneration package that include salaries, allowances and pension are not competitive compared to the workload and other professions.

Concerning the role of incentives, the researcher found out that allowances are not paid as required. It also found that teachers do not receive the required allowances. The findings showed that teachers are not provided with house allowances thus the availability of safe housing is particularly important since it encourages teachers to work anywhere. The study confirms that health insurance is provided to the teachers. Therefore, teachers' motivation obtained from incentives increases performance.

Concerning the working conditions of the teachers, job description is not clearly designed. Most teachers talk about distance from home to school as the main problem they faced. The cost of travel contributes to teacher absenteeism and lateness in school. This then implies that when teachers are dissatisfied with working conditions, teachers and students' performance becomes poor.

The findings showed that public secondary schools have basic facilities required for teaching and learning. However, some facilities such as laboratories, libraries are not available. It was also revealed that most of the teachers and students live near the school. The short distance covered increases the teachers' and students' performance since they reach the school on time.

5.2 Conclusions

From the findings of the study, the following conclusions were arrived at:

Salary is a motivating factor in any assigned duty, but the study conducted indicated that teachers are poorly paid and therefore this contributes to their poor performance thus affecting the student's academic results.

Teachers are given incentives such as house allowances, health insurances just to mention a few; however some allowances are not regularly and adequately paid. These then demoralizes the teachers and leads to poor productivity on the part of the students.

Working condition has been found quite efficient despite some challenges of lacking job descriptions in some areas of their school duties other than teaching. Teachers and student stay near the schools making it easier for them to access the school. The teaching and learning facilities are not sufficient.

5.3 Recommendations

Drawing from the findings and conclusions of this study on the influence of teacher motivation on teaching and learning in public secondary schools in Nyeri Municipality, Nyeri County, the researcher makes the following recommendations:

- i. The Teachers Service Commission should increase teacher's salaries and standardize it.
- ii. The school administration to provide enough teaching and learning resources. This can be done through cost sharing with the parents.
- iii. The Government should be fair in equally treating the employees in all sectors thus making them receive benefits that will increase physical comfort.
- iv. Head teachers should be given proper job descriptions by their employer which will help them give clear directions to the teachers.

5.4 Suggestions for Further Study

From the findings of the study and with regards to some research gaps, the researcher makes the following suggestions for further research:

1. Effects of school location in relation to students' academic performance.
- 2 Teachers strike and its relation to students' academic performance

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am currently a student at the Marist International University College (MIUC) pursuing Bachelor degree in Education. As one of the requirements for the successful completion of my program, I am carrying out a study on “The Impact of Teacher Motivation on Students’ Performance in Public Secondary Schools in Nyeri Municipality Sub-County”. I plead for your support by helping me to answer the questions on this paper. I sincerely assure you that all your responses will be used strictly for the purpose highlighted above. You may not disclose your identity. Thanks for your cooperation.

Yours faithfully

Kaguamba Mary,

B.ed 281/11/12

Instructions

Kindly read the questions and indicate your opinion by ticking (✓) in the corresponding questions by filling in the spaces provided. Do not write your name, name of your school or admission number on this questionnaire. Do not share your answers with anyone.

PART A: DEMOGFRAPHIC INFORMATION

Directions: Place a tick (✓) on the dotted line by the one response which best describes your teaching position at this time.

- 1. What is your gender? Male Female
- 2. Age bracket Less than 30 30-30 40-49 More than 50
- 3. Are you a member of KNUT Yes No
- 4. Which is your highest qualification? Diploma Bachelors
.....MastersDoctorate
- 5. How many years of teaching experience do you have? 1-5 yrs 6 -10 yrs.....
11- 15yrs 16 yrs.....

PART B: A. SALARY RELATED FACTORS

The following abbreviations stand for

SA= Strongly Agree A=Agree U=Undecided SD= Strongly Disagree D=Disagree

Kindly read the questions and indicate your opinion by ticking (✓) in the corresponding boxes or by filling the spaces provided.

To what extent do you agree/disagree with the following statements concerning remuneration of teachers and motivation?

STATEMENTS	SA	A	U	SD	D
6. The pension scheme in place offers good expectations upon retirement.					
7. The amount of salary is commensurate with the work load.					
8. The payment of monthly salary is timely.					
9. The allowances you receive are adequate					
10. The salary is adequate and assured					

11 According to you, how does salary motivate you and thus influence the performance of the students?.....

PART C: WORKING CONDITIONS

STATEMENTS	SA	A	U	SD	D
12. The school provides teachers quarters					
13. The school provides lunch and tea to teachers					

14. Employer gives out clear job description to the teachers					
15. The school is located within easy reach by teachers					
16.. The school Provides teaching/learning resources					

PART D: INCENTIVES

Instructions

Kindly read the questions and indicate your opinion by ticking (√) in the corresponding questions by filling in the spaces provided. Do not write your name, name of your school or admission number on this questionnaire. Do not share your answers with anyone.

STATEMENTS	SA	A	U	SD	D
17. Teachers are satisfied with their present performance					
18. Teachers are given incentives according to their abilities					
19. Teachers should be rewarded by showing good results					
20. House allowances are provided to the teachers					
21. Teachers are provided with health insurance					

PART E: INFORMATION ON SUGGESTION TO IMPROVE TEACHERS’ MOTIVATION AND THEIR INFLUENCE ON STUDENTS’ PERFORMANCE IN KCSE

22. What would you recommend as measures to enhance teachers motivation that would influence students' performance in KCSE in public secondary schools.

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am currently a student at the Marist International University College (MIUC) pursuing Bachelor degree in Education. As one of the requirements for the successful completion of my program, I am carrying out a study on “The Impact of Teacher Motivation on Students’ Performance in Public Secondary Schools in Nyeri Municipality Sub-County”. I plead for your support by helping me to answer the questions on this paper. I sincerely assure you that all your responses will be used strictly for the purpose highlighted above. You may not disclose your identity. Thanks for your cooperation.

Yours faithfully

Kaguamba Mary,

B.ed 281/11/12

Instructions

Kindly read the questions and indicate your opinion by ticking (√) in the corresponding questions by filling in the spaces provided. Do not write your name, name of your school or admission number on this questionnaire. Do not share your answers with anyone.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your age in years? 13-16 years [] 17-20 years [] 21-24 years [] above 24 years []

2. Gender: Male [] Female []

SECTION B: AVAILABILITY OF PHYSICAL FACILITIES

The following abbreviations stand for

SA= Strongly Agree A=Agree U=Undecided SD= Strongly Disagree D=Disagre

Kindly read the questions and indicate your opinion by ticking (√) in the corresponding boxes or by filling the spaces provided.

STATEMENT	SA	A	U	SD	D
3. Library is available in your school and is well used					
4. Laboratories in school are available with necessary equipment					
6. Playgrounds are available within compound					
7. The canteen is available in school					
8. Classrooms are in good condition					

9. Do you think availability of teaching and learning resources influences school performance in KCSE? Yes [] No []

If Yes, how.....

SECTION C: WORKING CONDITIONS

Instructions

The following abbreviations stand for

SA= Strongly Agree A=Agree U=Undecided SD= Strongly Disagree D=Disagree

Kindly read the questions and indicate your opinion by ticking (✓) in the corresponding boxes or by filling the spaces provided. Do not write your name, name of your school or admission number on this questionnaire. Do not share your answers with anyone.

STATEMENT	SA	A	U	SD	D
10.The school provides meals for teachers					
11. The school is located within easy reach by the students and teachers					

Thank you for your cooperation

APPENDIX III

INTERVIEW SCHEDULE FOR TEACHERS

Dear Respondent,

I am currently a student at the Marist International University College (MIUC) pursuing a degree of Bachelor in Education. As one of the requirements for the successful completion of my program, I am carrying out a study on “The Impact of Teacher Motivation on Students’ Performance in Public Secondary Schools in Nyeri Municipality Sub-County”. I plead for your support by helping me to answer the questions on this paper. I sincerely assure you that all your responses will be used strictly for the purpose highlighted above. You may not disclose your identity. Thanks for your cooperation.

Yours faithfully

Kaguamba Mary,

B.ed 281/11/12

SECTION A: DEMOGRAPHIC INFORMATION

Female / Male..... Age Place of residence

2. Your own school education (level completed)

3. Teaching qualifications and the year in which it was obtained:

4 Teaching experience. Years..... Numbers of schools.....Years in current school

Marital status

SECTION B: SALARY AS A MOTIVATOR

Are you regularly paid? Yes or No

If No how does it affect the performance for the students?

In your view how can salary be a motivator for teachers to work effectively?

a. Do teachers deployed to rural locations receive extra remuneration or benefits?

b. If so, what are these benefits?

SECTION C: WORKING CONDITIONS

1. About how many hours do teachers work per week?

2. What is the average class size?

3. What duties other than lesson preparation, teaching, and student assessment are required of teachers?

SECTION D: ROLE OF INCENTIVES

Do you receive non-monetary benefit such as?

Travel allowances House allowances

Health insurance Life insurance

SECTION E: OTHER MEASURES

TEACHING AND LEARNING RESOURCES

1a. Do you have necessary learning and teaching materials for your job?

2. Do teachers generally teach in a school environment with adequate physical infrastructure and facilities?

B. OPPORTINITIES FOR ADVANCEMENT

1. Do you attend any educational seminar/workshop or training?

2. How frequently do you attend seminar/ workshops or any other form of training?

3. How adequate was the seminar/workshop or any other form of training you received?

4. Any other comments.....

APPENDIX IV

LETTER OF AUTHORIZATION



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)

CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

P. O. Box 24450 KAREN, 00502 NAIROBI

TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

21ST OCTOBER, 2015

TO WHOM IT MAY CONCERN

RE: KAGUAMBA MARY W. (B.Ed/281/11/12)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist her to carry out a research exercise.

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,


BR FRANCIS VERYE, FMS
DEPUTY PRINCIPAL ACADEMIC

