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**TEACHERS MOTIVATION ON ACADEMIC PERFORMANCE OF PUPILS IN  
SELECTED SCHOOLS IN LIMURU, KIAMBU WEST DISTRICT,  
CENTRAL PROVINCE**

**KENYA.**

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**A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF BACHELOR OF  
EARLY CHILDHOOD AND PRIMARY EDUCATION  
OF KAMPALA INTERNATIONAL  
UNIVERSITY**

**APRIL 2010**

**DECLARATION:**

I JANET WANJIKU KIMANI, declare that this research project is my original work and has never been submitted to any academic award. Where the works of others have been cited acknowledgment has been made.

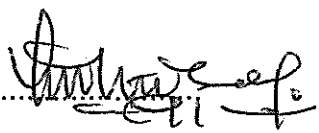
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## APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Education at Kampala International University.

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Date.....23/04/2010

## **DEDICATION**

This research is dedicated to my beloved mum, Joyce Wahinga Kimani, my brothers; Peter Mbugua, John Kabiria and sisters; Jane Wanjiru, Lucy Wangui, who have tirelessly been there for me.

## **ACKNOWLEDGMENTS**

First and far most I want to thank God for having enabled me to complete the course.

My gratitude goes to my supervisor for the advice and guidance while I was writing this project and also for providing useful references in order to improve the quality of this project.

And to my school Ngarariga Primary School staff too.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

A very large literature, for both developed and developing countries, has investigated the impact of dimensions of school quality on educational achievement. Hanushek (1986) reviews 147 such achievement production function studies from developed countries and Fuller (1986) reviews 72 such studies from developing countries. More recent studies of the effects of school inputs on student outcomes include Case and Deaton (1999); Angrist and Lavy (1999); Hanushek, Kain, and Rivkin (1999); Betts and Morell (1999); Hanushek et. al. (1996); Kingdon (1996a); and Glewwe and Jacoby (1994).

Some of these studies have investigated the impact of motivation on student outcomes, with mixed results. Loeb and Page (2000) focus on explaining why several studies have failed to discover a positive relation between motivation and student outcomes. To our knowledge, few have addressed the issue of endogeneity in the positive correlation between motivation and achievement, and none appear to have the data that enables a direct comparison of the effect, for similarly aged children, across the private and government sectors.

Even if a relationship is established as running from higher motivation to improved student achievement, the relationship is open to alternative interpretations. One is that a positive impact from motivation onto achievement reflects the fact that motivation likely attract better academic performances. A second interpretation is that motivation raises academic achievement by raising the effort of pupils. In terms of the efficiency motivation theory, motivated pupils are likely to work harder in order to increase the chances of performing well academically. The research will test these alternative explanations of the motivation effect on pupil achievement.

The frustrations that many teachers feel in trying hard-to-reach students come from the realities of time pressure, the large number of students with learning and emotional needs, heavy accountability demands from administrators and parents, and others stress-producing situations that exist in many of our schools. It is helpful for teachers to know what those studying motivation are discovering about the nature of motivation to learn and the ways it can be developed and enhanced in students. (Deci and Ryan, 1991)

This understanding helps teachers realize that everything they do in the classroom has a motivational influence on students-either positive or negative. This includes the way information is presented, the kinds of activities teachers' use, the ways teachers interact with students, the amount of choice and control given to students, and the opportunities for students to work alone or in groups.

Students react to who teachers are, what they do, and how comfortable they feel in the classroom. In short, this is because motivation is a functional of what motivation research Deci and Ryan (1991) describe as natural needs for control, competence, and belonging that exist in all of us.

When examining the concept of motivation, it's argued that learning of all ages are naturally quite adept at being self-motivated and at directing and managing their learning on tasks that they perceive as interesting fun, meaningful, or relevant in some way (McCombs, 1994). Typically, that means activities that are engaging or related to implicit or explicit personal goals such as feeling competent, in control, and/or connected to others.

The issue of needing to help pupils want to learn and self-regulate their learning comes up in those situations are asked to learn something that does not particularly interest them; have little or no control or choice; they lack the personal skills or resources

needed to be successful; or lack adequate external supports and resources, including adult help, respect, and encouragement. (Ryan, 1991)

Since, for to many pupils, these conditions describe much of their schooling experiences, we need to understand how to develop not only the pupil skills involved in self-regulation, but also the motivation or will to self-regulate their own learning. To enhance motivation to learn, all the preceding personal and contextual variables involved in schooling must be addressed.

## **1.2 Statement of the problem**

There is enough evidence to prove that much has been done to improve the number of enrolment in primary schools. The introduction of free primary education in 2003 emphasises that much has really been done to provide opportunity to all Kenyan children who are eligible to primary schooling to access education. This clearly shows that the cost burden of education especially for poor parents has been reduced.

To support the above, the provincial director of education eastern province reprinted in TSC image volume 14, 2007, that since the implementation of free primary education in 2003, Eastern province in Limuru has realized a 20.4% increase in primary enrolment. It is very interesting to hear this, however the un-spokable challenge still remains; are these results showing quality at the end or its just quantity, are their teachers motivated to produce this quality results. This research therefore aims at shedding more light on the scenario by assessing the relationship between teacher's motivation and academic performance of pupils in Limuru Zone.

### **1.3 Objectives of the study**

#### **1.3.1 General objective**

To assess the relationship between teachers motivation and academic performance of pupils in primary schools in Limuru zone and suggest possible solutions to curb the problem.

#### **1.3.2 Specific objectives will be to;**

1. To discuss factors responsible for teachers motivation.
2. To discuss other factors responsible for poor performance other than teachers motivation.
3. To discuss the relationship between teachers motivation and learners performance.
4. To suggest possible remedies to solve the scenario

### **1.4 Research questions**

1. What are the factors that are responsible for teacher's motivation?
2. Is there any relationship between teacher's motivation and academic performance of learners in primary schools?
3. What other factors are responsible for poor performance of pupils?

### **1.5 Scope of the study**

The study was conducted in Limuru Zone based on impact of pupils motivation on academic performance of pupils. The study was limited to the objectives of the study. Any other aspect of the topic apart from mentioned in the objectives was not investigated because of resource and time constraints.

### **1.6 Significance of the study**

This study benefited :-

1. The study will be of significance to the researcher in ascertaining whether motivation of pupils has any impact on their performance.

2. Future researchers who will review from the literature and find existing areas for further research.
3. Pupils for their teachers will know how important motivation is on pupils thus enhancing performance.
4. Significant to teachers in providing relevant facts about the relationship between motivation and performance.
5. Significant to the government and ministry of education in providing information on the relationship between motivation and pupil's performance.
6. Significant to the school's management in establishing various motivational factors available that may enhance pupil's performance.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study which will be presented in sub-themes.

#### **2.1 Factors Responsible for Teachers Motivation**

The issue of whether linking teachers' pay to pupils' performance is an effective means of improving that performance has been contentious in educational debates. Malcomson (1999) in surveying the literature on contract design with respect to performance related pay notes that "the objective measures of performance available are often such poor measures of the performance firms really care about that use of formal performance related pay schemes can be counterproductive".

Problems arise from the ability of agents to influence the output measures and the fact that non-measured outputs may be as important as measurable ones. However, in the case of teaching, it may be relatively easy to verify outcomes, if exams can measure output and the local teachers are not allowed to mark the exams. But verifying whether teacher inputs affect outcomes may still be problematic. Pupils may be taught by more than one teacher so it will be difficult to link the performance of a particular student to a teacher. Schools differ greatly in the background and quality of their intakes so that exam performance outcomes, which do not control for such student-quality differences, are worthless as a basis for differential payments to teachers.

These are some of the reasons advanced for resisting performance related pay in the education sector. However, Ballou (2001) calls into question the notion that teaching is inherently unsuited to performance-based pay. He uses data from the US to show that

private schools make significantly greater use of merit pay than do public school, even when the comparison is restricted to public systems that most resemble private schools with respect to their size and the type of students served. He argues that the reasons for the absence of merit pay are not inherent in the teaching technology, but are due to specific circumstances in public education, notably the opposition of teacher unions.

In Britain, while many individual teachers supported the recent introduction of a weak form of performance related pay, the teacher unions have mostly been against it on the grounds that it would create conflict and division among teachers within any given school, undermining collegiality and mutual cooperation. They also argue that it may lead to the exclusion of less able children from school since test results of students will be taken into account in the assessment of merit pay.

The result of any such selectivity would be to set up a positive correlation between teacher pay and student achievement. The logic of the case for performance related pay is that improved student achievement *causes* a rise in pay which, in turn, through greater teacher effort, *causes* improved student outcomes. In this paper we draw on data from both private and government schools to attempt to assess whether there is a causal relationship between pay and performance or, as the selectivity argument implies, there is simply a correlation induced by both variables being correlated with some other factor.

Some studies have investigated the impact of teacher salaries on student outcomes, with mixed results. Loeb and Page (2000) focus on explaining why several studies have failed to discover a positive relation between teacher pay and student outcomes. To our knowledge, few have addressed the issue of endogeneity in the positive correlation between pay and achievement, and none appear to have the data that enables a direct comparison of the effect, for similarly aged children, across the private and government sectors.



Even if a relationship is established as running from higher wage to improved student achievement, the relationship is open to alternative interpretations. One is that a positive impact from wages onto achievement reflects the fact that higher wages likely attract better quality people into the pool for applicants for teaching jobs. A second interpretation is that higher pay raises achievement by raising the effort of existing teachers. In terms of the efficiency wage theory, better paid teachers are likely to work harder in order to increase the chances of retaining their more valuable jobs. The research will test these alternative explanations of the wage effect on pupil achievement.

## **2.2 Relationship between motivation and performance**

Poverty is real in Africa and this condition is unlikely to change very soon. According to Abagi (1997), macro-economic analyses for Kenya indicate that high-level poverty is on the increase with 47% of the population living below poverty line.

A World Bank (2001) report also indicates that, Africa's share of global poverty since has risen and a growing proportion of Africans cannot meet their basic needs. More than 240 million people live on less than \$1 a day.

According to Shiundu & Omulando (1992), mostly young and better-trained teachers opt for better paying jobs elsewhere and hence the best of their effort cannot be realized in the education sector. They state that, wastage as experienced in most developing countries results from the fact that teaching is taken as a bridging occupation into which people go prior to settling down to more a lucrative and satisfying job. Many trainees in colleges are there because it was the only alternative to staying unemployed. Universally, causes seemingly leading to high attrition rates, especially in developing countries are poor pay, poor prospects, and poor professional environment (p. 237-238).

Court and Kinyanjui (1985) provide a tenable suggestion, recruitment, salary, and promotion policies that encourage the selection, training, and rewarding of the most capable administrators and teachers, and in-service training measures that permit their

constant refurbishment, can go a long way in improving the quality of education through strengthening teacher morale even where finances are scarce.

### **2.2.1 Does pay affect teacher behavior?**

The large literature on teacher effectiveness looks at the effect of teacher characteristics on student performance, in other words what the teacher brings to teaching, rather than what motivates teachers or how they teach. Here we focus on the research into pecuniary incentives on teachers.

Teacher salary levels may influence student outcomes either through recruitment and retention of more able teachers and/or because higher wages induce greater effort.

The most developed research area on what motivates teachers is around recruitment and leaving decisions. Hanushek et al. (1999) look at the results of tests teachers take on leaving teacher training to assess whether higher paying school districts get better recruits (including both those entering the profession and those changing job).

They find that those districts that pay higher wages do get teachers with higher test scores. But once a district fixed effect is included, no significant relationship is found: in other words, the association may not be a function of higher wages but of other features of the district.

In an attempt to assess whether pay affects who becomes a teacher, Dolton and Mavromaras (1994) explore the career choices of two cohorts of graduates in 1970 and 1980. Their results suggest women are more likely to choose a career in teaching, that both cohorts were sensitive to relative pay in making career choice and this sensitivity was somewhat stronger in the 1970 cohort.

Nickell and Quintini (2001) assess how teachers' (and other public sector workers') position in the pay hierarchy is related to the position in the measured ability distribution of new recruits to teaching. They examine two groups of individuals: a cohort born in

1958 and a cohort born in 1970. Comparing the cohorts, they conclude that declining relative pay in public services has been accompanied by a decline in the academic quality of recruits.

However, as noted above, teacher effectiveness and academic ability may not be strongly related, and so this does not necessarily mean a decline over time in the quality of teachers.

The view that pay levels impact on recruitment is backed up by Jacobsen (1995), who found that the starting wage affects recruitment into teaching in New York County, and that the relative wage rate affects retention rates and absentee rates among teachers in this (large) county.

Research on teacher retention by Murnane and Olsen (1990) explicitly modeled the impact of salaries and opportunity costs on the length of stay in teaching for teachers in North Carolina and Michigan.

As a measure of opportunity cost, these studies used degree subject, an ability test score, or an average salary of a graduate in the same subject who did not become a teacher. They find a positive effect of opportunity wages on teacher attrition in these states.

Dolton and van der Klaauw (1999,) undertake a similar study for the UK, but estimate more detailed measures of the opportunity cost, using individual wage data on teachers and data on starting wages in the non-teaching sector to explicitly estimate individual specific opportunity wages. They also distinguish between the different destinations and reasons for leaving teaching.

They find that both teacher salaries and foregone wages matter for retention. The intensity of leaving teaching for non-employment is solely influenced by teacher wages and not by wages in the outside option. On the other hand, higher opportunity wages

and lower wages in the profession increase the tendency amongst teachers to switch careers.

In common with other studies, they also find evidence of heterogeneity in turnover propensities, which they link to observed differences in educational background, gender, social class and ability.

Ballou and Podgursky (1999) argue that that experience is over-rewarded in US schools, seniority producing high pay rewards but little gain in student performance. However, this perceived misalignment of the rewards to seniority does not necessarily imply that higher teacher pay produces no impact on student outcomes other than through staff recruitment.

Teacher's salary levels are found to positively influence student outcomes by Hanushek et al. (1999), Loeb and Page (1999) and in the Dewey et al. (2000) meta-analysis. However, other studies have been unable to identify significant effects from salary levels.

Loeb et-al,(1999) argue that that the reason that many studies fail to find significant improvements in student outcomes and teachers' pay is because the outside option, including alternative labour market opportunities and local quality of life indicators.

Hence they argue that simple cross-section results are a mixture of labour supply and demand factors. When controls for area characteristics are made, they suggest higher pay and student outcomes are positively correlated, although no causal mechanism is identified.

Hanushek et al. (1999) suggest that movements in pay levels among Texas school districts were positively correlated with student value added in mathematics and reading. This, they suggest, was not due to improved staff retention as this was not greatly affected by the movements in pay levels.

In addition, when the sample was split by school recruitment and numbers of probationary staff it was those schools with no probationary staff and no recruitment which had the greatest value added gains. This, they argue, means that improved score performance by students was not driven by the impact of pay on staff retention and recruitment but reflects broader teacher improvements by continuing staff.

### **2.2.2 Evidence on the impact of teacher incentives on pupils performance**

There is very little evidence on the impact of teacher incentives on student outcomes, in fact there are only papers by Ladd (1999), Clotfelter and Ladd (1996) and Cooper and Cohn (1997).

Ladd (1999) describes the incentive Programme for schools in Dallas, and uses panel data on schools to test for effects on test scores and student drop-out rates. The scheme, introduced in 1991/2, is school-based rather than individual teacher-based and provides monetary rewards to all teachers in successful schools.

Ladd's study uses a panel of school-level student test score gains across six large Texas cities, over the period 1991-1995 (availability of comparable data prevents any "before/after" comparison). The output measure used is the pass rate on mathematics and reading tests, thus emphasizing the bottom end of the ability distribution.

The panel regressions control for common time effects and for city fixed effects rather than school fixed effects. There are also a number of school characteristics, such as racial mix and percent disadvantaged. The results are generally positive, in that pass rates appeared to increase faster in Dallas than in other cities.

However, the results are somewhat complicated by the fact that a positive Dallas effect is also found for the year before the scheme was introduced. Effects differ by sub-groups, being most positive for Hispanics and whites, and insignificant for blacks.

The study does not investigate how these improvements came about, but interestingly Ladd notes a substantial increase in turnover of school principals once the scheme was in place.

Cooper and Cohn (1997) estimate both OLS and frontier production functions for South Carolina. The variables of interest for our purposes are the participation by teachers in two incentive plans. One is a purely individual scheme whereby teachers who are able to demonstrate superior levels of performance in student attendance and performance, as well as self-improvement, are awarded a bonus of around \$2000.

The second scheme includes a collective element (a campus component) alongside an individual teacher bonus as above. Each school district participating in the scheme used a fraction of its incentive funds for this, which is allocated to schools with high student achievement.

Boozer (1999) sets out the details of the scheme and the context in some depth. The major problem - from the point of view of evaluating incentives - is that teachers are free to apply for an award or not. They choose to participate or not in September, to become eligible for an award in the following July. In fact around 16% applied, of whom 80% were successful.

(Boozer, 1999) consequently, as Cooper and Cohn put it, "It is possible, even likely, that only the most productive teachers choose to apply for an award" . Therefore, any positive effect of this variable confounds both incentive effects and selection effects.

## **2.3 Other factors that affect learner's performance other than teacher's motivation**

Children and Health -children are very susceptible to environmental health related diseases such as diarrhea and worm infestations due to their under-developed immune

systems. Children bear almost seventy percent of the diarrhoea disease burden in Kenya and this is largely attributed to unsafe water and poor sanitation.

School Attendance - in rural Kenya, a significant amount of children's time is spent fetching water for cooking and washing or taking animals' long distances to drink water. This has an impact on school attendance. Girls and Education -lack of, or inadequate, sanitation in schools, especially toilets, affects girls more than boys due to their special hygiene needs. This is especially so for those who have attained the age of puberty, Abagi, O. et al. 1993

Performance at School - improved water supply and sanitation in schools reduces incidences of water-related diseases among pupils. This translates into regular school attendance and consequently higher academic performance. Teachers - may not be willing to accept postings in areas where there is inadequate water and sanitation.

In Kenya, the primary causes of many childhood illnesses and poor health (diarrhoea, schistosomiasis, trachoma and scabies), are water- and sanitation related. Children have the right to be as healthy and happy as possible. Being clean, healthy and having access to clean water and proper sanitation facilities contributes to a happy and healthy childhood.

Worm infection, which is one of the main causes of disease in children between five and fourteen years in Kenya, is mainly spread through inadequate water and sanitation e.g. skin and eye infections.

In families and villages without improved water sources, children have to fetch water from rivers, dams and open wells. This exposes them to risk of drowning and injuries.

The spread of malaria, the leading cause of death among children less than five years in Kenya, is accelerated by poor sanitary conditions such as the existence of open pools of water around homes, which act as breeding sites for mosquitoes. Where sanitation and

hygiene facilities are absent in schools, or they are poorly maintained, schools become health hazards and an impediment to effective learning.

Improving sanitary conditions in schools, in the community and around the homes, together with improvements in hygiene, drastically reduces the incidence of diarrhoea and helminthes infections among school children. A study conducted to quantify the effects of various water and sanitation interventions on health has demonstrated that the simple act of washing hands at critical times can reduce the incidence of diarrhoea by up to 35%. (Sifuna, D. N. 2003)

Access to improved water and sanitation, especially in poor peri-urban areas, is a crucial element in reducing morbidity and mortality among the under fives and school age children.

Health improvements in children resulting from improved water, sanitation and hygiene education lead to increased school attendance and eventually better performance

Over 50% of the populations in rural areas, particularly in arid and semi-arid regions of Kenya, have no access to water. As a result many children are regularly forced to miss school to look for water for domestic and animal use, Coclough, C. 1986.

The incidence of common illness such as diarrhoea and intestinal worm infections in informal settlements related to inadequate water, poor sanitation and hygiene are the causes of frequent absenteeism by pupils.

Children with worm infestation experience higher rates of absenteeism from school than non-infected children. Consequently, they spend less time in school and are disadvantaged in the learning process. Teachers often have to turn children away from school if they are not clean or their clothes are dirty. In crowded places where there is not enough clean water, skin diseases like scabies spread quickly.



The provision of safe water and sanitation in schools is key to realizing national commitments on "basic education for all" by the year 2015. The availability of water and sanitation reduces the time spent fetching water, especially by girls. This allows them to concentrate on schoolwork.

In nomadic communities in Kenya the provision of a safe and reliable water supply would facilitate a sedentary lifestyle, hence making it easier for the authorities to set up long-term educational facilities like classrooms for the children, Abagi, O. 1999. Children who suffer severe early childhood diarrhoea enter school later than their classmates, and perform worse in non-verbal intelligence tests.

Water and hygiene are contributing factors to malnutrition especially helminthes infection. This has an adverse effect on a child's school performance. Arsenic exposure in unsafe drinking water has been shown to retard children's intelligence. Lack of safe water and adequate sanitation facilities means children especially from arid and semi-arid lands (ASALs) sacrifice part of their school time to look for water hence have less time for studies, Abagi, O. et al. 1993.

The provision of safe water and sanitation facilities reduces the incidence of childhood diarrhoea, allowing uninterrupted attendance at school. A reduction in helminthes infections through the provision of safe water, improved sanitation and hygiene promotion, reduces malnutrition among children, giving them the opportunity to perform better at school.

The provision of an improved water supply ensures water for drinking is safe from potential chemical pollutants that could easily interfere with the development of children's brains and eventually affect academic performance.

Girls require sanitary facilities that give them privacy and dignity. Lack of sanitation facilities causes girls to drop out of schools, due to the embarrassment of sharing toilets with boys, especially when they reach puberty. Absenteeism is one of the causes of poor

academic performance and girls are more likely to be regularly absent from school due to poor, or lack of, sanitary facilities in schools,( Abagi, O. 1999)

Culturally, children and particularly girls are supposed to help their mothers with water collection and other domestic chores. This means they are not able to attend school and are denied an opportunity to enjoy their right to education. Inequalities in access to safe water especially in rural areas, forces young girls to spend hours daily fetching water, causing an enormous drain on their energy, productive potential and health. This disrupts their academic activities.

Installing separate toilets for girls and boys at school can help bring teenage girls into the classroom and ensure regular attendance. Providing water and sanitation at school is one of the best ways of bringing equal opportunity to children born into a world of disparities, particularly girls.

Making water and sanitation facilities accessible means girls have more time for their studies and as a result concentrate on improving their academic performance. Improving water and sanitation in schools enables girls at puberty, who have special sanitary needs, to practice proper personal hygiene thus reducing the incidence of water-related diseases.

Retention and recruitment of teachers is problematic where schools lack adequate water and sanitation facilities especially in arid and semi-arid regions. When teachers fall sick from water- and sanitation-related diseases, they are more likely to be absent from school, and this will consequently affect performance of students, Abagi, O. 1999.

Water- and sanitation-related diseases are some of the major opportunistic infections common among people living with HIV/AIDS (PLWA), which has resulted in the deaths of many teachers leaving many schools with a shortage of teachers. Improved water and sanitation facilities reduces water and sanitation related morbidity hence teachers are

less likely to be absent from school and therefore are able to devote more time and concentrate on teaching.

A majority of female teachers have to set up time for domestic duties including water collection. Providing safe water and sanitation facilities to households leaves teachers with time to concentrate on their work. The government should strengthen the implementation of school health activities with emphasis on water, sanitation and hygiene through appropriate policy support, Sifuna, D. N. 2003.

The government should prioritize resource allocation for water, sanitation and hygiene in the health sector in general and school health in particular. The government should incorporate into the teacher training curriculum, basic training and refresher courses related to sanitation and hygiene. There is a need to develop and implement cost effective and sustainable models for promoting hygiene and sanitation in schools and informal settings.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY:**

#### **3.0 Introduction**

This section entails the methods used to collect the data necessary to answer the research. It comprises the following;

#### **3.1 Research design**

The study used descriptive research design. This enhanced the researcher to obtain a better understanding of the impact of motivation on performance of pupils. The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on motivational factors and how these affect students' academic performance.

#### **3.2 Population of the study**

The respondents to the research were pupils, teachers and the school administrators in selected primary schools of Limuru Zone.

#### **3.3 Study sample**

With regard to above the study employed stratified sampling,

Sampling as follows: -

- For pupils-120 of the sample suffice.
- Teachers- 5 teachers from each school
- School administration - The head teacher or his deputy from each school.

#### **3.4 Research instruments**

##### **➤ Questionnaire**

Primary data was collected by use of questionnaire and interviews, filled by teachers and management of the sampled schools to obtain ideas on what constitutes motivation and how motivational factors affect student preparedness and performance. These were

designed in both open and closed ended form. The method ensured high proportion of responses and higher returns rate.

#### ➤ **Interview method**

This took face-to-face interactions with the teachers, pupils and school administration. Secondary data will be obtained from the Ministry of Education, magazines annual report records and other researches done. This gave other information required in the research.

### **3.5 Research procedure**

The researcher had an introductory letter from the University and presented it to the area authority to obtain permission for study. This will give directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data begun immediately.

### **3.6 Data analysis and interpretation**

The information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures. That is:-

**Descriptive statistics** were used to measure central tendency, variability and relationship between variables. This included proportions, mean scores and percentage.

**Summary statistics** were used in the presentation of analysis. This included use of mean & percentages, summarized tabulations and frequency distribution.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter deals with the analysis of the data as given in the questionnaire and the interviews. The research findings were based on sample size comprising

The respondents were the teachers and pupils from the schools. The summary of the collected data for each factor is presented by the use of tables to give a clear picture of the scores of responses that were gathered.

The following is the response rate in percentage of the sample planned and the actual responses.

**Table 1** on response rate

Respondents	Sample planned	Actual response	Response rate
Teachers	60	56	93%
pupils	250	200	80%
Total	310	256	82%

**Source: Research Data**

Therefore the response rate:-

$$\frac{\text{Actual number responded} \times 100}{\text{Planned number responded}} = \frac{256 \times 100}{310} = 82\%$$

After compiling the interview data and the questionnaire the interpretations of the implications of remuneration on teachers performance in primary schools, most of questionnaires and quantitative analysis were based on the questionnaire answers.

## 4.2. TEACHERS BIO-DATA

Table 2: Age of the respondents

Age bracket	Frequency	% Age	Cumulative % age
23-30	16	29	29
31-38	28	50	50
39-above	12	21	21
<b>TOTAL</b>	<b>56</b>	<b>100</b>	<b>100</b>

Source: Research Data

TABLE 2; Age of the respondents

### 4.2.1 Age of Respondents

The results of the field study on age respondent from the selected school where 56 teachers responded revealed that 79% of the respondents were below 39 years, while 21% of respondents were above 39 years. This is an indication that the sample comprised of young professionals who are spearheading education growth in Limuru Zone of Kiambu West District as shown above.

### 4.2. 2 Respondents work experience

Table 3: Respondents work experience

YEARS	NO.OF RESPONDENTS	FREQUENCY (%)
1-5	8	14%
5-10	24	43%
10-above	24	43%
<b>Total</b>	<b>56</b>	<b>100%</b>

Source: Research Data

### TABLE 3; Respondents work experience

The results of the field study on years of work-experience showed that 14% of the respondents ranged between 1-5 years and 43% of the respondents having 5-10 while 43% had 10 and above years of work experience. This signifies that information was collected from teachers with long term experience are represented by 86% of the sample.

### 4.3. PUPILS BIO-DATA

Out of the 250 target pupils, only 200 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 80%.

#### 4.3.1 Distribution by schools

Table 4: Distribution by schools

Primary school	Frequency	Frequency (%)
BIBERIONI	30	15
NGARARIGA	25	12.5
MURENGETI	20	10
KINYOGORI	35	17.5
ST. BOSCO	15	7.5
LIMURU TOWN	25	12.5
LIMURU MODEL	20	10
MANGUO	30	15
<b>Total</b>	<b>200</b>	<b>100</b>

Source: Research Data

#### TABLE 4; Distribution by schools

From the table above it can be seen that the research focused on all pupils in the school.



### 4.3. Distribution by gender

Table 5: Distribution by gender

GENDER	FREQUENCY	PERCENTAGE (%)
Male	110	55
Female	90	45

Source: Research Data

#### TABLE 5 distributions by gender

The research was carried amongst the sexes as seen from above.

### 4.3.3 Age by respondents

Table 6: Age by respondents

Age bracket	Frequency	% Age	Cumulative age %
10-11	60	30	30
12-13	70	35	35
14-above	70	35	35
<b>TOTAL</b>	<b>200</b>	<b>100</b>	<b>100</b>

Source: Research Data

#### TABLE 6; age of respondents

The results of the field study on age respondent from the selected school where 200 pupils responded revealed that 35% of the respondents were 14 years and above, while 35% of respondents were between 12-13 years, while 30% were between 10-11%. This is an indication that the sample comprised of all the target sample of pupils as shown above.

#### 4.4 TEACHERS ANALYSIS

Table 7: Summary of response on whether their school offered motivation to teachers

RESPONDENT	FREQUENCY	PERCENTAGE
YES	56	100
NO	0	0
<b>TOTAL</b>	<b>56</b>	<b>100</b>

Source: Research Data

#### TABLE 7 Summary of response on whether their school offered motivation to teachers

All the respondents who responded said that their schools offered different types of remuneration packages to their teachers. some respondents cited instances where the teachers were rewarded for their hard work through parties while in other schools teachers were given monetary rewards for their work.

#### 4.5 Summary of response on what is the relationship between motivation and teachers performance

Table 8: Summary of response on what is the relationship between motivation and teachers performance

RESPONDENTS	FREQUENCY	PERCENTAGE
Great extent	20	35
Very Great extent	25	44
Lower extent	7	13
Very low extent	4	7
<b>TOTAL</b>	<b>56</b>	<b>100</b>

Source: Research Data

### **Table 8 Summary of response on what is the relationship between remuneration and teachers performance**

According to the table above it clearly shows that there is a relationship between remuneration and teachers performance in their work, whereby the relationship was rated by the respondents as being effective and to a great extent according to majority of the respondents. 35% said the relation was to great extent (7%) said to a lower extent while (4%) said that the relation is to a very low extent

### **4.6 Summary of response on the effect of teachers remuneration on performance**

**Table 9: Summary of response on the effect of teachers remuneration on performance**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Very high	40	72
Moderate	10	18
Low	5	8
Very low	1	1
<b>TOTAL</b>	<b>56</b>	<b>100</b>

**Source: Research Data**

### **Table 9 Summary of response on the effect of teachers remuneration on pupils performance**

According to the majority of respondents (72%) who responded observed that there was a very high effect on the performance of pupils when teachers were remunerated well., (18%) said the effect was moderate while (8%) and (1% ) responded that the effect was low and very low consecutively.

The respondents were of the view that a motivated teacher was very different from a de motivated teacher and it followed that remuneration of teachers made them to work hard so as to maintain their status.

#### 4.5. PUPILS ANALYSIS

**Table 10:** Summary of response as to whether teaching techniques used by different teachers influence their performance

RESPONDENT	FREQUENCY	PERCENTAGE
Yes	200	100
NO	0	0
Total	200	100

**Source: Research Data**

**TABLE 9 summary of response as to whether teaching techniques used by different teachers influence their performance**

From the above table all the respondents said that teaching techniques employed by different teachers had effects, and influenced their performance directly.

#### 4.11 summary of response on what is the relationship between teachers attitude while teaching and pupils performance

**Table 11:** summary of response on what is the relationship between teachers' attitude while teaching and pupils performance

RESPONSE	FREQUENCY	PERCENTAGE
Very effective	100	50
Effective	70	35
Very low effect	30	15
No effect at all	0	0
Total	200	100

**Source: Research Data**

**Table 10 summary of response on what is the relationship between teachers attitude while teaching and pupils performance**

From the table above majority of response (50%) said that the relationship between teachers attitude and pupils performance was very effective while (35%) said that it was effective, while the remaining (15%) said that it had very low effect.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Discussion of the findings**

One of the main findings of this study is the confirmation that teachers' motivation had an impact on pupils' academic performance. The findings of teachers remuneration impacting on their performance agree with those of Githua and Mwangi (2003) in Kenya, Afrassa (2002) in Ethiopia and other parts of Africa(Kogolla, Kisaka,& Waititu,2004) similar findings were also reported in other studies(Koller, Baumert,& Schnabel,2001).These findings, however, contradict those of Hanna(2003), Boaler(1997) and Vale, Forgasz, & Horne(2004).It seems that the western world has usefully tackled the problem of teachers remuneration while the developing countries still remains to be done.

Another finding of the study is that there was a relationship between motivation and teachers performance. According to Shiundu & Omulando (1992), mostly young and better-trained teachers opt for better paying jobs elsewhere and hence the best of their effort cannot be realized in the education sector. They state that, wastage as experienced in most developing countries results from the fact that teaching is taken as a bridging occupation into which people go prior to settling down to more a lucrative and satisfying job. Many trainees in colleges are there because it was the only alternative to staying unemployed. Universally, causes seemingly leading to high attrition rates, especially in developing countries are poor pay, poor prospects, and poor professional environment (p. 237-238).

#### **5.2 Conclusions**

Findings from the research are in confirmation to those of Court and Kinyanjui (1985)who provide a tenable suggestion, recruitment, salary, and promotion policies that encourage the selection, training, and rewarding of the most capable administrators and teachers, and in-service training measures that permit their constant refurbishment, can

go a long way in improving the quality of education through strengthening teacher morale even where finances are scarce.

### **5.3 Recommendations**

Education and training can reduce social and economic disparities. Kenya is characterized by large inequalities with respect to income distribution and this has constrained economic growth. Investment in education and training will be an important strategy to address such differences, which in turn result in faster economic growth. The involvement in education and training is justified on the basis that human capital investments have large social returns.

For the country to achieve the desired economic growth and social development due attention needs to be placed on the development of the human resource capital. Growth of the education and training sector contributes to economic growth and social returns, and also increases demand for more equitable education and training attainments.

This is an important human welfare indicator by itself. Investment in education and training will ensure wealth creation, achievement of the desired economic growth, more employment creation and guarantee sustainable development for the Kenyan people

### **5.4 Areas of further studies**

While the influence of motivation seems to have a greater impact than other factors on teacher's performances, there is no specific breakdown of the impact that each remuneration type has on teacher's performance. In addition, further research and analysis on the impact of teacher's remuneration on pupil's performance would be relevant.

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## Appendix A

### (A) Pupils' questionnaire

You are requested to answer all the questions as truthfully as possible. Do not write your name. The information obtained will be deemed confidential and will be for the purpose of this particular study.

1. Class

---

2. Sex      Male ☐

Female ☐

3. What is your attitude towards your teacher?

Positive      ☐

Negative      ☐

Neutral      ☐

4. Is your performance dependent on your teachers' efforts?

Very much      ☐

Not really      ☐

Fairly      ☐

Not at all      ☐

5. How do you compare your teachers with those in other schools?

Very good

Humble

Easy

Very easy

6. How many pupils share a teacher in each class?

Ten

Twenty

Thirty

More

7. Do you normally get your privileges at school?

Yes

No

8. How often are you taught by your teachers?

Once in a week

Once in a month

## PART TWO; IMPACT OF REMUNERATION ON TEACHERS PERFORMANCE

i) Does your school offer incentives to its teachers?

YES

☐

NO

☐

ii) Do you think remuneration of teachers is an integral aspect in teacher's performance? give reasons

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

iii) How best can teachers be rewarded for their contribution to academic performance?

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

...

iv) Is the Ministry of Education doing enough to reward hardworking teachers? Give reasons.

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

v) Do you believe that teacher's remuneration is affecting academic performance at your school? Give reasons.

.....

**THANKS**

## (B)Teachers' Questionnaire

You are requested to answer all the questions as truthfully as possible. Do not write your name. The information obtained will be deemed confidential and will be for the purpose of this particular study.

1. Sex                                      Male ☐                                      Female ☐

2. Professional Qualifications

Diploma	
Untrained graduate	
Graduate (B.ED)	
Master	

3. Years of experience in teaching?

.....

4. Have you attended any seminar since employment?

Yes ☐

No ☐

5. If, yes how many times?

.....

6. How many years have you taught?

(a) Class seven.....year

(b) Class eight.....year

7. Teaching load per week ..... lessons

8. Have you been involved in setting any discussion with your administrators?

Yes ☐

No ☐

9. Have you been involved in any salary strike?

Yes ☐

No ☐

10. Do you have enough privileges as a teacher?

Yes ☐

No ☐

11. Do your students get enough privileges?

Yes ☐

No ☐

12. In very few words, what is your attitude the level of motivation in school to teachers and pupils by the administrators?

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

13. Does that school administration meet teachers' needs?

Yes ☐

No ☐

14. You are to express in agreement between the feeling expressed in each statement and your personal feeling towards teachers' motivation in this school?

Strongly Agree (SG)

Agree (A)

Disagree (D)

Strongly disagree (SD)

Undecided (U)

## (B) Students' questionnaire

2. Class

2. Sex

Male ☐

Female ☐

4. What is your attitude towards your teacher?

Positive ☐

Negative ☐

Neutral ☐

4. Is your performance dependent on your teachers' efforts?

Very much ☐

Not really ☐

Fairly ☐

Not at all ☐

9. How do you compare your teachers with those in other schools?

Very good ☐

Humble ☐



Easy

Very easy

10. How many pupils share a teacher in each class?

Ten

Twenty

Thirty

More

11. Do you normally get your privileges at school?

Yes

No

12. How often are you taught by your teachers?

Once in a week

Once in a month

## **PART TWO; IMPACT OF REMUNERATION ON TEACHERS PERFORMANCE**

vi) Does your school offer incentives to its teachers?

YES

☐

NO

☐

vii) Do you think remuneration of teachers is an integral aspect in teacher's performance? give reasons

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

viii) How best can teachers be rewarded for their contribution to academic performance?

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

...

ix) Is the Ministry of Education doing enough to reward hardworking teachers? Give reasons.

.....

x) Do you believe that teacher's remuneration is affecting academic performance at your school? Give reasons.

.....

**THANKS**

## APPENDIX B

### BUDGET

The table below shows summary of items and their costs to be used during research.

S/n	Item	Quantity	Unit price (Kshs)	Total price (Kshs)
1	Stationeries	<ul style="list-style-type: none"><li>• 3r</li><li>• 50 pens</li></ul>	800  8	1,400  400
2	Transport expenses	30 days	800	29,000
3	Subsistence	30 days	400	15,500
4	Typing and printing charges	-	-	21,000
	<b>Sub Total</b>			<b>122,500</b>
5	Miscellaneous 10%			6,550
	<b>Grand Total</b>			<b>129,050</b>

## APPENDIX C

### TIME SCHEDULE

The table below shows stipulated time schedule of research work plan

S/n	Activities	April	May	June	July	August
1	Research proposal	X				
2	Collecting		X	X		
3	Writing a research report				X	
4	Final submission					X