THE ROLE OF MOTIVATION ON TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS: A CASE STUDY OF MANDERA WEST DISTRICT-NORTH-EASTERN PROVINCE

A Research Report
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BY

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DEDICATION

I Issack Maalim Adow hereby, dedicate this research report to my beloved wife Zahara Adan and daughter Aisha Issak.
DECLARATION

I Issack Maalim Adow do declare that this research report is my own work and that it has not been presented to any other university for a similar award.

Signed..................................

Date........................................
APPROVAL

I certify that Issack Maalim Adow carried out this research under my supervision.

Signed

SUPERVISOR: MS. NANKYA OLIVER

Date 10th August 2005
ACKNOWLEDGEMENT

Completion of this work is as a result of both explicit and support of many people to whom I owe acknowledgement. First, I thank God for the protection and strength towards the completion of this dissertation and the entire programme at large. And in a special way, I am greatly indebted to my beloved mother Dahaba Sheiku without their financial and moral support I would never have made it through Kampala International University. I also extend my sincere thanks to my brothers and sisters for the love and understanding they have showed me while at University.

In a very special way, I lengthen my thanks to Ms. Nankya Oliver for her guidance, dedicated attention, suggestions and encouragement that sustained my motivation to accomplish this research.

More thanks go to friends; Ayesiga Sammy, Bidu and Abidi Ahmed for their moral support which helped me in one way or another towards the completion of this study and my course at large for the encouragement and understanding they accorded to me during the course of this programme and most so, during the critical difficult times of the programme.

May God bless you all.
DEFINATION OF TERMS

Attitude; one’s perception about a given concept

Teaching methods: ways of delivery of the subject matter by the teacher

Reinforcements: incentives that encourage the teachers
ACCRONYMS

HOD- Head of Department

HOS- Head of Subject

KCPE- Kenya Certificate of Primary Education

KCSE- Kenya Certificate of Secondary Education
ABSTRACT

This study was conducted in three schools, that is; Takaba Boys S.S. Takaba Girls S.S and Wayam S.S in Mandera west district-north-eastern province and examined the role of motivation teachers’ performance in secondary schools since 2002-2005.

This book is made up of five chapters. Chapter one deals with introductory part of the research. It gives the general background of the research i.e. background of study, the theory, hypothesis, objectives and significance of the study.

Chapter two is literature review; it gives different views of respondents concerning the topics for example; motivational procedures of teachers, benefits of motivation to teachers, among others.

Chapter three deals with the research methodology it includes design, environment, data collection procedures and satisfied treatment of data.

Chapter four deals with presentation of the data from the field with the analysis and presentation. Finally chapter five deals with discussion, recommendation and conclusion.
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CHAPTER ONE
THE PROBLEM AND ITS SCOPE

1.0 Introduction
This study was undertaken to investigate the role of motivation teachers’ performance in secondary schools in Kenya. This chapter presented the background to the study, statement of the problems, objectives of study, scope of the study, research questions and significance of the study.

1.1 Background of the Study
Michael J. Jucious (2001) suggests that ‘motivation is the act of stimulating someone or oneself to get a desired course of action, to push the right button to get the desired reaction.’ This implies that motivation should be related to the task one is doing and must be armed at improving performance.

D.O. Hebb (1949) defines ‘the term motivation refers to (i) the existence of an organised phase sequence, (ii) its direction and contents (iii) its persistence in given direction or stability of content.

Most successful institutions are those with the vast material and human resources, but of recent the prosperity of the organizations or institutions in today’s competitive labour market is at stake unless management realizes the importance of human resource motivating them in the work place.

Historically, the word motivating comes from the Latin root ‘movers’ which means to move thus in its literal meaning; motivation is a process of a rousing movement in the organisms.

Motivations are the most significant ways to recognize superior performance of an employee. Motivation in form of a transfer of an employee to a new position, which commands higher pay, privileges or status compared with the old job. It is a vertical move in the rank and responsibility.

Properly administered, motivations based on promotions in secondary schools improve morale, stimulate efficiency, and provide opportunity for advancement to loyal employees thus improves performance of teachers. Motivations and promotions of employees have a significant impact on the
ability of secondary schools to perform/compete effectively in today's complex and dynamic environment. (Economic recovery Programmes by the World Bank, 1989).

Despite the above clear position, traditional motivation procedures/systems among teachers in secondary schools in Kenya are proving inadequate to provide the required leadership. Whether such motivational procedures and promotions can cause better performance of secondary schools in Kenya or result onto performance decline remains an area, which warrants an investigation.

However with the development market oriented economies globally; it has been proved that micro-economies policies can not be effectively implemented with state owned enterprises. These were characterized by poor performance due to monopoly, indebtedness, low capacity utilization and corruption among others.

It is against the above background that the government of Kenya with assistance of international donors like World Bank deemed it necessary to liberalize the economy in the late 1980s, mainly to address the above mentioned problems.

In 1987, government undertook a comprehensive economic recovery program to improve the employee performance within the economy and ensure continued sustainability of growth to achieve this, a number of economic reforms were found necessary, among which were employee motivation based on especially in privatised enterprises (Onyach, 1995).

1.2 Statement of the Problem

Despite the secondary schools' successes associated with properly administered motivation based on performance, motivational procedures in various secondary schools in Kenya, are inadequate to provide the teachers benefits like; incentives, allowances based on teacher performance and evaluation. It has been found that such procedures are often ineffective and are based on discrimination instead of being on merit thus affecting the schools' performance in terms of reduced performance compared to the past, increased school drop out among students. And it's due to the missing link which necessitates an investigation.
1.3 General Objectives of the Study
The purpose of the study was to investigate the role of motivation teachers’ performance in secondary schools in Kenya.

1.4 Specific Objectives of the Study
The specific objectives of the study were;
(i) To establish the various motivational procedures/ polices in the selected secondary schools.
(ii) To assess the benefits gained by teacher motivation and its relationship with the students’ performance in Mandera west district-north-eastern province
(iii) To ascertain the relationship between the motivation of teachers and performance of teachers in the selected schools in Mandera west district-north-eastern province.

1.5 Research Questions
(i) What are the various motivational procedures/ polices of teachers’ performance in the selected secondary schools?
(ii) What are some of the benefits gained by teacher motivation and its relationship with the students’ performance in Mandera west District-north-eastern province?
(iii) Is there any significant relationship between the motivation of teachers and performance of teachers in the selected schools in Mandera west district-north-eastern province?

1.6 The Scope of the Study

1.6.1 Geographical Scope
The study was carried out in Mandera west district-north-eastern province, because it was nearer and accessible by the researcher in terms of transport.

1.6.2 Time Scope
The study lasted for a period of three months and focused on the processes of teacher motivation between 2001 and 2005.
1.7 Significance of the Study

The research is envisaged to assist scholars and other stakeholders about the relationship between motivation and performance. The study will reveal the significance of motivation in classroom learning so as to improve job performance among employ and treat them as valuable individuals varied needs.

The research will help the heads of department a prominent school with a career spanning ten years. It is hoped that the study will benefit institutions and organizations related to human resource management.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, a review of some literature the role of teachers’ performance in secondary schools in and elsewhere in the world was made. Specific interest areas on the philosophy and understanding of motivation and its processes were given. The chapter reviews the works of other scholars who have written about the topic of the study or those who have addressed similar issues as those of the variable that was available in the study.

2.2 Motivation among Teaching Staff

A working knowledge of what motivates employees enables the managers to take constructive steps to improve their employees’ job performance.

Maslow [1954] examined the traditional idea of pleasure seeking and pain avoiding. He developed the needs theory and arranges it in a hierarchical from the bottom of the hierarchy is physiological needs which if deprived for long will make other needs recede in the background. Maslow further suggests that an individual’s unsatisfied needs aspire him or her to the next level, once the lower level needs have been achieved.

Maslow’s theories emphasizes that motivation to work is rooted in the fulfilment of various categories of needs which range from physiological self actualization. However, Malllow’s theory has been criticized that in modern society a number of these needs may desired by an individual at same time for example employees may want pay not just to leave on but to also acquire same degree of personal satisfaction by earning it

According to Murray [1968], the concept of need can be used as a basis of motivation. He believes that an unsatisfied need arouse the person to work that would be sustaining and until satisfaction had been attained. Individuals have a variety of changing needs and expectations which they attempt to satisfy by expending efforts to words achieving a goal that will satisfy one of their needs
David McClelland [1951] of Harvard University USA advanced the theory of achievement motivation. According to him two factors are important in motivation. And these are; environmental cue and effective arousal.

He asserts that the teacher can play crucial role in the achievement of motive by;

1. Making clear the importance of achievement in life by means of telling the stories of great men and their achievements.
2. Providing proper environment in and out side classroom.
3. Convincing the students that developing an achievement motive is realistic and reasonable.
4. Relate the motive with the future life of students and assign them independent responsibility.
5. Emphasize that new motive is an improvement on prevailing cultural values.
6. Self study should be emphasised.
7. Asking the students to keep the records of their progress towards their goal.

Mc Clelland believed that our fantasies are our motivational basis of our actions and he made use of fantasies to explorer achievement motivation. He used Thematic Apperception Test (TAT) pictures to collect information on fantasies of subjects. This method proved to be reliable in the measurement of motivation. The subjects involved will project his unconscious motive. This will help in understanding the grievances of the employees and taking appropriate measures to motivate them.

Staff can be motivated by allowing them to take part in decision making processes in the school. Some members of the staff may have more knowledge than the management in as far as running or learning institutions is concerned. This will act as motivation because the participation acts as a means of recognition. It appeals to the needs of affiliation and acceptance. It gives people sense accomplishment as suggested by McGregor’s’ theory Y which says that a substantial proportion of people in an enterprise. People want to get involved and if permitted to do so, can channel their creativity for the benefits of the organisation.

Empowerment is also a factor in motivation of employees. Some institutions have a number of workers who believe that they are dependent on others and their own efforts have little impact on the performance of the institution. A sense of this powerlessness creates frustration in employees and they start developing a feeling that they can not perform successfully or make a meaningful contribution to
the school. So as to overcome this feeling dependency among employees, it is essential that they are empowered as a way of motivating them.

Feedback also plays a prominent role in the motivation of employees. No one likes to be in the dark about his or her performance. In fact a negative performance feedback is better than no feedback at all. People who receive feedback will at least know what must be done to improve their performance. Lack of feedback usually produces frustration which will consequently have a negative impact on performance; therefore, the school managers ensure that regular feedback is provided after completion of every task.

It is also worthy noting that managers should use praise blame as a technique of motivating their sub-dominant. According to Hurlock (1957) Praise is more effective than blame in motivating employees. Examples of praise could include nodding the head, a smile, a good look, and verbal praises such as good, fair among others. However blame should be as sparingly used because it demodulates workers and creates a sense of personality maladjustment.

Novelty in the performance of task could also act as a means of motivation. The managers should ingenuously bring varieties in the way the jobs are done and show relationships with a previous task. It may involve giving an individual a wide range of responsibilities as compared to before. According to the travellers (1967) one of the essential ingredients involved in energising employees is the provision of new tasks and materials that permit them to move into new fields of exploitation.

It is important that school managers consider the inspirational level of each of the members of the staff. The activity assigned to each should be tailored according to their level. According to Barow (1956) the level of inspirational depends on the intelligence social economic, parental relation and expectations from employees. The goals and targets set should be realistic and attainable. This will help in motivating each employee’s work at his pace and reach the desired goals.

School managers can also use competition and cooperation as a factor of motivating employees. The competitive task chosen should stress on friendly and amicable relation rather than rivalry that is likely to breed interpersonal antagonism among the members of staff. For instance teachers can be rewarded (especially materially). On the basis of performance in their subject areas. This will act as motivation for those who did not perform to increase their efforts and attain the academic goal of the school.
Recognition is also an ideal way of motivating employees. Individuals whose efforts have been recognised develop a value on themselves when they make remarkable achievement towards the organisational objectives. Naturally employees expand great effort in the performance of duties and expect rewards for even increased performance.

3.3 Motivation and Learners

Techniques of Motivation in the Classroom

Physiologists have developed some techniques which may be used by classroom teachers to motivate students:

1. The principal of pleasure and pain teachers must provide pleasant and satisfying experiences to their students. This is necessary because the learners usually avoid painful experiences.
2. Rewards and punishments.
   Rewards can be tactfully used to create interest in the further learning. Such learning could be material, symbolic physiological should be avoided or sparingly used.
3. Knowledge of the result (feedback).
   Reinforces such as food, praise, nod, smile and others as a feedback increases the frequency of the good aspect of learning happening. Skinners programmed learning shows that the knowledge of the performance of the learner works as a motivating factor in learning activity.
4. Setting of a goal.
   Working towards an attainable worth while goal motivates learners to focus on their learning even if means foregoing their immediate pleasure.
5. Provide real life and symbolic models.
   Most learning in human beings is acquired through observation and imitation. The use of audio-visual techniques is strong motivation factor in learning.
6. Avoiding stressful procedures.
   Too much anxiety and tension disorganise the cognitive process of the learners ultimately hindering their performance.
7. Creating need.
   It is important to create needs to learn and involve the students. The importance of classroom learning should relate to future life of students.
According to Fredrick Hertzberg [1966] said that human lived at two levels, the physical and the psychological level. His original study was to determine whether human beings have two sets of needs. The first to avoid is pain and the second is to grow as human. He asked employees from business to record when they felt extremely good or bad they were also asked to give descriptions of the events leading to the rise and fall in their emotions. Responses obtained from employees revealed that factors which made respondent feel good were totally different from those which made them feel bad.

Hertzberg view was that things that prevent dissatisfaction at work are not the same things which create satisfaction at work. He calls those which prevent dissatisfaction hygiene factor and those which creates satisfaction motivators and that the level of job performance is primary influenced by combination of two factors.

From his analysis, Hertzberg concluded that the element in job which produced satisfaction were; Achievement, recognition, responsibility, work itself etc. Hertzberg was of the view that the absence of achievement or responsibility for example would be unlikely to cause an employee to leave, but if this could be increased the employees would be more motivated at work which leads to greater effort and better performance. On the other hand, the element whose absence or inadequacy produced dissatisfaction were; pay, relation to other, type of supervision, physical working condition, fringe benefits, institution policy etc. Hertzberg called these maintenance factors, because they tended to maintain an employee in his or her job and their absence can cause much dissatisfaction when they are present. For example, an example might leave because he or she dislikes its working conditions or thought that the pension scheme is inadequate but the employee would not be motivated to work if working conditions or pension schemes were improved [provided are already reasonably adequate].

E.L. Thorndike developed the law of readiness of effect which says in part greater the satisfaction or discomfort greater the strengthening or weakening of the bond. He proposed two important variables for motivation in learning on the basis of his puzzle box experiments;  a] deprivation b] food [as incentive

He initiated the law of readiness which is motivational principle which means that a particular state of affairs a will prove to be satisfying only to the extent that the subject is ready for it, i.e. satisfier only when the animal is hungry.
3.4 Benefits of motivation

1. Motivated employees perform better than those who lack it. This is because they have a positive and purpose thus driven attitudes towards their activities which leads to high performance.

2. Motivation creates commitment among workers. Such workers joyfully work towards achieving organisational objectives. For example, our schools can sustain high performance levels and members of the teaching staff as well as students become loyal and dedicated to give our schools a competitive advantage.

3. It creates innovativeness and creativity in the performance of duties. Teachers and students can bring in new ideas, routine and better methods of work.

4. Motivated employee will be quality oriented and will give his best to the organisation or institution that he or she serves. This will undoubtedly affect individual performance which will ultimately translate to the general institutional performance.

5. Motivation helps to attract and retain employees within the institution. Due to favourable working condition, teachers or students who do not seek transfer to other institutions or alternative employment opportunities (especially teachers). Thus enhancing the performance.

6. Motivated employees would readily accept changes and consider them beneficial for the institutions even if such changes relate to new technological aspect, they will have the interests of the in situation at heart and they will perceive the technology as a means of facilitating the achievement of their performance targets.

7. High motivational techniques will always have a lasting effect on the employees. This will increase efficiency.

8. In classroom learning motivation stimulates and facilitates further learning activities among the learners, this guides them towards desirable ends.

9. Motivation is also a control factor in every learning process.

3.5 Gap in knowledge

Though the available literature gives us an insight into motivation in schools, it does not fully explain all the issues regarding the topic. Specifically, it does not examine the relation between motivation and performance therefore the researcher hopes that this project will fill the above mentioned gap in knowledge.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
In this chapter, the researcher highlighted on the research design, research area, population size, research instruments, data collection methods that were used, data analysis and validity and reliability of data.

3.2 Research Design
The research design in this study used descriptive and analytical whereby both the quantitative and qualitative methods analyzed the role of motivation teachers' performance in secondary schools in Kenya.

3.3 Area of the Study
The study was conducted in three schools, that is; Takaba Boys S.S. Takaba Girls S.S and Wayam S.S in Mandera west district-north-eastern province and examined the role of motivation teachers’ performance in secondary schools since 2002-2005.

Specific attention was made on teacher and the role of motivation teachers’ performance in secondary schools. An assessment of the relationship between teacher motivation and the performance was another area of interest during the study. The researcher intended to find the role of teachers’ performance in secondary schools.
3.4 Population of the Study

The study population ranged from staff members from the selected schools and the pupils within the respective schools. Most of the respondents comprised of students.

3.5 Sample Procedure

The study both used random sampling and purposive sampling procedures. Purposive was used to select different activities in the area of investigation in order to get the required data and information. Random sampling was used because respondents have equal chances of being selected.

3.5.1 Sample Size

The respondents were randomly be selected and categorized. They comprised of both sexes but of different marital statuses and age groups and the study used 40 respondents.

This was intended in order get a variety of views and unbiased response which made the study a reality. Also this sample size was selected since, Sutton and David, (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to undertake more complex statistical analysis, as most of these analyses require a minimum sample of 30.

Further more, Alson M and Wendy B, (2003) state that with quantitative research, sample size is related to the type of statistical analysis you may wish to undertake. They further argue that a minimum size for adequate statistical analysis would be 30.

3.6 Data Collection Methods

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding the role of motivation teachers’ performance in secondary schools, by reading newspapers, journals, text books plus the already existing work on internet and magazines. Primary data was got from the field by use of the following methods;

3.6.1 Interviews

This involved face to face interaction between the researcher and the participant through discussion. The interviews were in two ways, namely: Structured interview in which the responses by the participants were brief and specific and unstructured interviews, where the responses were long, elaborated and not specific, the interviews were conducted in group, individual.
The researcher carried out interviews with teachers and head teachers, using the interview guide because it is the most appropriate method which can be used to study the attitudes, values, beliefs and motives of people. It also had an element of flexibility. These persons were interviewed individually so as to get independent answers.

3.6.2 Observation

This involved the use of personal intuition based on different body senses, for example seeing (eye) hearing (ear) touching (hand) smelling (nose). Observation can be used in three main ways, namely;
1. Naturalistic observation. Here, the presence of the researcher is not known. He hide himself
2. Passive observation. The presence of the researcher was known but his role in the activity was hidden. He did not participate at all.
3. Active observation. The presence of the researcher was known to the participants. The observer played a leading role to bring out information.

3.6.3 Research Instruments

The researcher used three research instruments namely; Interview guide (FGDs), questionnaires and observation

3.6.4 Questionnaires

This is the discussion in written form whereby the responses of the participants are put on paper provided by the researcher, the questionnaire was in two forms, namely:
1. Open-ended questions in which the responses by the participants are free according to their understanding.
2. The close-ended questions in which responses are provided by the researcher and the participants one of them accordingly, for example strongly agree, agree or strongly disagree.

The researcher left out questionnaires to mainly the literate group. These included; staff members and some pupils. These had guiding questionnaires which the researcher gave to individual respondents to fill. The researcher gave some two days to respondents to study and fill the questionnaires. He requested the respondents to ask for clarification where they did not understand.
3.7 Reliability and Validity
In order to ensure and maintain a high level of reliability and validity in this study, the researcher did the following:

Questionnaires were pre-tested. Ambiguous questions were made clear and irrelevant questions deleted.

The researcher used accurate questions which are open ended in nature by use of questionnaires from the staff members, and head teachers. The questions which were set had enough space to give appropriate responses. Close ended questions were also be used.

3.8 Procedure for Data Collection
After the approval of the proposal by the responsible authority at the school of education, the researcher got an introductory letter from the institute of open and distance learning KIU to progress to the field for data collection. The researcher presented the letter to the L.Cs of Mandera west district-north-easter province, who later introduced him to different L.CI officials who assisted him to make sampling frames with the help of other relevant respondents. The researcher made appointments with respondents on when to meet them. The interviews were conducted in staff rooms and in compounds of the schools. The structured interviews were of about 30 minutes. The in-depth interviews were for about an hour.

The researcher took the questionnaires to respondents preceded by a briefing about the purpose of the questionnaires and asked them to fill them on their convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled questionnaires. Careful observation of respondents from the area of study was carried out by the researcher.

3.9 Data Processing

3.9.1 Editing and Spot Checking
The researcher edited and spot checked during and after each interview with the respondents. This ensured that information given is logical, accurate and consistent. Obvious errors and omissions were corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.
3.9.2 Coding
This ensured that all answers obtained from various respondents are given codes and classified into meaningful forms for better analysis.

3.10 Data Analysis
The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages. The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables and be calculated in terms of percentages and presented in this study.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction
This chapter shows how the collected data was analyzed and interpreted. The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages. The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables which was calculated in terms of percentages and presented in this study as illustrated below.

50 questionnaires were distributed to teachers and all of them were filled and returned. This therefore represented 100 percent. Responses from the field were as follows;

4.2 Background Information
Respondents were asked to state their sex and the results are shown table 1.

Table 1: Classification of students by sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Male</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

_Source: primary data_

During the field study, it was found out that, the biggest number of respondents were females as it was represented by 36% and 64% of the respondents were males, implying that, females to a greater extent participated in the study.

Table 2: Classification of respondents by age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-21 years</td>
<td>12</td>
<td>24</td>
</tr>
</tbody>
</table>

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Table 2 shows that the biggest percentage of the respondents were in age bracket of 22-25 years, where as 24% represents respondents who were in the age bracket of 19-21 years, then 30% of them were 25 years and above as portrayed in table 2.

Table 3: Respondents Level of education

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and degree</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Post graduate</td>
<td>05</td>
<td>10</td>
</tr>
<tr>
<td>Secondary</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4: Respondents’ marital status

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Married</td>
<td>08</td>
<td>16</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Separated</td>
<td>07</td>
<td>14</td>
</tr>
<tr>
<td>Living with partner</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: primary data
An assessment of the respondents' marital status was as follows; the biggest percentage of the teachers were found to be living with their partners as shown by 50% where as 20% of the interviewees attributed to be single, 16% of them said that they are married, implying that they are under one roof, then 14% of the students in the three schools attributed that they are separated, implying that, they are too a greater extent not stressed by relationships as illustrated in table 3 above.

Figure 1: Respondents' view whether they have knowledge about motivation

During the field survey, it was noted that the biggest percentage of the teachers from the three schools had knowledge about motivation as it was represented by 75% where as surprisingly 25% of the respondents attributed to not have knowledge about motivation, especially those who were diploma holders.

4.3 Identification of the key findings

4.3.1 Motivational procedures of teachers

Respondents outlined the following motivational procedures of teachers: giving them a fair and promptly paid salary, good working conditions, freedom of expression, allowances, chance for promotion and chance to participate in decision making.
4.3.2 Benefits of motivation of teachers as revealed by school administrators

Generally majority of the school administrators (80%) interviewed had no objection to teachers accessing in-service programmes. These affirmed that both the teachers and the school benefit from in-service programmes. The benefits mentioned included:

- Acquisition of new experience by the teacher which can help him/her manage effectively their would be challenging situations.
- Acquisition of modern skills of teaching which can make a teacher a better performer.
- Gain of more relevant knowledge that can keep a teacher abreast of them knew technological development globally.
- Gain of confidence to search higher jobs with higher pay.
- Interaction with fellow professionals.
- Spending less time at the institution since these programmes are normally short lined.
- Earning salary when on study leave.
- Gain of confidence of job security and generally staff development.

Despite of all the benefits mentioned, these schools administrators were not willing to let their teachers access in-service programmes on ground that, when teachers access in-service programmes they tend to develop the following characters which end up weakening the administrative principles on which the school operates; loss of potential men/women as they look for higher jobs with higher pay some where else, increased budgetary expenses since the school may be required to meet the costs if teachers are to be sponsored by the school. This can affect other school programmes that would be funded. Teachers tend to demand higher pay which the school cannot afford.

Residence to the school administration to execute some duties since teachers would be at the same footing or even above those of the administrators in terms of academic qualification.

Residence of teachers themselves to access in-service programmes on ground that they cannot leave behind their families and businesses otherwise could collapse.

Interference of in-service programmes with school programmes especially when these programmes require teachers to abandon their duties for sometime.
At times school administrators feel insecure in their positions when teachers return from in-service trainings with more qualifications.

It was noted that school administrators who did not like at all their teachers to access in-service programmes had similar reason as for those who could wish teachers access the programmes however due to certain problems that were likely to crop up could not allow them to access the programmes.

4.3.3 Impact of Motivation of Teachers as Revealed by Teachers

At least all the teachers (100%) interviewed were not satisfied with their current level of education for several reasons. These included:

- Job insecurity whereby more qualified teacher would take up their jobs.
- Inferiority complex at the work place especially when other members posses higher qualifications.
- Lack of opportunities for promotions due to low level of qualification.
- Government policy to phase out some levels of qualification in the system. For- instance grade III certificate has been phased out and soon grade V certificate will be phased out in the education sector.

Respondents therefore viewed motivation of teachers as a key agent of helping individual teachers to:

- Accumulate experience.
- Improve on the knowledge level.
- Motivate teachers to work harder.
- Upgrade their status in society.
- Create confidence in their job.
- As well as establishing confidence to occupy gaps when administrative post fall vacant.

All these would make teachers more effective when executing their duties thus helping them to improve in performance.

However they asserted that many school administrators do not provide them with opportunities to access motivation. The reasons for this assertion were as follows:
Despite to minimize expenses for personal benefits even though at many instances, motivations of teachers' programmes are budgeted for. Many schools administrators fail to finance in-service programmes just because they want to divert the intended funds to their own use or gain.

Protection of their own jobs, many schools administrators think that they ought to be the most educated individuals in their schools. The reason for this benefit is that employees tend to respect their employers when they hold maximum qualifications.

Jealous amongst school administrators, some administrators were viewed as naturally being jealous and therefore could wish to see others succeed.

Fear to lose potential teachers to others field, It was observed that many schools administrators do not allow teachers to access in-service programmes because on completion of the programmes/course teachers desert the education system and join other sectors like politics, private agencies and organizations which are thought to be more paying than the education sector.

4.3.4 Interference of Motivation Programmes among Teachers with School Programs

Teachers pointed out that many school administrators perhaps do not allow them to incentives that create an avenue to motivation programmes because these programmes tend to interfere with the normal school programmes.

For instance when a teacher is granted study leave, the school must recruit another teacher if the school programmes are to continue in the normal way. This may not be possible in many schools since it will involve paying salary to two teachers instead of one.

On the other hand at least 20% of the teachers interviewed showed that school administrators do wish their teachers to access in-service training on ground that teachers learn new skills and techniques of teaching which help them to be more efficient as they execute their responsibilities.

In addition in-service training gives chance to teachers to socialize with fellow teachers thus sharing experiences which helps them to up date their knowledge.
4.3.4 Problems Associated with motivation Programmes as Reported by Teachers

Table 5: problems associated with motivation programs

<table>
<thead>
<tr>
<th>Problems</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack of funds</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>lack of information</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>lack of facilities</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>jealous amongst administrators</td>
<td>08</td>
<td>16</td>
</tr>
<tr>
<td>lack of adequate time</td>
<td>04</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: primary data*

Lack of funds was reported by 32% of respondents as a major problem. Those argued that the monthly package they receive was too small and therefore could not afford to access in-service programmes. Most in-service programmes are too expensive and therefore unaffordable to a teacher.

24% of respondents reported lack of information. Though several in-service programmes are organized for teachers at various institutions of higher learning, teachers at the grass root especially in rural areas are not informed of these programmes. Respondents complained that school administrators are never bothered to give such information to teachers.

At least 20% of respondents complained of lack of facilities like accommodation and feeling necessary to sustain them at the in-serve courses.

The fact that most teachers operate in rural areas, and yet most in-service programmes are conducted in urban areas, teachers find problems in securing accommodation in places where they have no relatives coupled with little salary they earn.

Some school administrators were considered to be jealous as was shown by 16% of respondents. These asserted that some school administrators do not want teachers to access in-service programmes on
ground that they wanted them to be completely isolated from their fellow professionals who could give them advice which may not be favouring them. In addition they do not like teachers to accumulate more experience than they possess, as this would threaten their jobs.

Almost 8% of the respondents complained of lack of time to access in-service programmes. These complained that school administrators make them to work like machines and could not allow them to leave their duties at all.

The study also showed that majority of the school administrators (80%) would wish teachers to access in-service programs however due to several administrative reasons could not allow them to access in-service programmes. Only 20% of the administrators interviewed could not wish at all teachers’ access any in-service programme.

On the other hand all the teachers interviewed were not satisfied with their current level of education and were anxious to join in-service programme.

4.3.5. Motivation and performance

When asked whether there is an impact of motivation on performance, all the respondents (50) that is 100 percent said yes. This implies that they view motivation as one of the major factors that influence learning. Since the major objective was to ascertain the relationship between motivation and performance, findings here indicate that there is therefore a very strong relationship. Many respondents justified this by saying that motivated teachers and learners feel happy and develop a positive attitude (and interest) towards what they do: teaching and learning.
CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This is the last chapter of this research paper. It has the major findings, discussions, conclusions and recommendations as its contents.

5.2 Summary of Findings

This study basically aimed at establishing the impact of motivation of teachers on the performance of students in Mandera west district-north-eastern province.

The findings showed that both school administrators and teachers appreciate the value of motivation for teachers at all levels in relation to the students' performance. However accessibility to these programmes has always been hindered by several factors, which range from administrative point of view to individual teacher's point of view.

At least 80% of the school administrators interviewed, could realize the benefits teachers gain from motivation, for instance:

- Acquisition of modern skills of teaching through increased efficiency.
- Gain of more relevant knowledge
- Interaction with fellow professionals
- Earning higher pay after training and gain of confidence to look for higher jobs among others.

Surprisingly, these same school administrators could not allow their teachers to be motivated on ground that:

- Teachers tend to join other fields like politics thereby abandoning their own profession
- Teachers become "hard" to their employers after social interactions with fellow professions and acquiring more qualifications
- In-service programmes tend to interfere with school programmes and teachers demanding higher pay after acquiring further qualification among others

24
What ever the case, school administrators ought to realize that changes in education are a global cause. New technologies can only be handled appropriated by people who are technocrats. With the modern teaching approaches, which requires someone to have adequate skills and knowledge in utilizing new technologies such as computers, a teacher left in isolation however intelligent he/she may be, cannot make maximum use of new technologies which are being put in place.

5.3 Discussions
The first research objective was to establish the various motivational procedures/ polices in the selected secondary schools. According to authors of books cited in the literature review, they emphasized Maslow’s theory of motivation which specified the need to satisfy peoples needs to help them work properly. These include; physiological needs, love and belonging, security, esteem and self actualization, with these, authors like Murray (1968) believe that teachers can perform their duties with joy.

According to respondents, the following policies were identified; giving them a fair and promptly paid salary, good working conditions, freedom of expression, allowances, chance for promotion and chance to participate in decision making. On a closer analysis therefore, it is important to note that both respondents and authors agree that teachers should be motivated and also on the modes of motivation.

The second objective was to assess the benefits gained by teacher motivation and its relationship with the students’ performance. According to authors like Barrow (1956), the following benefits in brief were put forward; motivated employees perform better than those who lack it, motivation creates commitment among worker, it creates innovativeness and creativity in the performance, motivated employee will be quality oriented and will give his best to the organisation or institution that he or she serves.

Others include; Motivation helps to attract and retain employees with in an institution, motivated employees would readily accept changes and consider them beneficial for the institutions even if such changes relates to new technological aspect, they will have the interests of the in situation at heart and they will perceive the technology as a means of facilitating the achievement of their performance targets, and high motivational techniques will always have a lasting effect on the employees. This will increase efficiency.
Respondents concurred with the above as they gave the following; they accumulate experience, improve on the knowledge level encourages teachers to work harder, up grades their status in society, creates confidence in their job and establishes confidence to occupy gaps when administrative post fall vacant.

The last objective and the main as well, was to ascertain the relationship between the motivation of teachers and performance. Literature available did not significantly put it up but respondents categorically emphasized that there is a strong relationship between motivation and performance as 100% said yes.

### 5.4 Conclusions

The major conclusions drawn from the study were;- Both school administrators and teachers perceive in-service training programmes as key agents of staff development. However administrators especially in privately owned schools have been reluctant to create avenues for their teachers to be motivated due to same unestablished assertions against teachers who may not be motivated due to different reasons.

In-service training of staff to a large extent helps teachers or/staff to be more effective in utilizing facilities. For instance a teacher who has never studied computer technology can only manage a computer after being motivated as result of motivation and he/she acquires it, and then becomes computer oriented.

Therefore, since teachers’ motivation with in societies ever changing societal needs, teachers should continuously be involved in various motivation training programmes that can help them to adequately meet the needs of challenging situations as they come.

### 5.5 Recommendations

Basing on the conclusions drown from the study, the following recommendations have been made to ensure that stakeholders in education perceive motivation programmes education as necessity and an obligation to all educators.

- The government, non-governmental organizations, school boards, teacher associations, school administrators and teachers should develop a training policy for teachers already in service.
This can be achieved through the establishment of a law that can implicate those who do not create avenues for teachers to be motivated.

Since motivation of teachers in education programmes to a large extent help the teacher to become more efficient and effective in utilizing facilities, school administrators should solely responsible for promoting in-service programmes for teachers in their schools. Strong measures should be put in place to ensure that school administrators adhere to the recommendations.

5.6 Direction for Further Research

Research on varieties of motivation procedures for teachers should be carried out so as to determine the perception of stakeholders in education towards these programmes and thus establish their worth.
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QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University conducting a research study as a requirement for the Award of a Bachelors Degree in Education. I kindly request you to spare some time and fill this questionnaire. The information given will be used for academic purposes only and will be treated with utmost confidentiality. Your cooperation will be highly appreciated.

QUESTIONS

SECTION A: BACKGROUND INFORMATION

Gender?
  a) Female □
  b) Male □

Age? ............... 

Level of education?
  Secondary level □
  University level □
  Post secondary □
  Masters □
Marital status

1) Single □
2) Married □
3) Divorced/separated □
4) Window □

1. Do you have knowledge about motivation?
   Yes □ NO □

b) If yes, what do you know about it?

2. Which motivational procedures/techniques are used in your school to encourage you work harder?

3. Outline the benefits you have gained from it if any.

4. Do motivational programmes interfere with the school program? If yes how?

5. Identify the problems associated with motivation if any.
6. a. Do you think motivation can affect teacher’s performance?
   YES ☐ NO ☐
   b. Give reasons to support your answer.................................
       ...........................................................................
       ...........................................................................
       ...........................................................................

   Thank you very much for your cooperation.
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