

**MOTIVATION AND ACADEMIC PERFORMANCE OF
STUDENTS-A CASE OF OWIMBI ZONE SECONDARY SCHOOLS;
RARIEDA DISTRICT**

KENYA.

BY

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List of Acronyms

B.O.G — Board of Governors

DEO - District Education Officer

H.R.M — Human Resource Manager

H.O.D Head of Department

M.O.E Ministry of Education

P.T.A — Parents Teachers Association

K.N.R.C — Kenya National Examinations Council

T.S.C — Teachers Service Commission

DEDICATION

This work is dedicated to my wife Everlyne who consistently encouraged me to keep on with *academic* pursuit and to my children Mary and Maurice who could not *enjoy their nice* time with me during the period of conducting and writing the report. It also goes to Alex my friend.

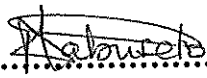
DECLARATION

I Awuor Onyango Fredrick do hereby decl-n that motivation and academic performance of students of Gagra Secondary School Ratieda District in Kenya is entirely my own original work, except where acknowledged and that it has not been submitted before to other university or institution for higher learning for the award of a degree.

APPROVAL

This research report has been submitted for examination with my
approved as the candidate' supervisor.

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17/08/09

ACKNOWLEDGEMENT

willingly spared his time to keenly guide me through all the faces of research method. Other go to both Gagra *Secondary* School staff and Wambisa primary staff voluntarily helped me to conduct interview in their schools. Many thanks go to Principal Mr. Reginald Oyugi Onguka of Gagra Secondary School and Miss Sarah Ochieng who tirelessly typed this work. I cannot forget to thank Mr. Alex Odhiambo a village carpenter for his material support me. Finally my innermost appreciation goes to my wife Everlyne for her patience during the entire period of study. My sincere thanks go to both Nyilima and Kisumu National Libraries and librarians who allowed and assisted to access the relevant books in their library. I would also like to thank Mrs. Nabuseta Taligoola (MA Goeg) of Kampala International University and writing this report.

ABSTRACT

The study set out to determine the relationship between mc4ivthon and academic performance of students: of Owimbi zone in Rarieda district Kenya. A number of schools were motivating their teachers and students to stimulate the performance in National Examinations. Despite this, the performances of some schools in national exanimations were extremely very poor. The research information was on the characterized personal information of the teachers, subjects taught and grade attained. The school previous performance, types of motivation offered by- the *school* management and suggestions on *how* to enhance motivations in schools. Data for the study was obtained through structured interview, questionnaires and observations were used to gather information and how they influenced performance in the *school*. A sample population of 10 teachers and RU students were investigated. The survey led to certain conclusions first teachers; experiencing teaching and long stay in *the* school was a strong factor for the teacher to enable them to perform well in their work.

There were still no quality passes: at national examination nth most of the students obtaining B plain. This could not enable the students to pursue quality courses at the university or a middle level college. Subjects in which students obtained high/ better grades were taught by experienced teachers and to some extent these teachers had a kind of motivation for good performance. So in a way, motivation contributed to good performance *to* some extent percentage. There *was* little *government* participation in the *motivation of* teachers; the bulk work of motivating the teachers was left to parents who were already overburdened by school fees. Since they started appreciating the effort of teachers and students by motivating than, the schools mean grade improved progressively. This means that motivation contributed to good performance. Based on foregoing conclusion, certain recommendations

were presented. First, the government through the ministry of education should take an active part in teachers through the provision of staff houses. This *would* enable the teacher to participate fully in his work without *the* worry of traveling home. Teachers Service Commission (T.S. C) should develop a scheme of promotion on value added. This would make teachers to be sure of what they expect when they perform well in their job. A teacher joining the school should be properly oriented on motivation policy. This would make the teacher to adapt well to the school system. Lastly, cash award has an immediate impact on teachers than any form of *incentives*, *it should* therefore be considered most popular motivations among teachers.

CHAPTER ONE

1.0 INTRODUCTION.

This chapter outlines reasons why the study is undertaken. It talks about the process and the stages of motivation and the role of motivation to an organization such as school.

1.1 Background

Most schools in Kenya have a common practice of motivating its staff and stunts every year. This is normally done to appreciate the good work done by the staff in national *examinations*, *extra curricular activities* such as games, sports and sometimes *internal* exams as well. Schools offer many types/methods of motivations. They are offered by various school management such as board of governors (BOG) parents teaches association (PTA) swell as teachers *service* commission (*Tsc*) which is the *employer*. Motivation *methods include* awarding of good performance *in* examination which is an incentive for *teachers* to enable them to continue working hard. There takes the form of cash awards as well as material awards such as clocks, pressure lamps, umbrellas, radios, television sets. Gas cookers, dinner sets or tea sets. Some schools offer subsidized rental houses in the school compound, schools with houses offer free transport to teachers when they at? Going to transact any form of personal *business* in major towns. Schools also offer lunch and breakfast *extra lesson* taught at a *free* time is paid in some schools. Some heads recommend promotion for teachers who perform well in their duties as Head teachers. Deputy Head teachers and head of departments (HOD). Able schools organize trips/tours for teachers to other far distant places towns/outside the country such as Tanzania, Uganda and Sudan. The students are offered award inform of books, school bursary funds, bags, watches ten they perform better in local and national exams. These ate intended to stimulate them to perform *better national* exams which *in turn intrinsically* motivate the teachers to work harder and attain job satisfaction. Bright students

their teachers' to perform well. These incentives and fringe benefits *were* intended primarily to motivate employees/teachers to give better performance and to encourage them to stay with employer. The basic requirement for job satisfaction include comparatively higher pay, an equitable payment real opportunities for promotion, considerably and participative management, a reasonable degree of social interaction at work, interesting and varied tasks and high degree of control over work place. These include both intrinsic and extrinsic motivation (*Arm strong Michael 199P human resource management*. Despite giving fringe benefits and incentives to teachers' *several* schools do not perform as expected. National examinations results of these schools still fall below average. Few schools teach a-c able to offer almost all the basic incentives and fringe benefits uncomely manage to persona better in national exams. Research has not established any strong positive connection between satisfaction and performance. A satisfied worker is not necessarily a high producer and vice versa. *ASCI* swing Michael 1999 *firm 7* edition A demodulated worker can be manifested ii distinct pattern of behavior such as absenteeism, lateness, waste pilferage and lack of co-operation or merely sheer obstructionism These attic tie_ limit the achievement of girl: for an organization Motivation is a fate serves *three* functions; it energizes *cit* causes people to act. If three! Behavior towards attainment of specific goal and it sustains the efforts expected in reaching the goals i.e. the force that energizes directs and sustains behavior. Rigo Ronald E. (1996) Introduction to Industrial Organizational Psychology. Motivation as a personal trait is a desire to achieve or succeed To be successful you must want to be successful. *Giadys Kimberetet 1995 succeeding in the world of work 5 edition* To be *motivated* there must be a need to *be* satisfied. Here needs involve *specific* physiological or psychological deficiency that a person is to satisfy or compel to fulfill. Three needs are central to work motivation that is need for achievement, power and affiliation Mc Clellands achievement motivation theory 1961 and 1975. Factors that lead to work motivation may differ from person to person depending on their particular patterns of need. An individual with a very

high need for achievement are those who *love the challenge to work*. They are motivated by a desire to get ahead to the job to solve problems. A person with a high need for power is status oriented and some motivated by the chance to gain influence and prestige then personally solve problems to reach performances. Individuals 'with needs for affiliation are motivated by cooperation rather than competitive work situation (Riggo E. Ronald 1999 Introduction to Industrial' Organizational Psychology). A motivated worker would have a clear- goal and the drive to take action retirement to achieve those goals i.e. goals plus needs equal motivation. Meacham Dave et al 1995 Business: f High Awards 1 Edition. Teachers are *motivated by* a desire to see their students perform well in exams. They strive to set goals to achieve those needs. / individual will be motivated to perform in manner consistent with their self images to the extent that their self concept concerning the job or task requires effective performance in order to result in consistent cognition. Then that extent they will be motivated to engage in effective performance. That individual will choose to find most satisfying job and task roles that are consistent with the cognition to that extent one perceives the self as competent *and need satisfy* one would choose and find most satisfying those situation that are in balance with those self-perceptions French Mendel 1981. The Personnel Management Process 6'Edition The study intends to determine the relationship between both the teacher and student motivation and academic performance of students in Owimbi zone.

1.2 Statement of the problem

Does the motivation carried out in the zone promote academic performance of students in secondary schools?

1.3 Purpose of the Study.

A number of schools including Gagra secondary school have come up with several ways of motivating both teachers and students to stimulate performance.

initial Examinations. Despite this, some schools were still doing poorly in national examinations while others *were* doing extremely well even without proper motivation. Few schools which had put in place proper motivation methods. *hence* tended to do better than those schools which had **little or** no motivation at all. The question therefore is, does motivation of teachers and students directly translate to good performance in national exams and job satisfaction for teachers?

1.4 Objectives of the Study

- (i) To establish the types of motivations used in schools
- (ii) To determine whether the methods of motivation used contribute to academic performance

1.5 significance/justification of the study

The result of the study was *expected* to assist the school management to find the best motivation method to offer to the teachers' and students so as to get better performance in national examinations. The result of the study was *highly* important because the students are in dire need of quality passes in exams since the cut off point/ marks needed for one to join university has been raised to A-(minus) for basic courses. These calls for improved performance in exams and this could be properly achieved when teachers were adequately motivated. The finding of the study would also help school management and teachers service commission to predict future trends in the motivation methods in relation to performance in exams and identify reasons why some schools in Kenya perform poorly or below average year in year out. This could assist the school management and Ministry of Education (MOE) to endeavor to improve performance in schools. Good performance could reduce rate of wastage of students: who get poor grades in exams *which* could not enable them to join/get good course in middle level colleges. Good performance also would win parent confidence in their children and pay school fees' promptly since they would be

sure that the students are going to pass their exams. It is therefore important to understand the relationship between performance and in motivation.

1.6 The Scope

The study was carried out in Owimbi zone Rarieda District Kenya. It contained effects of motivation on academic performance of both student and teachers within the zone — captured the last academic year 2007-2008. The study started in August 2007 and ended in August 2008.

CHAPTER TWO

LITERATURE REVIEW

(2.0) Introduction

This chapter contains review of literature on motivation. It describes the various theories and practice of motivations. The main components include the analysis of types of motivations being offered by various organizations including schools to their employees/ staff. The chapter examines the relationship between motivation and individual performance in the organization. Also examined in this section are suggestions on how to enhance motivation in the school.

2.1 Types of motivation used by the organization

Well motivated employees are more productive and creative and the reverse also holds true. A motivation is the key to performance improvement. You can take horse to the water but you cannot force it to drink. It will only drink if it's thirsty so with people. They will do what they want to do or other wise motivated to do. They must be motivated or driven to do it either by themselves or through external stimulus. Motivation is to induce others in specific ways toward goal specially stated by the motivator. Motivation system must be tailored to the situation and to the organization. Employee motivation retrieved on 7th June 2003 from World Wide Web <http://www>. There are a number of methods of motivation which have been put in place by the organization including school to motivate the workers. According to Abraham Maslow's hierarchy of needs, psychological needs can be achieved by higher basic pay and over time, bonus pay and other non financial benefits while safety needs are achieved by allowing workers to belong to trade unions, good health and safety conditions, company pension schemes and retaining scheme. For need for belonging and social affiliation/ social club to be provided. Personnel department is to help sort out personal problems at work, more people to work and make friends with. To

ensure self esteem needs training courses to be availed to improve skills, more opportunities to take responsibility and make to decisions and employer to give more variety in the job. For self actualization the organization should avail more chances for promotion i.e. carrier ladder to climb and opportunities to be created. Needham D and Dransfied R. (1995) Business studies 2 edition. Wages and salary might act as a motivator for small business employee but large business pay according to level of production. Chambers Ian el at 1996 business studies Longman 6th impression. Fringe benefits are intended primarily to motivate employees to give better performance and to encourage them to stay with employer. Financial fringe benefits include commissions' bonuses profit and shared option. Part financial fringe benefits include pensions, meals, cars and subscriptions while non financial benefits, holidays, sick pays medical insurance maternity leave, paternity leave, medical services sports and clubs, cinema theatre, passes company/school newspapers discount buying loans, houses purchases assistance saving scheme discounted/paid holidays meal in the company long service award, Christmas bonus, birthday gifts cards suggestion box language, proficiency employees introduction bonus and share option scheme. Incentives are normally used to stimulate performance. They are offered in order to focus the employee's attention on a business or organizational objectives or employer i.e. to stimulate and promote extra productivity. Bbella M.J. (1992). Human Resources Management in the hospitality industry. United Kingdom: Stanley Thomas publisher.

Job enrichment in which there is vertical change in quality of work to be done make the worker feel that their contribution has been upgraded and are highly appreciated. Job enlargement on the other hand makes the worker feel rejuvenated when asked to do additional *work*, Howard J. (1998) managing more with less (First Edition) Butter Worth, Heinemann when employees are allowed to participate in decision making in the organization i.e. use of flattened organization structure in which decision can be made at all levels of organization, employee feels important and valued for their contribution in decision making process, this is great motivator to the employee. Needham Det Al (1995) business for high awards First edition New York. Appraisal given to a staff for a job

well done increases that person's self esteem. Self esteem is the most energizing factor in the work situation. When workers are praised, they see this as a form of recognition for their contribution. Recognition is a motivational factor and it's build up intrinsic capacity to produce Undom V.E (1998) Administration prudence a behavioral approach to manage ourselves and others 2" edition London. It is important to acknowledge an employee contribution in work place. Praise an employee for doing a good job or give credits for a useful idea. Formally they might receive a plague or award at a meeting of banquet. When you recognize an employee's contribution he/she will probably perform well. You might increase the morale and motivate your employees. Meyer, C.E. et al (2007) entrepreneurship and small business management 2' Edition. Glencoe.

2.2 How the methods of motivation used contribute to performance in an organization

Although individual difference in ability undoubtedly establishes the limit on human performance motivation is also clearly a powerful determinant of the extent to which individuals will put their activities to use. French 1W (1987) personnel management process 6th Edition London. Motivation arises from the recognition or unfulfilled need. The goal is the direction through which that need can be met. Needham 0 et al 1995 business for high awards first edition New York. Needs create wants which are desire to achieve or obtain something. Goals are then established which it is believed will satisfy theses needs and wants. A behaviour pathway is selected which it is expected will achieve the goal. Armstrong M (1999) Human Resource Management practice 7th Edition New York and this is the process of motivation. Behavioral scientist Abraham Maslow states that man is a satisfaction seeking animal motivated primarily by his biological needs. Once man's biological needs are satisfied, further needs emerge mainly of a social leisure. This manifest itself in the pursuit of power status security and other outwards signs of success, Bella; MJ (1994). Human Resource Management in the hospitality industry 5th Edition United Kingdom. He went ahead to say that the first need for bodily comfort is satisfied relatively simply by adequate meals and housing and the

welfare status. Individual in our society therefore no longer accept working merely for food and shelter. Most people expect from their employment than being able merely to purchase food or shelter. Physical security should largely be assured by the state/the organization. The organization is designed to protect the community or individual from injury or diseases if a man does fall ill or suffers injury in the process of performing his/her duty, the state or company / organization should care for him so that he need not fear the financial consequences. Workers need to establish satisfactory relationship with other people. When looking for staff turn over, it should be noted that the greatest number leave. In the earliest days of employment, the period in the earliest days or employment the period when relationship have not developed. On the other hand, one of the main reasons why people stay in their job when all other conditions should encourage them to leave is because of their relationship with those at work including colleagues, bosses, subordinates and customers. They are motivated by a sense of belonging to one team. This improves the performance. Need for acceptance frequently depend on our job and way of living considerably and the main evidence is change of occupational status, type of housing earning more money obtaining a variety of other symbols such as motor car, longer holidays thicker carpets in the office etc and changing from one job / occupation to another with higher social standing. There is also need to satisfy one's own ambitions and aspiration. This means making the maximum use of one's intellectual social and manual skills. This is manifested on the desire to become chairman or wish to produce a satisfactory piece of workmanship. People would put in long hours on difficult conditions even for low pay when intrinsic job satisfaction is high. Having satisfied all these needs, security of their continuity satisfaction is itself another motivator. It is usually found that where job security is higher, such as banking or insurance, labour turnover is lower. Job security normally leads to a stable and skilled labour force with many of the consequent efficiencies. Bella M.J. (1994) Human Resource Management in hospitality industry, 5th Edition united Kingdom.

Theoretical framework of motivation.

2.2.1 Maslow's need theory

Human needs are arranged in a hierarchy of importance. These needs are divided into five and arrange from low level biological psychological need for security need for belonging needs for self esteem to high level need or self actualization. Bird J.B. (1989) entrepreneurship behaviour, 1 edition foreman and company New York. Human being's are never satisfied. Their wants are determined by what they have e.g. when people are hungry or thirsty, the quest for food or water influences how they behave. However, if food and water is acquired the same person will want something else perhaps a safe place to live in or social status. A satisfied need does not cause behaviour. Once people satisfy their need for safety, they are motivated by yet unsatisfied needs not the one they are satisfied with. Ombok A.J. (1998) entrepreneurship module Kenya technical teachers college Nairobi.

2.2.3 Mc Glelland achievement motivation theory.

The theory states that three needs are central to work motivation. The needs for achievement, power and affiliation. Individuals with a very high need for achievement are those who love the challenge to work. They are motivated by a desire to get a head to the job to solve problems or to be outstanding work performers. Individuals with high need for power are statue oriented and are more motivated by the chance to gain influence and prestige than personally solve particular problems or reach performance, goal Mc Cleland (1970). There is a job that satisfies their need to be in charge. People with a need for affiliation have the desire to be liked and accepted by others. They are greatly concerned with interpersonal relationship on the job and prefer working with others on a task. They are motivated by cooperative rather than competitive work situation. Mc Cleland (1961), many successful managers are high in the need for power because much of their job involves directing the activities or others. Mc Glelland

and Boyatzies (1982) Mc Cleland and Burnham 1979. High achievers make more money than those with a low need for achievement Mc Cleland and Franz 1993.

2.2.3 Hertzberg Motivation Factors

- These factors include achievement recognition, work itself responsibility and advancement which are strong determiners of job satisfaction with the last three being important for a lasting change or attitude the hygiene factors which include company policy, administration supervision, salary, interpersonal relation and working conditions are determiners of job dissatisfaction in employee. A lack of hygiene factor equals dissatisfaction while the presence of hygiene factors does not necessarily equal satisfaction. The presence of motivation factors equal satisfaction of individual needs. The lack of motivation factors will not cause dissatisfaction if hygiene factors are present but will lead to an absence of positive satisfaction. It means that one can remove dissatisfaction and improve job performance up to a point but it takes a motivator to bring about positive job feelings and high performance. Salary status security and interpersonal relationship can be both satisfaction and dissatisfies. Armstrong M.A (1999) Handbook of Human Resource Management London.

2.2.4 Douglas Mc Gregor Theory X

Theory X assumes that people do not like work and try to avoid it. That people have little or no ambition and will try to avoid responsibility and prefer to be led. Managers have to push people closely, supervise them to produce. They must be rewarded Coerced intimidated and punished i.e. stick and Carrot game. He maintains that management is responsible for an organizing the elements to productive enterprise i.e. management. Organize for money, materials, equipments and people in the interest of economic end. There should be process of directing the efforts of people monitoring them, controlling their action,

modifying their behaviour to fit organizational needs. The man is by nature resistant to change.

Theory of Douglas Mc Gregor

This theory believes that people are not by nature passive or resistant to organizational needs. People will work towards goal if they are committed to them. People become committed to goals when it is clear that

achieving them will bring personal rewards. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behaviour towards organizational goals are all present in peoples. Management does not put them to the people. It is the responsibility of management to make it possible to recognize and develop the human characteristics for themselves. Management is to arrange organizational objectives. Meyer E.C. et al (2000) entrepreneurship and small business management 2 Edition New York.

2.3 Suggestions on how to enhance motivation in the school / organization

There should be both intrinsic and extrinsic types of motivation in any organization. Intrinsic motivation is a type of motivation which is self generated. Self generated factors that influence people to behave in a particular way / direction include responsibility, freedom to act, scope to use and develop skills and opportunity to advancement. This has a long term and a deeper impact on motivation. Extrinsic motivation is what is done for the people to motivate them. They included rewards, pay, praises and promotions, punishment such as disciplinary actions and withholding pay or criticism attract and retains employees. Armstrong M (1999) Human Resource Management Practice 17th Edition. The organization should provide meaningful work that is employed who is motivated by their work related to it in a special way. They derive satisfaction from it and also take pride in it to prompt such feelings. A job must be

meaningful. The job must provide a range of duties or responsibility i.e. job provide job enlargement and job enrichment. The organization should give scheduling flexibility that is allowing employees to plan and manage their own schedules. Send a clear message of the theory at type trust. For example, telecommunicating which involves performing some or the entire job away from the business by the use of technology such as cellular phones, always allow employees to work at home or while traveling. Allow family leaves: Workers are entitled to up to i.e. weeks or non- paid family leave every two years, people can attend to births, deaths and family illness without fear or job loss. Employer should be fixable in time. That is allow employees to choose the work hours or days they think they will be most effective e.g. Four to ten hours days or working afternoon or evening or some other combination. This technique can lead to increased productivity. Involves employees in decision making: This can be done by giving opportunities to make suggestions about where the organization is going and what their role it will be. It gives employees a strong sense of purpose and it allow them to see their own ideas, put to work All this leads to extra motivation as a sense of ownership, employees can set their own objectives and gauge their own progress. Encourage team work in which a group of employees can be assigned a task without direct supervision and their responsibility for their results provide performance evaluation. The performance evaluation is a review of how well an employee does his or her job formal. Evaluations are usually done once a year. In private meetings with the employees you can evaluate the person's strength and weakness. You can also give tips to help the employee become more productive.

Reward performance: It is important to a knowledge and reward employee's achievement usually financially. Other rewards include special assignment jobs titles or promotion. Meyer E.C. et al (2000) Entrepreneurship and small business management 2nd Edition Glencoe New York.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The purpose of the study was to determine the relationship between motivation and performance of people / students in national examinations Gagra secondary school. This section there fore was intended to highlight the techniques! research design to be in obtaining data. It described the area and population of the study, sample section and size of the respondents lastly it explained how the research instruments were developed and administered, how data analysis was done.

3.1 RESEARCH DESIGN

The design of this study was to determine the relationship between motivation performances of students of Gagra secondary school. The study used qualitative approach to explore identify and compare the level of performance and the types of motivation being offered in the school. It involved identifying the best performed subjects and teachers who handled the subjects in National Examination and if there was any form of motivation offered to them. Students who performed well in National Examination were also identified and if any motivation had been awarded to them. The researcher used survey method to gather data concerning types of motivation and how and how they influenced performance in the school. This method enabled the researcher to collect detailed information about the study and to determine the adequacy of status by comparing it with established standards. Thus the researcher to collect detailed information about the study and to determine the adequacy of status by comparing with established standards. Thus the researcher determined the relationship between performance and motivation in the schools.

meaningful. The job must provide a range of duties or responsibility i.e. job provide job enlargement and job enrichment. The organization should give scheduling flexibility that is allowing employees to plan and manage their own schedules. Send a clear message of the theory at type trust. For example, telecommunicating which involves performing some or the entire job away from the business by the use of technology such as cellular phones, always allow employees to work at home or while traveling. Allow family leaves: Workers are entitled to up to i.e. weeks or non- paid family leave every two years, people can attend to births, deaths and family illness without fear or job loss. Employer should be fixable in time. That is allow employees to choose the work hours or days they think they will be most effective e.g. Four to ten hours days or working afternoon or evening or some other combination. This technique can lead to increased productivity. Involves employees in decision making: This can be done by giving opportunities to make suggestions about where the organization is going and what their role it will be. It gives employees a strong sense of purpose and it allow them to see their own ideas, put to work All this leads to extra motivation as a sense of ownership, employees can set their own objectives and gauge their own progress. Encourage team work in which a group of employees can be assigned a task without direct supervision and their responsibility for their results provide performance evaluation. The performance evaluation is a review of how well an employee does his or her job formal. Evaluations are usually done once a year. In private meetings with the employees you can evaluate the person's strength and weakness. You can also give tips to help the employee become more productive.

Reward performance: It is important to a knowledge and reward employee's achievement usually financially. Other rewards include special assignment jobs titles or promotion. Meyer E.C. et al (2000) Entrepreneurship and small business management 2nd Edition Glencoe New York.

3.2 AREA AND POPULATION OF THE STUDY

The target population of the study was teachers and students of Gagra Secondary School in Rarieda District, Kenya. There were a total of 31 students and 20 teachers in the school teaching 12 subjects and co-curriculum activities. At least six teachers were chosen to represent the number of teachers and ten students to represent / cater for the best performing students. The teachers chosen must have handled the subject from one to form four and must have been in the school for at least two years. The list /name of the best performing students were got from examination department in the school. This was the reliable source of sample framework since it is dealing with examination results analysis.

3.3 SAMPLE SIZE AND SELECTION TECHNIQUES.

In order to meet the objectives of this study, n random was used to select teachers and students in Gagra secondary school. A sample of 10 teachers and 80 students were chosen. This technique was used to give a proper representation of teachers and students in the school. The subject used includes mathematics, English, Kiswahili, chemistry, Physics, Biology, History, Geography, Religion, Business studies and Agriculture. These were the core subjects being taught in the school. The researcher personally interviewed / talked every teacher before studying the researcher. This was to enable the research to ascertain that they were the actions target population to be studied.

3.4. INSTRUMENTATION

The semi-structured interview guide was used to collect data from the teachers and student. This is because the interviewer had the advantage of adaptability necessary to elicit in depth response and to establish high objectivity. Multiple questions were used to ensure that the interviewer is much as consistent as

possible with each interviewer and control the length of each interview. This was to avoid fatigue and waste of the response time. The researcher also used questionnaire for the teacher who might not have time for the interviewer. This was to enable them to answer questionnaire at their own pace. The questionnaire was made up of closed and open questions for the teachers and students. There were space for the response to write their name, gender, and other sources economics background. This was before the first section. The second section consisted of rating questions focusing subjects being taught and the grades attained. And the type of motivation offered by the school management based on the method of summated rating. The purpose of this was to illicit different indications in performance and motivation. The observation schedule was also used to get information / performance with could not got through interviews and questionnaires. It consisted of examination results analysis, prize giving day programmed and n visit to school canteen sick by / dispensary and the staff room. It included checklist and rating scale. A letter was to be attached to interview schedule seeking permission to have a research done in the school.

3.5. DATA COLLECTION PROCEDURE

Prior to conducting the study the questionnaire was pilot tested on a simple of 5 teachers and 20 students. This was to help identify potential and problem areas clarify the respondent interpretation of each question. The questionnaire was then revised on the result of the result of the pilot study. A timetable for the interview with the teachers and students were allocated! Identified by the researcher and an interview was arranged for the later as per the timetable. Each interview insists for approximately 30 minutes. However much time was spent discussing the respondents' problem upon conclusion of each interview. A permit for data collection was obtained forms the district education office and the school principal.

The permit was to inform the teachers about the study and also to seek their cooperation. The research went through the school administration records such as teacher register and student register and student register for the purpose of sampling after which the researcher wrote an introductory letter to the respondent. Informing them about the purpose of the study and also to seek their consent for participation with a return slip for their consent. Questionnaires were collected after the agreed time so as to give the teachers and students enough time for in them.

3.6. DATA ANALYSIS PROCEDURE

The data on the performance of teachers and students, respondents, personnel data, type of motivation, impact of motivation on performance, subjects students sit for examined in and the suggestions and how to provide motivation in school were analyzed using descriptive statistics such as frequency, percentages, table or charts and the findings were printed. The next chapter presents the findings/ data presentation and analysis of the study.

CHAPTER FOUR

DATA PRESENTATIONANALYSIS AND INTERPRETATION OF FINDINGS

4.0 INTRODUCTION

This chapter contained information on the types of motivation offered to students and teachers by school management teacher's service commission and suggestions on how to enhance motivation according to the set objectives as established the types of motivations used in schools and to determine whether the methods of motivation used contribute to academic performance in school.

4.1.1 BACKGROUND CHARACTERISTICS OF RESPONDENTS

Table I showing age distribution of respondents

AGE	FREQUENCY	PERCENTAGE
20-25	1	10%
25-30	4	40%
31-35	2	20%
Above 35	3	30%
T0tal	10	100%

The information was collected from the teachers still in service within the Owimbi Zone Rarieda District Kenya. From the table it is clear that majority of teachers were on the Age bracket 25-30years, followed by 35years and above. This implies that 405 of the sample population were the majority.

4.1.2 Table showing marital status of the respondents

STATUS	FREQUENCY	PERCENTAGE
Single	2	30%
Married	6	60%
Widow	1	10%
Total	10	100%

The information was collected from the teachers within the targeted school in the zone. It was noted that majority of teacher were married followed by unmarried teachers and very few were widowed. This implies that academic performance could not be fully achieved since some respondents had problems like being widowed and widowers.

4.1.3 Table 3 shows the level of education of the respondents

LEVEL	FREQUENCY	PERCENTAGE
Graduate	6	60%
Diploma	2	20%
Untrained	2	20%
Total	10	20%

4.1.4 Table showing teacher Employed of the respondents

EMPLOYER	FREQUENCY	PERCENTAGE
T.S.C	5	50%
B.O.G	4	40%
Volunteer	1	10%
Total	10	100%

The table indicated that only 50% of the teachers within the zone were employed by TSC the B.O.G managed to employ 40% and very few 10% accepted to volunteer. Due to this fact, academic excellent could never be attained

4.1.5 Table 5 showing teaching Experience of the respondents

EXPERIENCE	FREQUENCY	PERCENTAGE
0-2 Years	2	20%
2-4 Years	2	20%
4-Years	3	30%
More than 6 years	3	30%
Total	10	100%

4.1.6 Table 6 showing duration in the current stations of Respondents

DURATION	FREQUENCY	PERCENTAGE
1 Years	1	10%
2 Years	2	20%
3 Years	1	10%
4 Years	2	20%
More than 4 Years	4	40%
Total	10	100%

Majority of the teachers have stayed in the school for four years above. This shown by 20% and 40% respectively

4.2.4 Table 7 showing types of motivation offered to students

TYPE OF MOTIVATION	FREQUENCY	PERCENTAGE
Geometrical set	4	20%
Text book	2	10%
Merit Certificate	3	15%
Suit cases/Bags	2	10%
Exercise book	4	20%
Cash	5	25%
Total	20	100%

At least every student who performed well in the examination was awarded a present. 25% got cash award.

4.2.2 Types of overall grades attained by the students

GRADE	FREQUENCY	PERCENTAGE
A	1	5%
A-	3	15%
B+	4	20%
B	7	35%
B-	5	25%
Total	20	100%

Only 5% of the student got grade A. Most of the students got grade B which represented by 35%

Table 4.0.9 Teachers housed by the school

HOUSES	FREQUENCY	PERCENTAGE
Subsidized	2	20%
Free	1	10%
Stay outside the school	7	70%
Total	10	100%

Majority of the teachers were housed by school this shown by 70%. Majority of the teachers were not house by the school this shown by 70%.

4.10 Promotion due to performance and motivation

TYPES OF PROMOTION	FREQUENCY	PERCENTAGE
Internal	1	10%
External	5	50%
Non	4	40%
Total	10	100%

50% of teachers have received promotion to the next grade due to good performance in the Examination by T.S.C 40% of teacher were not promoted because they were still not yet employed by the teacher's service commission.

4.11 Number of trips/tours organized by the school to various places in Kenya.

NUMBER OF TRIPS	FREQUENCY	PERCENTAGE
1 ST	2	20%
2 ND	4	40%
3 RD	4	40%

Tour the school organized for the same number of teachers who performed well this is shown by 40%.

Table 4.12 Types of motivation received by the teachers.

MOTIVATION	FREQUENCY	PERCENTAGE
Cash	2	20%
Wall	3	30%
Set of mugs	2	20%
Merit certificate	1	10%
Pressure lamp	2	20%
Total	10	100%

Wall clock was received a big number of teachers as it is shown by 30%. At least every teacher received an award for the good performance depending on the category of the award being offered. Categories awarded present include, best performing subjects, most involved subjects, best languages, best humanities, best performed sciences , best mathematics teacher and the number of A's and B's got. These formed the basics for awarding performance and was different awards for every category.

CHAPTER FIVE

SUMMARY OF FINDINGS DISCUSSIONS RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

A major purpose of this study was to obtain data to develop and establish relationship between motivation and performance of students of OWIMBI ZONE RARIEDA District Kenya. The study provided the profile of motivation and performance in schools, this included, teacher's personal information, subjects taught and grades of obtained K.C.S.E types of motivation given to teachers and students due to good performance, categories of prizes given to the teachers and students and suggestions on how to enhance performance.

5.2 summaries of findings and discussions

One the main goals of education programme in the school is to enable the students pass National Examinations and be a formidable Citizen in future. Good performance in Examination is one of the key means through which students work/contribute to the achievement of this goal.

Performance in National Examinations in most schools have been a problem. A big number of students fail to meet the pass mark for admission in to public Universities, middle level colleges as well as teacher's training colleges and medical training colleges. This has contributed towards a big wastage of people who ca not contributes towards county's development. There has been a call from policy makers, parents and teachers, general public to find ways of improving performance in National Examinations.

This study looked at how motivation and performance were related in Gagra Secondary school .A surface method was used on random sample population taken from teachers and students. This focused on teachers' personal Information, Level of training / Education, Experience in teaching , grade obtained in National Examination ,subject taught ,forms of motivation received ,

categories of prizes given and suggestions on how to enhance motivation in schools.

The responses of question were analyzed using descriptive statistics such as frequency, percentages and tables. This describes the qualitative data collected. Various forms of motivation received by the teachers included pressure lamp, umbrellas, wall clock ,tea set, dinner set, hand bags/suit cases ,television sets, merit certificates cash money ,promotions. Tour /trips to places within the Country and outside, free lunches and breakfast and subsidized rental houses and trans port means . Grades considered included: A, A-, B+ and B. Students received exercise books, Merit Certificates, Mathematics sets and Text books. Teachers also felt that they should be consulted when decision is being made concerning the school especially those toughing on the performance of students this is similar to finding of an incentive the form of cash award was given to teachers that offered an extra lesson .Letters of appreciation were written to teachers who performed well in their school, in their subjects .T he categories of prizes given ranged from best performed subject , best sciences, most improved subjects best languages, best humanities and best applied subjects .All teachers were given for the first time.

5.3.1 Teachers' personal information

From the study it is evident that most of the teachers were at the age of 25 years and above. Majority of them were married. Most of them were also permanently employed by Teachers Service Commission (TSC) and had along experience in teaching of four and above years. Majority of teachers have stayed for longer period in the current stations i.e. at Gagra Secondary school four years and above. They were therefore able to give the correct information about permanent and academic performance at the school. There was therefore a low staff turn over. This is agreement with the finding of the M.J Bella (1994) that the main reason why people stay in their job when all the other conditions should encourage to leave was because of their with those at work including

colleagues, bosses, subordinates and customers. 5.3.2 Grades obtained by the students at Kenya Certificate of Secondary Education (K.C.S.E). There were fewer quality grades obtained by the students. Most of the students got B and above in the National Examination. This could not still enable them to pursue University Education in large numbers. Most of them qualify for middle level colleges which offer Diploma and Certificates courses. Wastage of students should be reduced compared to the previous years. Subjects in which students get high grades were taught by experience teachers and in one way or the other had received a kind of motivation for good performance.

5.3.3. Categories of awards given to teachers and students

Prize given to teachers and students. At least every teacher who presented the candidates for the National Examination receives a present categorised as general prizes. This was the recognition of their efforts towards the results of that particular year. Other categories such as based on performed subject. Most improved languages best sciences and best grades such as A, B in a subject were allocated cash awards. Teachers could get as much as they want depending on the number of As and Bs students got in their UNCTs. A II in awards encouraged the teachers to work harder so as to be awarded in most categories.

Students are to be awarded with items such as; text books, mathematical set and exercise books which can help them to pass exams. The awards for good performance were not confined to form fours only. All the other forms performed well in the internal exams as well as the joint exams and was recognized by being given presents. This was to enable them to perform much better than they did.

5.3.4 Government participation.

It was the Ministry of Education was not taking part in motivation of teachers for good performance. It was in rare cases where teachers or head of departments (HOD) because of good performance. Any form of motivation given to teachers and students was donated by the P.T.A (parents teachers association) and the B.O.G (Board of Governors).

5.3.5 Types of motivation given for good performance.

Motivation types given to teachers varied from merit certificate to household items. Every year teachers wanted different items from what for good performance. The proposal of items was unlimited and teachers were given the awards which the school could afford, otherwise some were beyond the school capability.

5.3.6 Contribution of motivation to academic performance.

Since the school appreciates the effort of teachers and students by motivating them, the school mean grade improved progressively. Most of the subject continues to register improvement. Even if there was a drop in performance it was minimal. The number of students

5.4 Recommendation.

Based on the conclusion and findings of the study, the following recommendations are offered;

Orientation on school motivation policy.

When a teacher is newly posted to the school, he/she should be highly oriented on the school motivation policy and given time to adjust to the school. This would enable the teacher to adapt well to the school system, this mean that the new teachers should be given guidelines of what is expected of them by the subject head of departments and be allowed to make his/her suggestion towards the guidelines. In access, both the school and the new teacher would be learning from each other.

.Government Participation

Government through the Ministry of Education should take an active role in motivating teachers. This can be through the provision of staff houses in the school which would enable the teachers to reside in the school. A teacher residing bin the school would deliver, perform his / her duty without much fear or stress of traveling home which might be far apart.

Government should supplement parents' effort in the provision of learning facilities such as text books, building library and laboratories .Teachers would be motivated to perform when the required facilities are provided. 5.3.3Teachers Service Commission [TSCj Participation

A scheme of promotion on merit Ion value added should be developed by teachers' employer [TSCI.This would make teachers to be sure of what they expect when one performs well in this job. It will create competition among teachers hence improvement in their work [TSC] should ensure that there are enough teachers posted to school to handle the students. This creates fare competition among the subjects.

It would be in order when the teachers are transferred after staying at least 5 years in a station .This would avoid the situation where teachers become complacent or composed the performance in the school. FTSC] should also organize for teachers seminars and workshops to update teachers' skills and

knowledge in their areas of specialization, harmonization of remuneration on medical allowances, house allowance and salary would make teacher feel contented with their professions and guide against high staff turn over.

PTA and BOG Participation

Since parents are direct beneficiary of the good performance they should contribute voluntarily towards motivation of teachers and students. Whatever little they contribute should be announced to the teachers and students. This would make them honored and recognized. Board Of Government [BOGI] should organize team building workshops to lay strategy on how to improve or maintain good performance. They should be encouraged voluntarily to contribute towards motivation of teachers since they are the school Managers who should ensure that the schools perform well.

Sources of Funds for Motivation

Motivation fund should come from the Government since presents are already over hardened by the school fees. Government should establish a kitty for motivation of teachers in any way. Parents should contribute the fund but voluntarily.

Areas to award prizes on.

These would include performance in both local Exams and National Examination. This would stimulate a steady trend in performance in school. The others to award one most dedicated teacher, all round teachers, and most disciplined students and Co-Curriculum activities such as drama, music , sports and athletics. on teachings staff should not be forgotten when awarding prizes because they indirectly contribute towards good performances.

.Types / Methods of Motivation which Directly Enhance Performance

Cash award would have an immediate impact on the teachers than any other form of incentives. This is because the teachers are able to put it on any use of his or her choice .Teachers should be involved / consulted when decision is to be made concerning their departmental/ Subject. This makes them that their role in the school management is recognized. Merit certificates are permanent testimonies of good performance.

They should therefore be given to teachers who can show them to their employer for promotion of cases. When ehool perform well in National Exam, Tours and Trips should be organized within and outside the Country to give Teachers refreshing mood. Relaxation and reflelection onto the future challenge.

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APPENDIX 1

QUESTIONNAIRE

You are kindly requested to answer the following questions as precisely as possible. Put a tick on the box where applicable.

1. Name..... optional

2. Sex: Male ☐ Female ☐

3. Age: 20-25 ☐ 26-30 ☐

31-35 ☐ Above 35 ☐

4. Marital status: Single ☐ Married ☐

5. Level of Education: Graduate ☐ Diploma ☐

Untrained Teacher ☐

6. Who is your employer? TSC ☐ BOG ☐ Volunteer

7. Your experience in teaching

0 - 2 years ☐ 2- 4 ☐

4- 6 years ☐ More than 6 years ☐

8. How long have you taken in the current Station?

1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐

More than 4 years ☐

9. Please indicate the subject you teach.....

10. Have you ever handled candidates class?

Yes No

If yes how many times? 1 Year 2 years 3 years

More than 3 years

11. What is your highest mean grade you ever got.....

12. How many students / candidates you have taught got?

A B+ B B-

13. Have you ever been awarded for the good performance?

Yes No

If yes, what exactly were you given (specify).....

14. Are you housed by the employer/ school at subsidized cost?

Yes No

15 Does your school principal offer any incentives for the extra lesson taught?

Yes No

16. Do you / get subsidized meals in the school?

In the school

17. Have you ever even promoted either internally or externally because of your

Performance? Yes ☐ No ☐

18. Does the school organize prize giving day?

Yes ☐ No ☐

If yes which categories of people receive the prize? Best subject ☐

Teachers who performed well ☐ Students ☐

General awards ☐

19. Have you ever received recommendation/letter of appreciation for the good

Performance? Yes ☐ No ☐

20. Has the school organized a tour/trip for teachers after a good performance to any place outside the country? Yes ☐ No ☐

21. Are students also given award/prize for good performance?

Yes ☐ No ☐

22. What is the school mean grade compared to your previous years?.....

23. Does your principal consult you when making decisions for the school?

Yes ☐ No ☐

24. What kind of incentives/ benefits do you recommend for the school to award the best performing teachers?.....