

**TEACHER MOTIVATION AND HOW IT AFFECTS THE ACADEMIC
PERFORMANCE OF STUDENTS IN KESSES DIVISION,
WARENG DISTRICT KENYA**

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DECLARATION

I, **KIPTANUI GRACE JEROTICH** declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic qualification.

SIGNED

Kiptanui

.....
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DATE:

14-12-2009

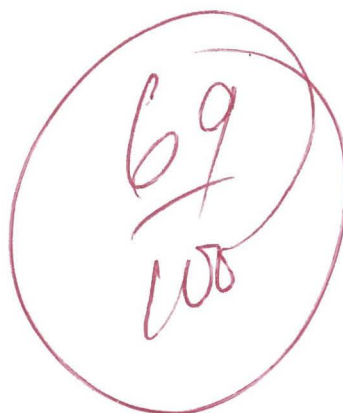
APPROVAL

This research report is submitted for examination with my approval as a University Supervisor.

Signed



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DATE:

14/12/2009

DEDICATION

This book is dedicated to my beloved husband and my children for their patience and understanding during the period of the study.

ACKNOWLEDGMENT

My sincere thanks go to almighty God who gave me health through my stay at the college and as I was carrying out this research.

I am indebted to my supervisor Mrs. Taligoola Deborah for being there for me whenever I needed her and also offering advice where necessary.

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ABSTRACT

The study investigated the teacher motivation and how they affect the performance of students in Kesses Division Wareng district of Kenya.

The objectives of the study were to investigate whether teacher transfer affects academic performance of students; determine whether teacher promotion affects the academic performance of students; determine whether increase of teacher's salary affects the academic performance of students.

The methods used for data collection were questionnaires to the respondents who were teachers who were the major respondents in this study and a focus group discussion with the students who also provide some vital information.

The findings showed that teacher transfer affects academic performance of students; teacher promotion affects the academic performance of students positively; and increase of teacher's salary affects the academic performance of students in positive way.

Recommendations were made on the findings which included among others that government should make sure that the teachers are given something to motivate them so that they feel appreciated and also improve on their performance, and that Schools should make sure they reward teachers who are hardworking to encourage them to do more than they are doing.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behaviour and performance at work.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher, is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school. The teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment. Hence Lash and Kirkpatrick (1990) concluded that in the absence of school programmes the major responsibility of working with children in the school rests with the teacher. Likewise, Maehr and Midgley (1991) affirm that what takes place in the classroom, even though the classroom itself is not an island, is critical. Therefore, depending on the degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students' performance.

Effectiveness is the "what of change" while improvement is the "how of change" (Stoll and Fink 1996). Teacher motivation, therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement(O'neil, 1995).

According to Kenyan National Union of Teachers (2007) the Teachers' salaries depend primarily on education and experience. There is little opportunity for performance-based promotion or increases to salary. Teachers have strong civil service and union protection and are difficult to fire. In some cases teachers who have performed very badly are transferred to less desirable locations, while the government may look more favorably on requests for transfers to more desirable postings or to home areas from teachers who perform well.

Although incentives provided to teachers by their employer are weak, every school is supposed to have a parent committee, and these committees sometimes provide gifts for teachers when schools perform well on the national exams. Similarly, communities sometimes refuse to allow exceptionally bad teachers to enter the school, thus putting pressure on the Ministry of Education to arrange a transfer for the teacher. However, only a minority of school committees

provide supplemental bonuses, and school committees' typically only attempt to influence the national authorities in extreme situations.

1.2 Statement of the problem

Classrooms can be built, additional teaching and learning resources can be provided, students can be taken to their lessons, school committees and communities can become actively involved in the teaching and learning process, inspectors and local education officials can offer adequate levels of support, and sufficient numbers of teachers can be employed to create learning-enabling environments. Further, efforts can be made to ensure that teachers are well-educated, highly trained professionals who are gender-sensitive advocates of child-friendly approaches and are able to work with large classes. However, none of these actions will ensure that teachers perform their duties. Hence, teacher motivation becomes a critical factor. On one level, teacher motivation is related to a long list of variables, including whether or not an enabling environment exists and whether or not teachers are equipped to carry out their roles. From time memorial, teacher incentive has been a major factor influencing academic performance of Students and yet it's not given much attention. Thus such state of affaires drove the researcher to carry out the study.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to investigate the teacher motivation and how they affect the performance of students in selected schools of Kesses Division Wareng district of Kenya.

1.3.2 Specific objectives were to;

1. Establish the relationship between motivation of teachers and the academic performance of students.

2. To determine whether increase of teacher's salary affects the academic performance of students.
3. To find out other factors affecting the academic performance of students

1.4 Research questions

1. What is the relationship between motivation of teachers and the academic performance of students?
2. How does the increase of teacher's salary affects the academic performance of students?
3. What are the other factors affecting the academic performance of students?

1.5 Significance of the study

The research will help government to see the need of improving teacher incentives in order to improve the performance of students.

Informed decisions in policy formulations and in the building of the institutions aimed at improving teacher motivation might be made basing on the findings from research.

The research will help researchers and academicians to obtain more information on the available literature for further studies

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one

2.1 Theoretical Framework on Motivation

Maslow's Hierarchy of Needs Theory

Maslow believed that people who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organisational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith & Cronje, 1992).

Maslow (1970) and Schultz, Bagraim, Potgieter, Viedge and Werner (2003) summarised these needs as:

- a) Physiological needs. This is the basic need known as the biological needs such as the need for water, food, rest, exercise and sex. Once these needs are met they no longer influence behaviour. An example of this would be trade unions ensuring that their member's basic needs are met because they negotiate for better wages for their members (Smith & Cronje, 1992).
- b) Safety needs. Once the first need is satisfied then the security needs assume precedence. These include the need for job security, insurance and medical aid and the need to feel protected against physical and emotional harm (Smith & Cronje, 1992).

c) Social needs. This third level of needs is activated once the second level of needs has been adequately met. People have a need for love, friendship, acceptance and understanding from other people. Employees have a tendency to join groups that fulfil their social needs. Managers can play an important part by encouraging people to interact with one another and make sure that the social needs of subordinates are met (Smith & Cronje, 1992).

d) Ego and esteem needs. The fourth level of needs is the need for self-respect, recognition by others, confidence and achievement. Supervisors can play an active role in satisfying the needs of their employees by recognizing and rewarding high achievers for good performance (Smith & Cronje, 1992).

e) Self-actualisation needs. This is the highest level of Maslow's hierarchy of needs, and leads to the full development of a person's potential. It is a need where individuals reach full potential and what they want to be become, to utilize all talents well, and to be creative (Glueck, 1974).

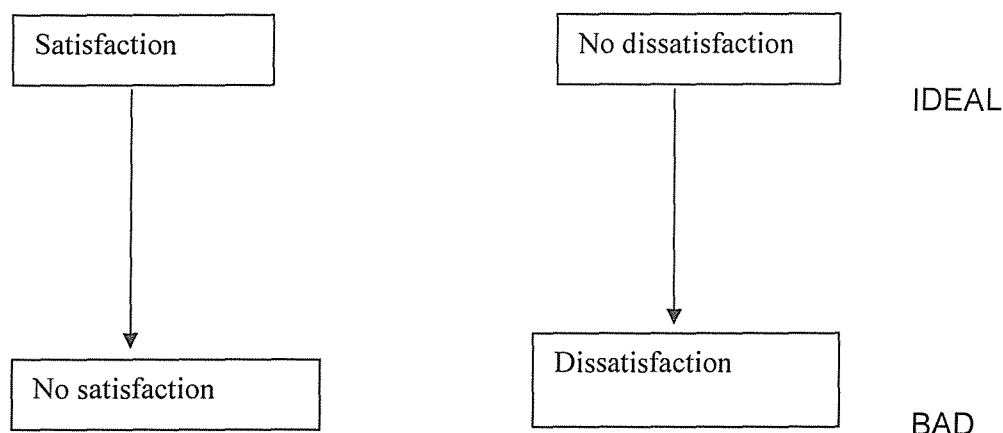
Practicing managers have given Maslow's need theory wide recognition, which they ascribe to the theory's intuitive logic and ease of understanding. However, Robbins et al. (2003), argue that research does not validate the theory, since Maslow does not provide any empirical substantiation, and a number of studies that were seeking validation for the theories have similarly not found support for it.

Hertzberg's Two-Factor Theory

In terms of Hertzberg's motivation-hygiene theory, factors that make employees feel good about their work, are different from factors that make them feel bad about their work. According to Hertzberg (cited in Schulz et al., 2003), employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their behaviour to external factors. Factors that play a role in contributing to the satisfaction of employees are called motivators,

while hygiene factors contribute to job dissatisfaction. These two factors are also called the intrinsic (internal) and extrinsic (external) factors.

Fig 2.1 gives a schematic representation of the two-factor theory.



Hertzberg's two factor theory (Schultz et al., 2003)

It can be argued that if the hygiene factors are removed, that it is unlikely workers will be satisfied. Both the hygiene factors and motivators play an important role in the performance of the individual. Criticism against Herzberg's theory is that the relationship between motivation and dissatisfaction is too simplistic as well as the relationship between sources of job satisfaction and dissatisfaction (Smith et al. 1992).

2.2 The relationship between Teachers' motivation and performance

Education reform advocates in the United States and elsewhere frequently argue that, other than the intrinsic rewards of teaching, there exists little or no incentive for teachers to do a good job. . (Ballou, 2001)

It is very difficult to fire a poorly performing teacher after that teacher has been in a typical public school for a brief probationary period. And most public school teachers are paid on a salary scale, in which a district's salaries are determined entirely by teachers' educational attainment and experience. . (Ballou , 2001)

The practice of uniform pay for teachers of similar educational and experience levels, however, has not always been the norm in the United States. A century ago, incentive systems for teachers were much more common, but the percent of United States school districts using merit pay fell from 48 percent in 1918 to 20 percent in 1939 and just 4 percent in 1953 (Murnane and Cohen (1986).

Amid recent calls for greater use of incentives in government, merit pay plans have spread again. Ballou (2001) reports that they were found in 10 percent of school districts in 1984 and in 12 percent in 1993. In

recent years, some states have begun to mandate some notion of merit pay. For example, Florida now requires school districts to earmark a minimum of five percent of the total salary pool to be used for teacher performance awards, and its state board of education recently approved a statewide system of student performance-based merit pay. And recently the Denver school district overhauled their salary schedule to incorporate a large merit pay system.

While there exists considerable research on the factors underlying schools' decisions to implement teacher merit pay plans Ballou and Podgursky (1997); Ballou(2001) and the stability of these plans Johnson (1986); Murnane and Cohen (1986); Hatry, Greiner, and Ashford (1994), this increased use of teacher merit pay in American education is occurring with virtually no evidence on its potential effectiveness. The closest the empirical literature has come to evaluating the effectiveness of teacher performance incentives in the United States involves *school-based* incentive systems. Clotfelter and Ladd (1996) and Ladd (1999) studied Dallas's school-based program by comparing the gain in student pass rates in Dallas with those in five other large Texas cities.

They found that pass rates increased in Dallas relative to other cities. But the fact that a positive difference for Dallas was estimated for the year before the scheme was initiated raises questions about these findings. Lavy (2002) carefully matched Israeli schools eligible for a school-based incentive program with schools in similar small communities and found that this program was associated with higher test scores. Glewwe, Ilias, and Kremer (2003) studied the effects of a schoolbased teacher incentive experiment in rural Kenya, where every teacher in grades 4 to 8 in a winning school got the same bonus. The authors show that the specific teacher incentive program introduced in this experiment led to the manipulation of short-run test scores, but no long-term achievement gains among students, suggesting that participating teachers may have attempted to "game the system."

Although the literature has focused on school-based incentives, most classroom settings involve one teacher, which makes it possible to reward more effective teachers. We know of just one published paper that studied incentive programs for *individual* teachers. Eberts, Hollenbeck, and Stone (2002), comparing means across two schools, found that individual incentive programs for teachers were associated with a significant fall in drop out rates but were unrelated to student achievement. The only evidence of a correlation between individual incentive programs and student learning is reported in a working paper by Lavy (2003), who found that large teacher incentives in Israel were associated with increases in the tests directly rewarded by the program.

Teachers who spend time preparing lessons and marking homework and class work tend to achieve better result than those who don't (colloids 1989).

Government need lift the teachers morale though most cannot afford monetary incentives, but by improving in rewards, career opportunities, initiatives and in service preparations, status and prestige by attracting high quality recruits and retaining talented practitioners in teaching and leadership posts (UNESCO 1994)

But teachers hardly spend any time preparing their lessons, they often don't use schemes of work nor do they keep records of work covered by pupils. Discipline relies too heavily on punishment. (CASTME International Formal of education development 2001; 361 – 374)

Otieno (1997) studying the role – overload among secondary school teachers in Nairobi found a significant relationship between role – overload and achievements of students. He says that job stress is a major factor in low teacher morale, poor performance, absenteeism and high job turnover. Teachers experiencing job stress have low morale and are not in a position to provide quality teaching. Both Female and male workers in human service fields may experience same amount of stress but do cope differently, Malach and Jackson 1978 cited in Otieno (1997).

This calls for the investigation on how much the teacher of mathematics is motivated to Participate in subject panels, external examination marking , co-curriculum activities, regular teaching, frequent testing, lesson preparation and remedial teaching which facilitate high achievement in examination and consequently quality outputs.

2.3 Teacher salary and motivation of teachers

Previous research (Voydanoff, 1980) has shown that monetary compensation is one of the most significant variables in explaining job satisfaction.

Inadequate pay in relation to other occupations, is one of the most important factors related to job satisfaction among employees. Olivier and Venter's (2003) research amongst teachers revealed that teachers were most dissatisfied with their salaries, especially taking into account the after-hours input their jobs demand from them and how negatively their salaries compare with those of people in the private sector and other government departments.

Steyn and van Wyk (1999) found in their research amongst urban black schools in South Africa, that the majority of teachers complained of poor salaries. Olivier

and Venter (2003) surmise that this provides a feasible explanation why some teachers embark on second jobs, mostly to the detriment of the school and the learners. Others search for alternative propositions and change to completely new jobs for the sake of better incomes.

2.4 Other factors affecting the motivation of teachers

2.4.1 Teacher qualification and achievement

Teachers should have high mastery of subject content by going through formal education, which is beyond the level of his students (Psacharopolous 1985) this is supported by Caillods (1989) who found teachers with more post secondary education to achieve more with their students than teachers with less post secondary education.

The economist is much more interested in the relationship between input and output of the school systems as a measure of its productivity and efficiency (Beeby, 1966) school quality can be seen at the level of materials inputs allocated per each school pupil and the level efficiency with which material inputs are organized to raise pupils performance (Eshwan 1993)

The teacher is therefore a central input in the school system whose role on determining achievement needs investigation. Teacher certification and academic qualification are particularly important at upper secondary level (Alexander & Simmon, 1980)

This view is supported by husen (1978) who says that there is a positive association between teacher training variables and standard learning. They are convinced that training teachers do make a difference and that teacher's qualifications, experience and amount of Education and knowledge are truly related to students achievements. Maundu (1986), Twoli (1986) Sifuna 1989) and Ojwang (1995) found significant effect of teacher qualification on achievement of students.

But Thias and Corney (1972) on the other hand revealed zero correlation between teacher qualification and students examination scores in Kenya, Egypt and Paraguay. Psacharopoulos (1985) also points out that students do almost as well when studying under untrained teacher as they do when studying under trained graduate from University.

Jones (1997) studied the effect of trained and untrained teacher in classroom performance in Barbadoes and established that trained teachers do not have advantage over untrained teachers in classrooms performance. Therefore the need to confirm the effect of training on students achievement which will help the government to justify the huge expenditure on teachers training. The past studies stress education on qualification but even after achieving almost 100% teacher training for secondary level, the achievement in mathematics has remained low deteriorated to the detriments of girls.

2.4.2 Facilities in schools and academic performance in mathematics

The success or failure of secondary schools is measured against the presence or absence of structures and facilities provision and management. Nsubuga (1977) holds the view that an important element of a good school is that of facilities. He emphasizes that a good school should have adequate facilities which help with teachers and pupils to effectively teach and effectively learn in a convenient and comfortable environment.

According to Kochhar (2001) physical facilities contribute a lot to the general atmosphere of the school. He suggests that healthy surroundings, good sanitary arrangement leave little scope for irritation. Adequate library and reading room facilities, special room for different subjects, common room and so will keep the children busy and away from indiscipline.

Musaazi (1982) and Ssekamwa (2000) agree that most programmes of instruction and pupil services require some physical facilities such as school

building, school grounds, enough desks, chairs, teaching materials and laboratories needed in instruction and incidental to institution. The possession of adequate facilities in the school for studying is a characteristic of an effective school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter details the methods the researcher will use to collect data

3.1 Research Design

The research was presented in both qualitative and quantitative design. Qualitative design helped the researcher get a deeper meaning of the study while quantitative helped in analyzing the numbers that will be involved in the study.

3.2 Environment / Area and population of study

This study was conducted in selected schools of Kesses Division Wareng district of Kenya. The case study was selected because that is where the researcher lives and therefore it was easy to get information from the respondents. The costs of research also were reduced that is in terms of transport.

3.3 Sample selection

The respondents include learners both the teachers and students. The teachers and students were selected randomly while with the help of teachers the learners will be selected purposively.

3.4 Data Collection

The instruments of the study included questionnaires to teachers, and focus group discussions with the students.

3.4.1 Research instruments

Questionnaires were used to extract information from teachers and this so because they help obtain data within a short time and Focus group discussion were used to get information from learners. The discussions were held in languages that the respondents understand.

3.5. Data Collection Procedures

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires are distributed to teachers and focus group discussions carried on with the teachers. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.6. Methods of data analysis

Data analysis was done using SPSS (Statistical Package For The Social Scientists)- for the Quantitative data. Quantitative data was analyzed to generate information got from the study. Data was tabulated using frequency counts and percentages.

Qualitative data was analyzed basing on the items derived from the objectives of the study. The information got was used to supplement and complement what will be derived from quantitative data.

3.7 Statistical Treatment of Data

The mean score of the number of individuals that gave a particular response was obtained. The following formula will be used to obtain the mean score.

$$\bar{X} = \frac{X_1 + X_2 + \dots + X_n}{\Sigma N \Sigma n}$$

Where

\bar{X} = the mean score

Σ = summation

n = sample size

X_1 = Sample

o

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.0 Introduction

The chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage.

4.1 Profile of the respondents

Table 1: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	50	56
Female	40	44
Total	90	100
Age		
19-24 yrs	25	28
25-30 yrs	35	39
31 and above	30	33
Total	90	100
Academic level		
Certificate	20	22
Diploma	30	33
Degree	40	44
Total	90	100

Source: field data

One hundred questionnaires 100 were distributed to the teachers and 90 were filled and returned .This therefore represents 90% of the total number of questionnaires that were distributed.

The study covered 90 randomly selected teachers of whom 50 (56%) were male and 40 (44%) were female.

The age category of the respondents was divided in three groups that is 19-24 years were 25 which was (28%), 25-30 were 35 (39%) and 31 and above were 30 representing (33%) of the respondents.

The academic level of the respondents was divided in three categories that are certificate, diploma and degree. 20 (22%) of the respondents had certificates, 30 (33%) had diplomas and 40 (44%) had degrees.

Focus group discussions were used to extract data from the pupils. 60 students were included in the discussion of which 30 were boys and 30 girls.

4.2 Teacher motivation and academic performance

4.2.1 Teacher Transfer and Academic Performance of Students

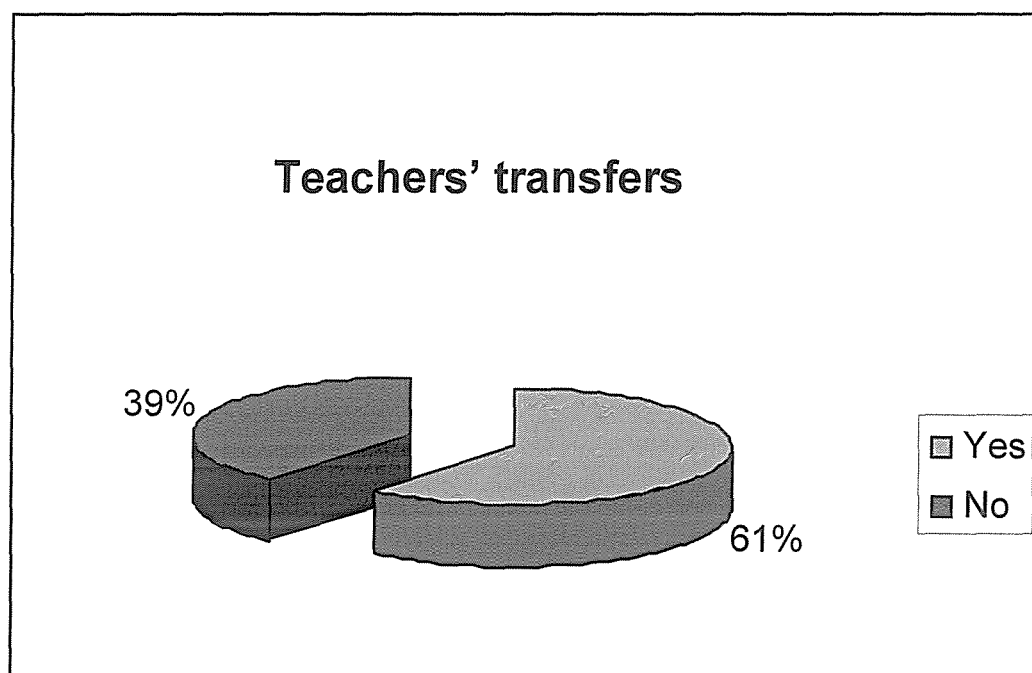
The respondents were asked whether they have ever been transferred and this was their response

Table 2: showing whether teachers have had any transfer

Response	Frequency	Percentage
Yes	55	61
No	35	39
Total	90	100

Source: Primary data 2009

Chart 1



The table and chart shows that 55(61%) of the respondents agreed that they have ever been transferred and 35(39%) disagreed

Students revealed in focus group discussions that their teachers have been transferred to other schools.

4.2.2 Reasons for their transfers

The respondents were asked the reason for their transfer and this was their response

Table 3: Reasons for their Transfer

Response	Frequency	Percentage
Performance was poor	10	11
Other schools had few teachers	40	44
My performance was good	20	22
Reason unknown	20	22
Total	90	100

Source: Primary data 2009

10(11%) of the respondents said that the reason for their transfer was that their performance was poor, 40(44%) said it was that other schools had few teachers while 20(22%) said their performance was good and 20(22%) said they did not know the reason

Most of the students did not know the reason why their teachers were transferred to other schools.

4.2.3 Transfer of teachers and academic performance

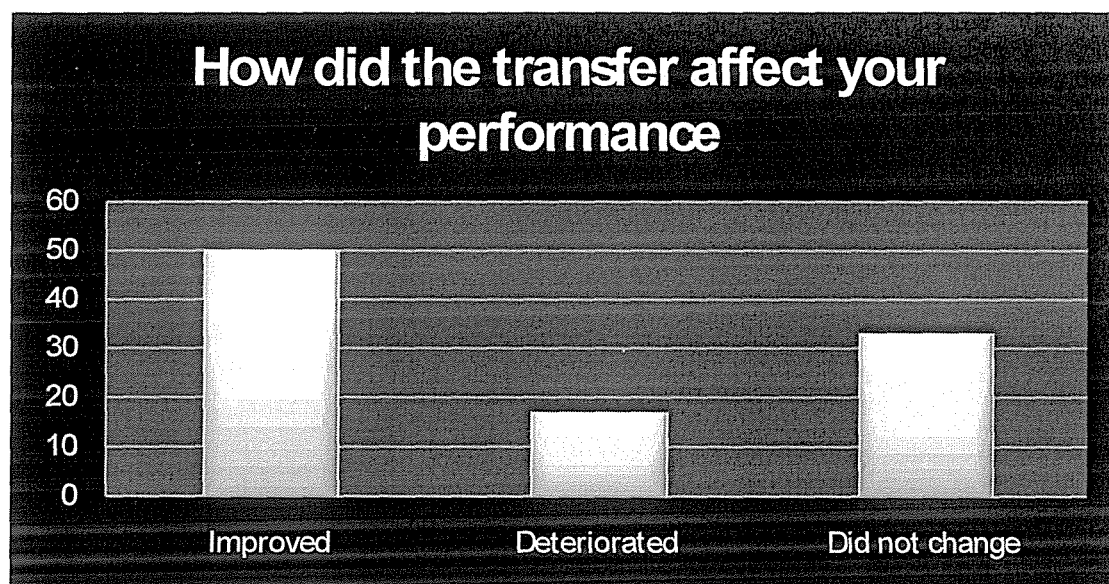
The respondents were asked how did the transfer affect their performance and this was their response

Table 4: How did the Transfer Affect Your Performance?

Response	Frequency	Percentage
Improved	45	50
Deteriorated	15	17
Did not change	30	33
Total	90	100

Source: Primary data 2009

Chart 2



According to the table and chart 45(50%) of the respondents said that their transfer helped them improve their performance while 15(17%) said that it deteriorated them and 30(33%) said their transfer did not change their performance

According to the students some teachers are so good and when transferred it is difficult to replace them which means that they may perform poorly in that subject. However others revealed that some teachers were not good and therefore by transferring them the students get an opportunity to get a better teacher.

4.2.4 Transfer of teachers and learners academic performance

The respondents were asked how did their transfer affect the academic performance of students in their new schools and this was their response

Table 5: How did your transfer affect the academic performance of students in the new school?

Response	Frequency	Percentage
Improved	50	56
Deteriorated	5	5
Did not change	35	39
Total	90	100

Source: Primary data 2009

50(56%) of the respondents said that their transfer improved the academic performance of students in their new schools while 5(5%) said it deteriorated the academic performance and 35(39%) said it did not change the academic performance of the pupils

4.2.5 Teachers attitudes towards transfer

The respondents were asked whether transferring teachers is a good idea and this was their response

Table 6: Do you think transferring teachers is a good idea?

Response	Frequency	Percentage
Yes	60	67
No	10	11
Not sure	20	22
Total	90	100

Source: Primary data 2009

60(67%) of the respondents agreed that transferring teachers is a good idea while 10(11%) disagreed and 20(22%) were not sure. Those who agreed said that when a teacher changes environment he performs better because he/she leaves no room for mistakes so that he impresses the new people he/she has gone to.

According to the students transferring teachers has both advantages and disadvantages for the teacher and the pupils. For the teachers transferring them may encourage them or discourage them while for the students they may get a better teacher or one that is worse.

4.2.6 Teacher promotion and the academic performance of pupils

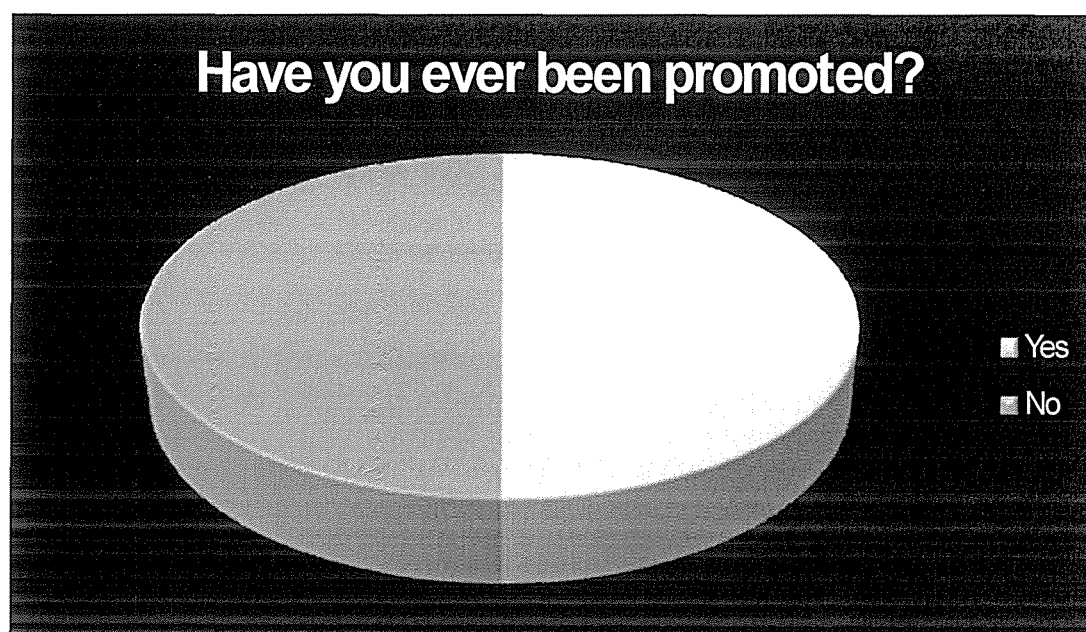
The respondents were asked whether they have ever been promoted and this was their response

Table 7 Have you ever been promoted?

Response	Frequency	Percentage
Yes	45	50
No	45	50
Total	90	100

Source: Primary data 2009

Chart 3



45(50%) of the respondents agreed that they have ever been promoted and 45(50%) disagreed

The students revealed that some teachers have been promoted from being just teachers to being deputy headmasters.

The respondents were asked the reason for the promotion and this was their response

The chart shows that 30(33%) of the respondents said that the reason for their promotion was that they teach well, 40(44%) said because they went for further studies while 15(17%) said they are always punctual and 5(6%) said because the students like them

The students revealed that most teachers who are promoted are hard working and also teach well.

4.2.7 How teachers' promotion affects teachers' performance

The respondents were asked how the promotion did affected their performance and this was their response

Table 9: How did the promotion affect your performance?

Response	Frequency	Percentage
Improved	60	67
Deteriorated	20	22
Did not change	10	11
Total	90	100

Source: Primary data 2009

60(67%) of the respondents said that the promotion improved their performance while 20(22%) said it deteriorated their performance and 10(11%) said it did not change their performance

According to the students teachers who are promoted work harder than before.

4.2.8 Promotion of teachers' and learners' academic performance

The respondents were asked how did the promotion affect the students performance and this was their response

Table 10 How did promotion affect the students performance?

Response	Frequency	Percentage
Improved	70	78
Deteriorated	5	5
Did not change	25	27
Total	90	100

Source: Primary data 2009

According to the table 70(78%) of the respondents said that their promotion improved students performance while 5(5%) said it deteriorated the students performance and 25(27%) said it did not change their performance. The students revealed that since the teacher who is promoted works harder the students also work hard along with him/her to achieve higher in academics.

4.2.9 Promotion of teachers and motivation to work

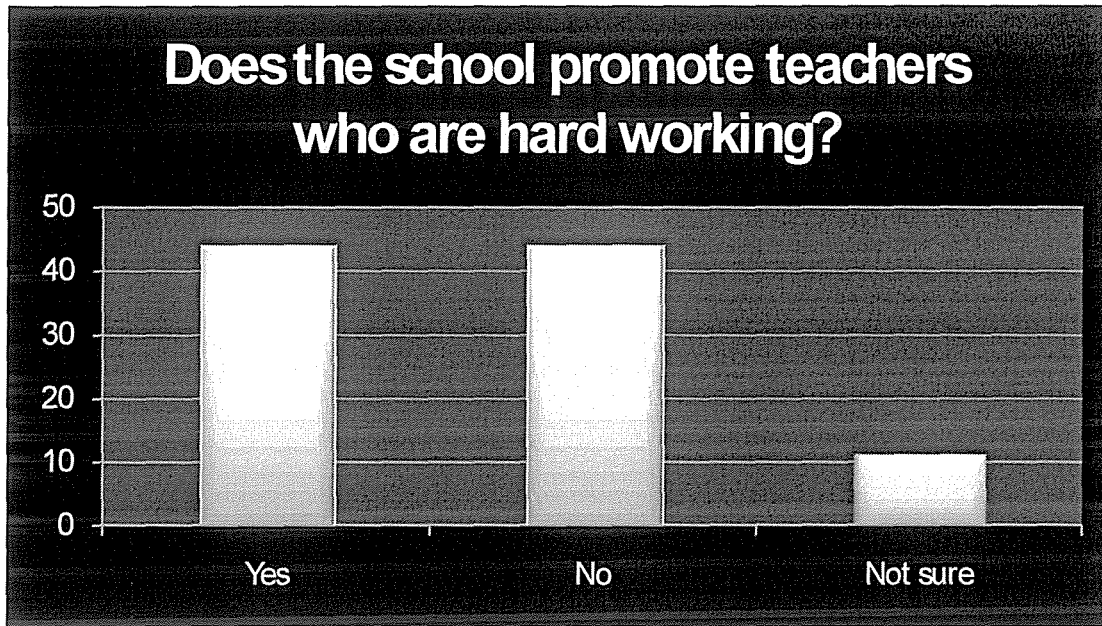
The respondents were asked whether the school promotes all the teachers who are hard working and this was their response

Table 11 Does the school promote all teachers who are hard working?

Response	Frequency	Percentage
Yes	40	44
No	40	44
Not sure	10	11
Total	90	100

Source: Primary data 2009

Chart 4



The table and chart shows that 40 (44%) of the respondents agreed that the school promotes teachers who are hard working while 40 (44%) disagreed and 10 (11%) were not sure

According to the students not all teachers who are hardworking are promoted because according to them they have teachers who are very hardworking but have not been promoted.

4.2.10 The influence of teacher promotion on academic performance

The respondents were asked whether they thought there is a relationship between teachers promotion and academic performance of pupils

Table 12: Is there a relationship between teachers' performance and pupils' academic performance?

Response	Frequency	Percentage
Yes	75	83
No	6	7
Not sure	9	10
Total	90	100

75(83%) of the respondents agreed that there is a relationship between teachers promotion and academic performance of students while 6(7%) disagreed and 9(10%) were not sure

According to the students if the teachers is hardworking that means that he/she wants his/her students to perform well and therefore makes sure they do so.

4.3 Increase of teacher's salary and academic performance of pupils.

Increase in teacher salary is thought to influence the way teachers get committed to teaching and therefore the academic achievement of their students.

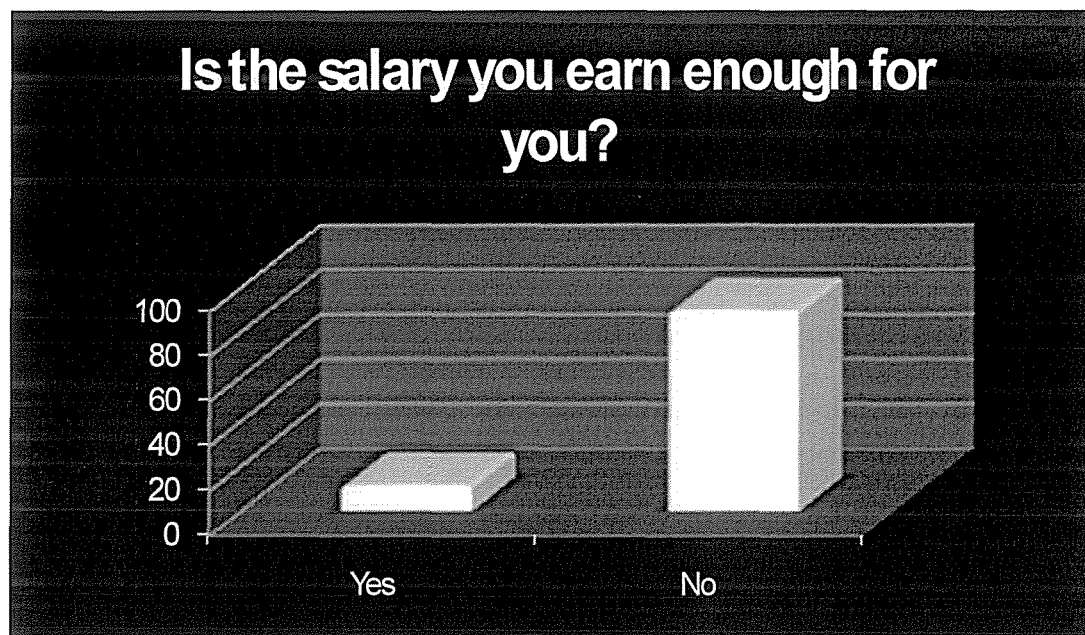
The respondents were asked whether the salary they earn is enough for them and this was their response

Table 13 Is the salary you earn enough for you?

Response	Frequency	Percentage
Yes	10	11
No	80	89
Total	90	100

Source: Primary data 2009

Chart 5



According to the table and chart only 10(11%) of the respondents agreed that the salary they earn is enough for them while 80(89%) disagreed

According to the students they did not know anything in regards to teacher's salary.

4.3.2 Salary increment and teacher motivation

The respondent's were⁶ asked whether the school sometimes increase their salary and this was their response

Table 14 Does the school sometimes increase teachers salary?

Response	Frequency	Percentage
Yes	42	47
No	48	53
Total	90	100

Source: Primary data 2009

42(47%) of the respondents agreed that the school sometimes increase teachers salary while 48(53) disagreed

4.3.3 Teacher increment and improved performance

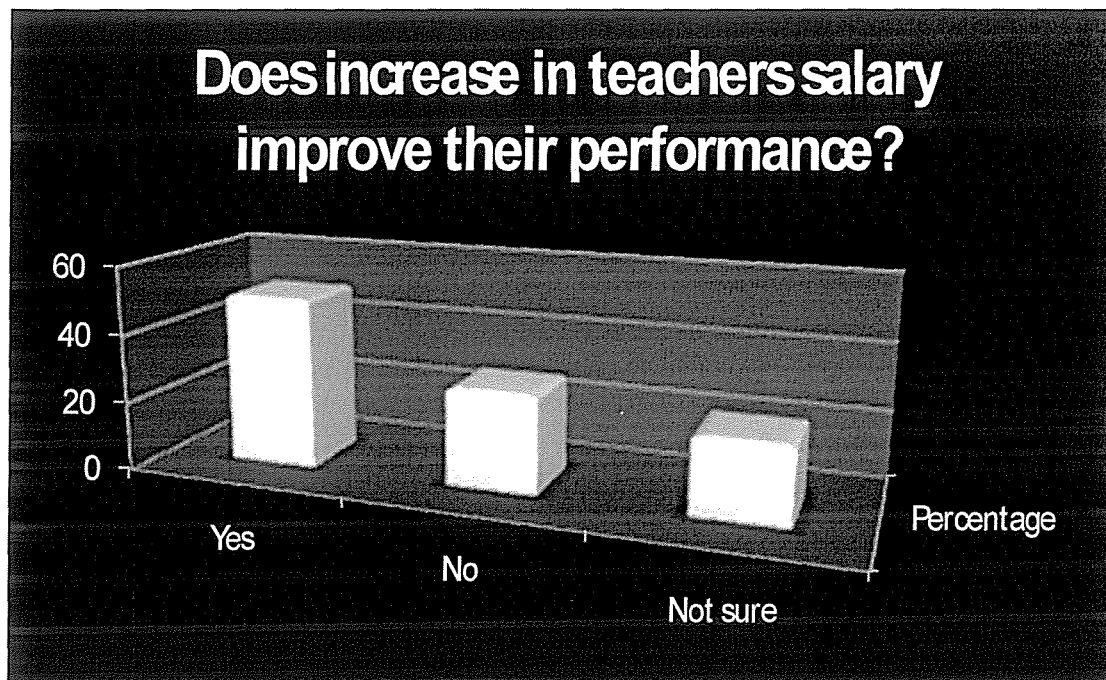
The respondents were asked whether increasing teachers salary can improve their performance and this was their response

Table 15 Increasing teachers salary can improve their performance?

Response	Frequency	Percentage
Yes	45	50
No	25	28
Not sure	20	22
Total	90	100

Source: Primary data 2009

Chart 6



The table and chart shows that 45(50%) of the respondents agreed that increase in teachers salary improve their performance while 25(28%) disagreed and 20(22%) were not sure

The students revealed that even though they did not know how much their teachers earned, increasing their salaries would definitely improve their performance.

4.3.4 Teacher increment, teacher motivation and learners academic performance

The respondents were asked whether they thought there is a relationship between increase in teachers' salary and academic performance of the students and this was their response

Table 16 Relationship between teachers increase in salary and academic performance of pupils

Response	Frequency	Percentage
Yes	57	63
No	20	22
Not sure	13	15
Total	90	100

Source: Primary data 2009

57(63%) of the respondents agreed that there is a relationship between teachers increase in salary and academic performance of students while 20(22%) disagreed and 13(15%) were not sure

The students revealed that when teachers are paid well they work hard and this means that the students will also be encouraged by the teacher to work hard and hence improve on the academic achievement of the pupils.

4.3.5 Teachers' motivation to work and salary increase

The respondents were asked whether they work hard so that their salary is increased and this was their response

Table 17: Do you work hard so that your salary is increased?

Response	Frequency	Percentage
Yes	62	69
No	28	31
Total	90	100

Source: Primary data 2009

62(69%) of the respondents agreed that they work so that their salary is increased while 28(31%) disagreed

4.3.6 Teachers views on the effect of salary increase on academic performance

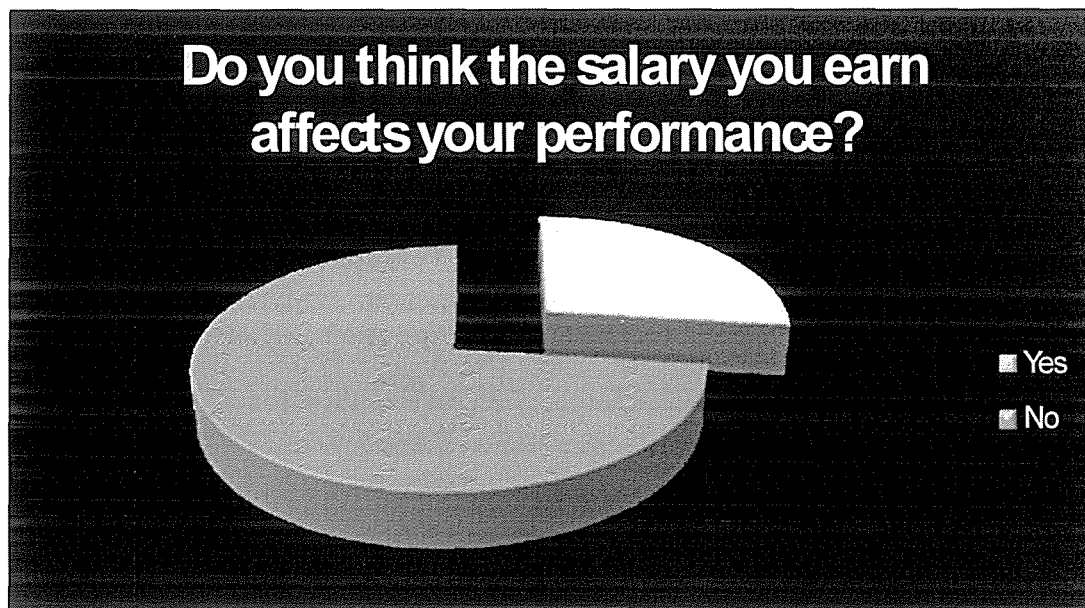
The respondents were asked whether they thought the salary they earn affects their performance and this was their response

Table 18 Do you think the salary you earn affects your performance?

Response	Frequency	Percentage
Yes	24	27
No	66	73
Total	90	100

Source: Primary data 2009

Chart 7



The table and chart shows that 24(27%) of the respondents agreed that the salary they earn affect their performance and 66(73%) disagreed According to

the students when parents are paid little they do not feel motivated which means they do not teach well which affects the pupils

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to investigate teacher motivation and academic performance in the selected schools of Kesses Division Wareng district of Kenya.

This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Summary of findings and discussions

About teacher transfer, the study found out that transferring teachers had a negative and positive impact on both the students and the teacher depending on the reason why the teacher is being transferred and to where he/she is being taken. It was established that students gain from transfer if the teacher has not been performing well but lose if the teachers has been very good.

About teacher promotion and motivation, the data that was gathered indicate that promoting teachers boosts their morale and therefore work harder than before. The study found out that students also benefit because the harder the teacher works the more likely students are to perform well in academics.

About teachers' salaries, it was established that when teachers are well paid or when their salary is increased they feel an obligation to teach well and this improves the academic performance of pupils.

5.2. Conclusion

The main purpose of the study was to investigate teacher motivation and

academic performance in the selected schools of Kesses Division Wareng district of Kenya

Transferring teachers has both negative and positive effects on the students and the teachers.

Teachers who are hard working need to be promoted to boost their morale.

Increasing teachers salary can help improve academic performance of pupils.

5.3. Recommendations

The government should make sure that the teachers are given something to motivate them so that they feel appreciated and also improve on their performance.

Schools should make sure they reward teachers who are hardworking to encourage them do more than they are doing.

The government should consider revising the teacher pay system so that it considers the hard working teachers in the form of rewarding them with more pay.

5.4 Suggestions for further research

More research should be done on teacher incentives and academic performance of pupils. Few studies have focused on it because they have not realized the impact it has on the education of children.

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APPENDICES

APPENDIX I: QUESTIONNAIRE TO THE TEACHERS

Dear respondent the purpose of the study is to investigate teacher incentives and how they affect the performance of students in selected schools of Wareng District, Kenya and you have been chosen to participate in the study you are requested to tick where appropriately and fill in the gaps. I would like to bring to your attention that the information will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

Personal information

Age

19-24yrs

☐

25-30yrs

☐

31 and above

Sex

Female

☐

Male

☐

Educational level

Certificate

☐

College

☐

University

☐

Teacher transfer and academic performance of pupils

1. Have you been transferred to another school?

Yes []

No []

2. If yes what was the reason

Performance was poor []

The other school had few teachers []

My performance was good []

Reason unknown []

3. How did the transfer affect your performance?

Improved []

Deteriorated []

Did not change []

4. How did your transfer affect the academic performance of students in your new school?

Improved []

Deteriorated []

Did not change []

5. Do you think transferring teachers is a good idea?

Yes []

No []

Not sure []

6. Give reasons for whatever answer in question 5

.....

.....

.....

.....

7. How did you find the school you were transferred to?

.....

.....

.....

Teacher promotion and the academic performance of pupils

8. Have you been promoted?

Yes []

No []

9. If yes what was the reason

I teach well []

Went for further studies []

Always punctual []

Students like me []

10. How did the promotion affect your performance?

Improved []

Deteriorated []

Did not change []

11. How did it affect the performance of pupils?

Improved []

Deteriorated []

Did not change []

12. Does the school promote all teachers who are hard working?

Yes []

No []

Not sure []

13. Do you think there is a relationship between teacher promotion and academic performance of pupils?

Yes []

No []

Not sure []

Increase of teacher's salary and academic performance of pupils.

14. Is the salary you earn enough for you?

Yes []

No []

15. Does the school sometimes increase teacher's salary?

Yes []

No []

16. Do you think increasing teacher's salary can improve their performance?

Yes []

No []

Not sure []

17. Do you think there is a relationship between increasing teacher's salary and academic performance of pupils?

Yes []

No []

Not sure []

18. Do you work hard so that your salary is increased?

Yes []

No []

19. Do you think the salary you earn affects your performance?

Yes []

No []

APPENDIX II: FOCUS GROUP DISCUSSION FOR THE STUDENTS

1. Has any of your teachers been transferred
2. how did it affect your performance in class
3. Do you think transferring teachers is a good idea
4. have any of teachers been promoted
5. if yes how has it affected you
6. What have the teachers who have been promoted done to be promoted?
7. Do you think there is a relationship between teacher promotion and academic performance of pupils?
8. Do you think increasing teacher's salary can improve their performance?

APPENDIX III: TIME FRAME OF THE STUDY

Activity	Time In Months			
	1	2	3	4
Proposal writing				
Data collection				
Data analysis				
Submission				

APPENDIX IV: BUDGET OF THE STUDY

Item	Amount (U.shs)
Stationery – Papers - Pens	50,000/=
Transport Phone calls	100,000/= 100,000
Internet Usage	30,000/=
Typing and printing	50,000/=
Miscellaneous	200,000/=
Total	530,000/=



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Office of the Director

3RD DECEMBER 2009

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. GRACE JEROTICH...

KIPTAMU. REG. # BED/15614/71/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

TEACHER MOTIVATION AND HOW IT AFFECTS THE
ACADEMIC PERFORMANCE OF STUDENTS IN
KESSES DIVISION WARENG DISTRICT
KENYA.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,


Kule. J.W.
Deputy Director



