

**MOTIVATIONAL FACTORS ON TEACHER PERFORMANCE IN
SECONDARY SCHOOL IN LAIKIPIA WEST DISTRICT, LAIKIPIA
COUNTY, KENYA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN
RESOURCE MANAGEMENT OF OPEN UNIVERSITY OF TANZANIA**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: ***“Motivational Factors on Teacher Performance In Secondary School in Laikipia West District, Laikipia County, Kenya”***, in partial fulfillment of the requirements for the degree of Master of Human Resource Management of Open the University of Tanzania.

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.....

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DEACLARATION

I, Benedict Lentumunai Kekemoi, do hereby declare that this dissertation is my original work and that it has not been submitted to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

My project report is dedicated to my beloved wife Rosanna, and my children Vivian, Biko, Roba, Kenny and my little Dida for their support, restraint and perseverance. They had to endure a lot while class work took a toll on their precious time during my time of study. I want to inspire them to reach the apex of education excellence.

May God bless them.

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I would also like to thank my colleagues in Crystal Project Management for providing the information that I required for this project.

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ABSTRACT

The purpose of this study was to investigate motivational factors on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya. The study was guided by the following objectives; to examine the influence of teaching load, working conditions, salary and remuneration, reward and recognition on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya. This study employed a descriptive survey research design. The target population was 319 respondents comprising of 29 principals and 10 teachers from each school. Stratified random sampling was used to select schools that participated in the study. Simple random sampling was used to select the principals and teachers. The sample size was 177 respondents comprising of 12 principals and 165 teachers. The study used questionnaires for the teachers and interview schedule for the school principals as research instruments. Statistical Package for Social Sciences (SPSS) version 20.0 was used to analyze data. The study established that teaching load, working conditions, salary and remuneration, reward and recognition had a positive and significant effect on teacher performance in public secondary schools in Laikipia West District, Laikipia County, Kenya. The study recommends that emphasis on importance of teacher evaluation to enhance classroom practice, recognise teachers' work and help both teachers and schools to identify professional development opportunities. Use well-trained professional and administrative staff to help reduce the burden on teachers. Provide better facilities at schools for staff preparation and planning.

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LIST OF ABBREVIATIONS

EFA	Education For All
FPE	Free Primary Education
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
PPTA	Post Primary Teachers Association
RoK	Republic of Kenya
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UK	United Kingdom
UNESCO	United Nations Economic Scientific Cultural Organizations

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Motivation according to Owens (2004) is the force that causes people to behave as they do. Motivation involves the energy and drive to learn, work effectively, and achieve potential as indicated by Martin (2008). Kusereka (2010) observe that high motivation may enhance school teachers' efficiency and effectiveness leading to improved teacher and student performance. On the other hand, Frederick (2011) note that teachers' low motivation may lead to apathy, reduced performance, request for transfers to other schools, increased value on material rewards, hostility to school officials, and working for promotion to other positions with better prospects. The motivation of a teacher is, therefore, very important as it directly affects his/her performance.

Hodgetts and Hegar (2005) maintain that the psychological drive that directs a person toward an objective is motivation. In order to perform well in their teaching activities, teachers need to be motivated. There could be many factors that can affect their motivation. Such factors characterize the schools' effectiveness in terms of performance. Sergiovanni (2009) asserts that effective schools endeavor to create professional environments, that facilitate teachers to accomplish their tasks, participate in decisions affecting their work, have reasonable autonomy to execute their duties, share purpose, receive recognition, are treated with respect and dignity by others, work together as colleagues, and are provided with ample staff-

development opportunities so as to help them develop further. This will result in teacher's creativity, persistence, and commitment to work (Johnson, 2010).

In the United Kingdom (UK), teacher motivation and satisfaction are found to be related to working with children while dissatisfaction is related to work overload, poor pay, and how teachers are recognized by the society (Spear et al., 2010). Johnson (2010) observe that for teachers to be highly motivated, they need a high level of professional autonomy, an intellectual challenge, feel they are benefiting the society, enjoy good relations with others, and spend sufficient time working with children. In South Asia teachers' responsibility in schools is found to be very low due to the politicization of the teaching profession. This low accountability by teachers in school matters has also a disastrous effect on other aspects of job motivation, including job promotion, school management, deployment and recruitment (Bennell, 2011).

In sub-Saharan Africa, most schooling systems are faced with teacher motivation crisis that are related to salary, advancement, achievement, recognition, responsibility, poor school facilities, among others which have far reaching consequences (Bennell & Akyeampong, 2007). In Nigeria for instance, Adelabu (2009) identifies teacher motivation as based on the way teachers are deployed, working conditions, teachers' competence, teachers' status, vocational intent, career advancement, fringe benefits, and remunerations. Furthermore, some schools are inadequate, dilapidated, overcrowded, lack teaching materials. Such factors are prevalent elsewhere in the least developed countries. They have an impact on the teachers' performance and academic quality and need to be improved.

In Uganda, Okuni (2009) found that the quality of Universal Primary Education is deteriorating due to pupils' overcrowding resulting from large class sizes; inadequate training, motivation, commitment and monitoring of teachers; less active and contribution by parents; less disciplinary control of students by teachers; and lack of housing for teachers, especially in rural areas. In Tanzania, younger-qualified teachers are generally less satisfied than their older counterparts who still take teaching as a privilege. These younger qualified teachers are heavily concentrated in urban areas (Bennell & Mukyanuzi, 2009). Rwanda as one of the developing countries in the world with the main education goal of Education For All (EFA) by 2015 recognizes that the teacher is the main instrument in bringing about the desired improvements in quality learning (Mineduc, 2011).

In Kenya, a study done by Majanga et al (2010) on the influence of class size on classroom interaction in the wake of Free Primary Education (FPE), they found that FPE created increased class sizes, shortage of teachers, heavy teachers' working load and lack of teacher motivation. They further found that teachers are demoralized with heavy workloads, handling many lessons, many pupils and work for long hours. Sirima and Poipoi (2010) also reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tend to have high social, and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer.

According to Kusereka (2010), the primary factor that contributes to good performance of teachers is strong motivation. Motivated teachers are often associated with producing motivated students with high achievements (Atkinson,

2009). Thus, in order to bring change to an educational system, factors that enhance teacher motivation are essential. Planning for such improvements would require the planner to know the existing state of teacher motivation and motivational factors affecting teachers' performance. This study sought to investigate motivational factors on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.

1.2 Statement of the Problem

Teachers are extremely crucial to the organization since their value to the organization is essentially intangible and not easily replicated (Meaghan & Nick, 2009). In Kenya, the morale of the teaching profession has for many years been an area of concern. Perennial perceptions such as; low status, low pay, growing class sizes, changes in education system, and lack of professional autonomy have been related with the profession. More so recently causes of teachers job satisfaction have been suggested.

Teachers are charged with other duties such as guiding and counselling, disciplining students, managing classes and participating in curriculum development panels other than teaching. Moreover, the freezing of the hiring of teachers to public schools by the Kenyan government in 1998 created a teacher shortage in many secondary schools leading to increased workload. Numerous official documents over the last decade have increasingly drawn attention to the fragility of perceived teacher job satisfaction (RoK, 2007). Notably is the recent policy which demands that newly employed teachers stay in the same station for a mandatory five-year service before asking for transfer to a new station of work. Further, there is a demand that teachers

must sign performance contracts. Furthermore, Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) have tried to improve the work environment of their members by exerting pressure on the government to harmonize teachers' salaries with those of civil servants through negotiations with the Government or strikes such as those witnessed in 2012 and 2013 in which teachers were threatened with sacking or withholding of their salaries.

The TSC Act (1967), established a single employer and unified terms of service for teachers. However, it has not been able to keep up with the growth of the education sector. Hence, there have been delays in decision-making, ineffectiveness in implementing recommendations, lack of adequate resources and inadequate remuneration, leading to low morale and lack of accountability at the district and school levels (UNESCO, 2006). This study was set to determine the motivational factors on teacher performance in secondary schools in Laikipia West District.

1.3 Research Objectives

1.3.1 General Research Objective

The general objective of this study was to investigate the motivational factors on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.

1.3.2 Specific Research Objectives

- (i) To examine the influence of teaching load on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.

- (ii) To establish the influence of working conditions on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.
- (iii) To examine the influence of salary and remuneration on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.
- (iv) To investigate the influence of reward and recognition on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.

1.4 Research Questions

1.4.1 General Research Question

The general research question for this study was how do motivational factors influence the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya?

1.4.2 Specific Research Questions

- (i) What is the influence of teaching load on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya?
- (ii) What is the relationship between working conditions and the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya?
- (iii) How does salary and remuneration improve the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya?
- (iv) What is the influence of reward and recognition on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya?

1.5 Significance of the Study

This study might be of significance to the management of the schools as it will highlight on the factors affecting teacher motivation. By this information, the

management of the schools can come up with better ways of improving teacher motivation and also be of importance to teachers as they will get to know how different factors affect teacher motivation. This will help them in deciding to adjust to the prevailing situations to improve the performance of students. The Ministry of Education Science and Technology (MOEST) will get to know the factors affecting teacher motivation which finally affects the performance of students in examinations. By this, the Ministry will use the information to come up with the ways of motivating teachers. Moreover, the findings of this study would serve as a resource for future studies adding to the world of knowledge.

1.6 Limitations of the Study

The study was limited by fear of respondents to disclose relevant information for the study. However, the researcher could overcome this by assuring the respondents of strict confidentiality of any information disclosed.

1.7 Delimitation of the Study

This study was carried out in public secondary schools in Laikipia West District, Laikipia County. It focused on the influence of teaching load, working conditions, salary and remuneration and job titles on the performance of public secondary school teachers in Laikipia West District. Principals and teachers participated in the study.

1.8 Operational Definition of Terms

Motivation: Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role.

Reward System This is the compensation given to teachers for the services they render in terms of salary and incentives.

Work Conditions: This is the school environment in which teachers teach.

Employee Recognition: Refers to a return on an employee's effort, dedication at work and results. It is governed by mutual respect and is expressed regularly through a host of simple gestures such as a sincere thank you, as well as symbolically through the receiving of an award.

Performance: Refers to the accomplishment of a given task measured against preset known standards of accuracy, completeness.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter presents relevant literature on motivational factors on teachers' performance. The chapter is divided into the following sub-sections; Theoretical review, Teaching Load and Teacher Performance, Working Condition and Teacher Performance, Salary and Remuneration on Teacher Performance, Reward and Recognition on Teacher Performance, Conceptual Framework of the Study, Research Gap and Summary of the Literature Review.

2.2 Theoretical Review

2.2.1 Expectancy Theory by Vroom (1964)

This study will be guided by Expectancy theory by Vroom (1964) which suggests that individuals are more likely to strive for improvement in their work due to the anticipation of a reward that is valued. According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in work, feelings of accomplishment or achieving a sense of efficacy, and are gained by fulfilling higher level personal needs, such as self - esteem and personal growth, and the individual can exercise a degree of personal control over these.

According to Cole (1996), extrinsic rewards, by comparison, are primarily external and material such as promotions, salary and working conditions, and these are

provided by the organization, and thus outside the control of the individual. The individual's resulting level of performance leads to intrinsic and/or extrinsic rewards. The individual has his or her own idea about the appropriateness of the total set of rewards to be received, which when measured against the rewards actually received, results in the level of satisfaction experienced by the individual. This satisfaction will also influence the effort put into further task accomplishments.

The expectancy theory, according to Cole (1996) takes a comprehensive view of the motivational process; it indicates that individuals will only act when they have reasonable expectancy that their behaviour will lead to the desired outcome, and stresses the importance of individual perceptions of reality in the motivational process. The theory assumes that the strength of motivation is governed jointly by the expectations that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes. In its basic version the expectancy theory predicts that the higher the expectancy that certain behaviour can secure specific outcomes and the more highly those outcomes are valued the greater is the motivation to perform the activity. This study therefore will use expectancy theory to explain the factors affecting teacher motivation in public secondary schools. The fact that motivation is affected by the intrinsic and extrinsic factors, the theory was used to explain how teaching load, working condition, salary and remuneration and job titles influence teacher performance.

2.2.2 Teaching Load and Teacher Performance

McInnes (2000) highlighted the need to investigate workloads issues such as increased stress on staff, development of creative solutions to ameliorate problems,

and sustaining the primary sources of work satisfaction that best promote quality. Coaldrake and Stedman (2009) noted that “until recently the effect of change in academic work has been a blind spot in policy terms for many universities and it remains so for most.

Ingvarson (2009) found that resource allocation should be looked at in conjunction with ‘school effectiveness’ research and many of the factors associated with effective schools (such as effective leadership, shared vision and a positive school ethos) do not necessarily have large, or any resourcing implications. Yet those factors are enormously important in promoting successful teaching and learning. In particular, Annesley (2009) pointed to the need for teachers to be given adequate non-contact time for classroom preparation and teaching and for schools to invest in teachers’ professional development.

A study on Teacher Workload Survey commissioned by the New Zealand Post Primary Teachers Association (PPTA), Fullan and Hargreaves (2012) found that 67% of teachers surveyed identified increases in administrative duties as a major cause of increased workload. Fractionally under 47% identified the implementation of the qualifications framework as a major cause, and just under 55% named the National Curriculum. 63.9% felt their preparation for teaching had been adequate and all teachers felt the need to spend time on continuing professional development. Workload was seen to have increased because of the additional administrative duties that were due, in particular, to new developments and changed practices in curriculum and assessment. Fullan and Hargreaves (2012) further established that teachers believed that more time spent on administration and curriculum

development had adversely affected the quality of their classroom teaching and lesson preparation. Extracurricular activities had also suffered because there was less available time.

In British Columbia, a study of workload involving 737 secondary school English teachers conducted by Naylor and Malcolmson (2003) indicated that on average, full-time English teachers spent a total of 53.1 hours per week on teaching related activities. Marking at 11.5 hours per week and preparation for class at 7.6 hours per week comprised almost 65% of the time that these teachers were not in class.

Assigned preparation time at 70-80 minutes for half of the teachers and 90 minutes for just over 20% was deemed to be inadequate for these teachers. The teachers in this study were somewhat overwhelmed with the amount of marking that was required for them to do their job and to manage this workload pressure, and more than two-thirds of respondents reported altering teaching methods and evaluation techniques in an effort to make their job more manageable.

2.3 Working Condition and Teacher Performance

Working and living conditions have effect on teacher morale and motivation and thus their performance. The key factors are workload, classroom conditions, management support and distance at work, housing and travel affects teachers' morale and motivation. The high cost of travel contributes to teacher absenteeism and lateness in schools while very large class sizes are the norm for most teachers in countries such as India and Pakistan according to Bannell and Akyeampong (2007).

Two aspects of school working conditions might be particularly relevant to teacher effectiveness: social capital and information resources (Rosenholtz, 2009). Both qualitative and quantitative studies have indicated that teacher's instructional practice and ability to achieve school goals may be influenced by aspects of a school's social organization (Bryk & Schneider, 2012) and forms of social capital in schools, which characterizes an organization's capacity to motivate individuals to engage in collective actions (Rice & Croninger, 2005).

Several studies have shown that teachers' working conditions influence teachers' job satisfaction, retention, and school outcomes (Bryk & Schneider, 2012; McLaughlin & Talbert, 2011; Rosenholtz, 2009). Researchers have examined fairly concrete aspects of working conditions, such as material resources and facilities as well as the amount of professional development offered and time for planning and collaboration (Johnson, Kraft, & Papay, 2011; Ladd, 2011). According to Coleman (2008), forms of social capital include the obligations, expectations, and trustworthiness of social structures; information channels; and sanctions. Examples of social capital salient to teachers' satisfaction and professional growth include teacher perceptions of school leadership (Boyd et al., 2011).

There is also a great deal of evidence that working conditions have a large effect on teacher's retention and it has found out that for any organization, the conditions in which employees work drive their satisfaction and thus increases their chances to stay with the organization (Hosken, 2006). Yet while schools continue to struggle retain their teachers, many struggle to address working conditions, isolating teachers from peers, denying them basic materials, inundating them with non instructional

duties, providing them with limited input regarding those design and organization of the school and offering limited opportunity for professional growth and advancement (Hanushek et al., 2009).

According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting.

According to Macfie (2002), it is important for management's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

2.4 Salary and Remuneration on Teacher Performance

Good remuneration has been found over the years to be one of the policies the organization can adopt to increase their workers performance and thereby increase the organizations productivity. Also, with the present global economic trend, most employers of labour have realized the fact that for their organizations to compete

favourably, the performance of their employees goes a long way in determining the success of the organization (Meyer & Peng, 2006).

Egwurudi (2008) argue that the performance of workers has become important due to the increase concern of human resources and personnel experts about the level of output obtained from workers due to poor remuneration. This attitude is also a social concern and is very important to identify problems that are obtained in industrial setting due to nonchalant attitudes of managers to manage their workers by rewarding them well to maximize their productivity. Vroom (1964), supported the assumptions that workers tend to perform more effectively if their wages are related to performance which is not based on personal bias or prejudice, but on objective evaluation of an employee's merit.

Employees want to earn reasonable salary and payment, and desire their workers to feel that is what they are getting (Eze, 2009). Money is the fundamental inducement; no other incentive or motivational technique comes even close to it with respect to its influential value (Banjoko, 2010). It has the supremacy to magnetize, maintain and motivate individuals towards higher performance. Frederick Taylor and his scientific management associate described monet as the most fundamental factor in motivating the industrial workers to attain greater productivity (Adeyemo, 2007). Research has suggested that reward now cause satisfaction of the employee, which directly influences performance of the employee (Kalimullah et al., 2010).

Rewards are a management tool that hopefully contributes to firms' performance by influencing individual or group behavior. All businesses use pay, promotion, bonuses

or other types of rewards to motivate and encourage high level performances of employees (Evans, 2009). To use salaries as a motivator effectively, managers must consider salary structures which should include importance organization attach to each job, payment according to performance, personal or special allowances, fringe benefits, pensions and so on (Adeyemo, 2007).

Akintoye (2010) asserts that money remains the most significant motivational strategy. Herzberg, et al (2009) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. Banjoko (2008) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees.

Armstrong (2014) defines total remuneration as the value of all cash payments (total earnings) and benefits received by employees. Employee benefits also known as indirect pay includes persons' sick pay, insurance cover and company cars. Remuneration is one of the more difficult aspects of human resources to get right and the degree to which employees use pay as the focus of complaint, dissatisfaction and conflict bears testimony to its importance in creating a successful business, observes financial times. Hansen, et al (2004) emphasized that attractive packages, which are consistent and promptly remitted, tend to attract and retain staff. Remuneration comprises both financial rewards (fixed and variable pay) and employee benefits.

The reward system further incorporates non-financial rewards, recognition, praise, achievement responsibility and person growth.

2.5 Reward and Recognition on Teacher Performance

In educational institutions a balance is determined between the performance of the teachers and their commitment to the work. Reward and recognition are the two along with many other factors which can have an effect on the job satisfaction and motivation of teachers. With regard to statistics, there is an important link between reward and recognition and that between motivation and satisfaction (Ali & Ahmed, 2009). Awarding the financial benefit to employee without any prominent show also loses its importance. When an employee get a monetary reward with exceptional amusement and excitement, that experience becomes more tremendous for recipient (Weinstein, 2007). Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Changes in rewards and recognition can bring a definite change in work motivation and satisfaction (Ali & Ahmed, 2009).

Ali and Ahmed (2009) confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction. Same applied with the findings of Katou (2008) who stated that motivation and job performance of employees can be increased considerably if more attention is given on employees reward and their recognition (Satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation may be in the order of the most important aspects of human resource management results. Performance can be judged through a single yard stick and that is behavioral dimensions of an

employees. There are no rules by which unusually good actions could be gauged, and it can be pleasant behavior, helping colleagues or punctuality (Flynn, 2008; Ali & Ahmed, 2009). Considering recognition, it can be said that it is an important factor affecting employee motivation. Recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviors (Fisher & Ackerman, 2008).

The recognition may include the monetary award but these facets are not of any importance or significance (Fisher & Ackerman, 2008). Teachers are judged for their professional competence. In the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments (Sargent & Hannum, 2005). Recognition alone may not work alone. Although the strength of recognition may give a boost to the employee in society, however its affect are not measureable alone without paying something (Fisher, & Ackerman, 2008). Intrinsic rewards and extrinsic rewards are usually correlated. However there is not direct relation between admirations of the workers and their willingness to work if their pay is not good enough. Therefore, there is no value of intrinsic rewards like acknowledgements, admirations and authorizations when there are no extrinsic rewards (Hafiza et al., 2011).

Professional development is a means for increasing teaching professionalism, which could have a positive influence on the job satisfaction and retention in their schools and their profession. Several studies in other employment situations other than schools support a positive relationship between satisfaction with work place training and overall job satisfaction. (Sergiovanni (2009) found that satisfaction with career

development positively correlated with organizational commitment and job satisfaction. The role of supervisor must provide adequate guidance for his subordinates.

An organization must know who are its outstanding workers, those who need additional training and those not contributing to the efficiency and welfare of the company or organization. Also, performance on the job can be assessed at all levels of employment such as: personnel decision relating to promotion, job rotation, job enrichments etc. (Aidis, 2005; Meyer & Peng, 2006).

2.6 Empirical Literature Review

Lunsford (2009) says that there is no question that motivated employees are more productive and more creative, and add more overall value to an organization than their just doing what it takes to get by. Lunsford (2009) further show that motivation cannot be created, taught, or instilled. It can, however, be tapped into, supported, and maintained. Kim (2006) highlighted in his research article that the employee motivation has been a principle concern for organizations, managers, and even first line supervisors because employee motivation has been and will be the deciding factor in work performance and in turn decide the success or failure of an organization.

Teacher motivation is a major determinant of students' performance in national examinations. In Zimbabwe, Gullatt and Bennet (2009) argued that the need for motivated teachers is reaching crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is

considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it. It is therefore important to investigate the factors affecting teacher motivation in order to revert the situation. Rodgers et al (2010) found that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting and training new teachers.

Nannyonjo (2007) on analysis of factors influencing learning achievement in Uganda found that teachers characteristics that may improve students' performance were; teachers' qualifications, in-service training of teachers, age, teachers' experience, tenure of leadership, teaching strategies and evaluation systems in a school. International Economic Policy (2004) noted that teachers also complain about the lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals, and the limited linkages between their performance, teacher compensation and teacher development. Dinham and Scott (2000) also showed that factors that affect teachers' motivation include pay, interpersonal relations, authoritarian administration, teaching load, class size, supervision, promotion, student interest and behaviour, administrative efficiency, school facilities, community support and nature of the job.

A study done by Mwangi (2012) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school

head and of other teachers, and pupils' poor work attitudes and lack of interest in school. Johnson (2008) examined the relationships between measures of job insecurity, organizational commitment, turnover, absenteeism, and worker performance within a school institution. These studies never focused on the influence of teaching load, working conditions, rewards and recognition on employee performance.

Employee motivation is a major issue for any organization. Managers have always tried to motivate their staff to perform tasks and duties to a high standard (Al-Alawi, 2005). All employers want their people to perform to the best of their abilities and so take great pains in ensuring that they provide all the necessary resources and a good working environment to keep their employees motivated. Yet motivation remains a difficult factor to manage because employees' aspirations and targets do not always match what their employers can provide (Lather & Jain, 2005).

Ferris (2008) measured teacher's job performance on seven performance dimensions. These were; a) Relations with students; b) Preparation and planning, e) Effectiveness in presenting subject matter; d) Relation with other staff; e) improvement; f) Relations with parents and community. The factors affecting the performance of teachers are of two types, the external factors and the internal factors. The match between individual teacher's beliefs about best teaching practice and whether they can personally meet these demands in the classroom is crucial. A teacher's own preferred ways of thinking, acting and seeing the world, learners and learning will also be affected by the availability of resources both human and physical (Hasan, 2014).

Lydia and Nasongo (2009) noted that the performance of students in any academic task has always been of special interest to the government, educators, parents and society at large. Odhiambo (2010) contends that there is a growing demand from the Kenyan government and the public for teacher accountability. Schools are commonly evaluated using students' achievement data (Heck, 2009). Teachers cannot be dissociated from the schools they teach and academic results of schools. It would therefore be logical to use standardized students' assessments results as the basis for judging the performance of teachers. Teachers celebrate and are rewarded when their schools and teaching subjects are highly ranked. In Chile, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by the National Performance Evaluation System of Subsidized Schools (Organization for Economic Cooperation and Development, 2005).

In Kenya teachers who excel in their teaching subjects are rewarded during open education day held annually in every district (Chisikwa & Indoshi, 2010). While appreciating the value of rewarding teachers who produce better results, teachers should also not escape a portion of blame when students perform poorly. It has been proved that teachers have an important influence on students' academic achievement. They play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2011).

In their study, Wright et al (2010) concluded that the most important factor-influencing student learning is the teacher. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is

ineffective, students under the teacher's tutelage will achieve inadequate progress academically.

Pintrich and De Groot (2013) note that teacher performance in higher institutions and secondary schools in general, has been affected by the neglect of work, less individual initiative and low morale to teach that has been attributed to the inferiority complex attached to poor performance of teaching faculty. In the educational settings, for those teachers whose appraisals are harsh to them, they have found it easy to neglect their duties since their preconceived ideas about work tell them that they are under achievers.

This has created a gap between the low performers and the high performers. As time eroded, teachers became less interested in attaching great value to maximum performance (Pearson & Moomaw, 2011). Nyinakiiza (2010) researched on reward management and performance of lecturers at Nkumba University in Uganda.

Yet Okwir (2012) studied the contribution of motivation practices to performance of secondary school teachers in the Lango sub-region, Uganda. Despite early investigations into this phenomenon, clear and sporadic appraisal systems had not had the attention they deserve hence the need for this research especially as regards secondary schools in Laikipia West District, Laikipia County, Kenya.

2.7 Conceptual Framework of the Study

Conceptual framework refers to how a researcher conceptualizes relationship between variables in a study and shows them graphically or diagrammatically. It

shows independent variables and dependent variables and how they are related or influences one another (Mugenda, 2003).

Independent Variables

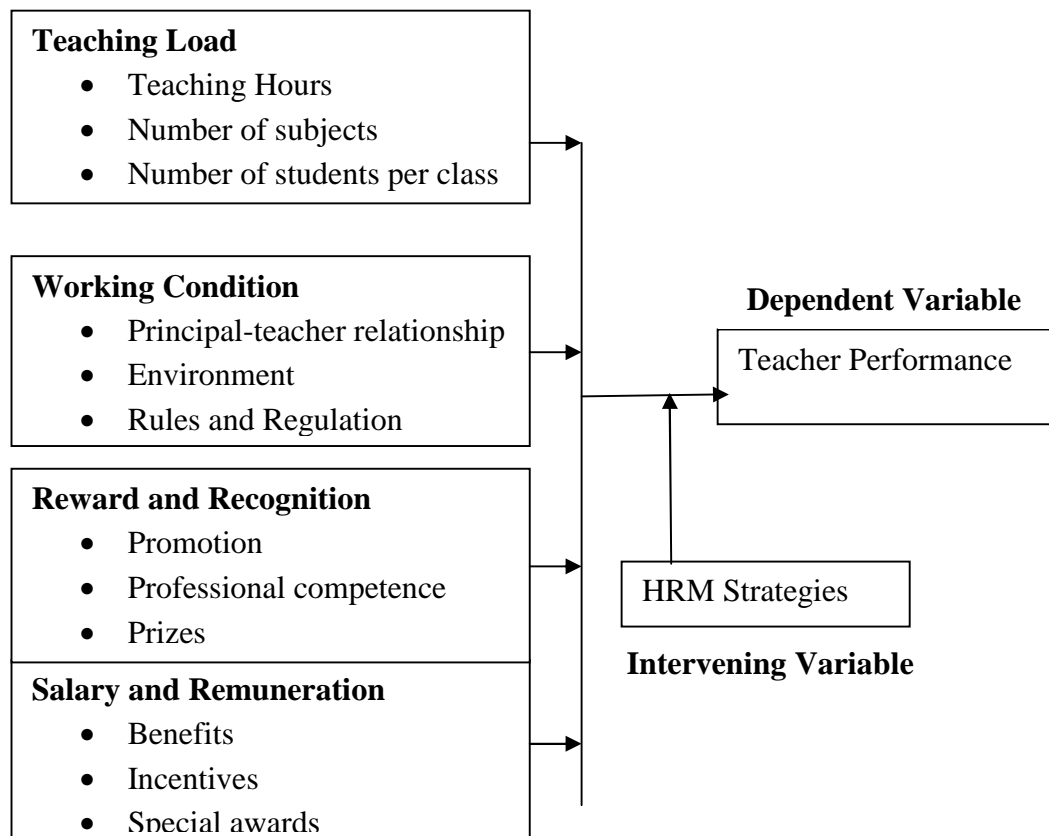


Figure 2.1: Conceptual Framework

Figure 2.1 shows the relationship between variables. The independent variables are teaching load, working condition, salary and remuneration, reward and recognition. The dependent variable is the teacher performance. Proper management of the independent variables leads to better teacher performance and if the independent variables are not properly managed could lead to poor teacher performance.

Table 2.1: Summary and Gaps of the Literature Review

Variables/motivati onal factors	Vountry	Methodology used	Findings	Authors
Financial rewards Career development Recognition	Malaysia	Descriptive design	organizations should formulate appropriate retention strategies in a holistic manner to reduce turnover rates, and these require a commitment from employers	Benjamin B. & Aguenza1, A. (2010)
Job characteristics Appraisal Rewards	Ghana	Cross- sectional design	Employees must be accepted and articulated in order to enhance motivation and for that matter performance	Thomas, O. (2012)
Rewarding Feedback Recognition Autonomy	Nigeria	Descriptive design	Motivated teachers are often associated with producing motivated students with high achievements	Kusereka (2010)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter comprised of the research design, location of the study, target population, sampling procedure and sample size, research instruments, pilot study, data collection procedure, methods of data analysis.

3.2 Research Design

Ogula (2005) describes a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2003). Mugenda and Mugenda (2003) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg & Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study could suit within the provisions of descriptive survey research design because the researcher is intending to collect data and report the way things were given by respondents without manipulating any variables.

3.3 Target Population

According to Ogula, (2005), a population refers to any group of institutions, people or objects that have common characteristics. The study targeted 29 public secondary

schools. Therefore, the target population for this study was 319 respondents comprising of 29 principals and 10 teachers from each school as shown in Table 3.1.

Table 3.1: Target Population Sampling Matrix

Category	No. of Schools	Target Population
Boys' Schools	6	66
Girls' School	7	77
Mixed Boarding	9	99
Day Schools	7	77
Total	29	319

3.4 Sampling Procedures and Sample Size

3.4.1 Sampling Procedures

According to Kombo (2006), sampling procedures refers to how cases are to be selected for observation. It provides a detailed explanation of the subjects to be involved in investigation and how these are to be selected from the target group. According to Gay (2002) a researcher selects a sample due to various limitations that may not allow researching the whole population. Stratified random sampling was used to select schools that will participate in the study. Simple random sampling was used to select the principals and teachers. For the purpose of this study the identified strata were boys' schools, girls' schools, mixed boarding schools and day schools.

3.4.2 Sample Size

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample (Kombo, 2006). The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In a descriptive research, a sample size of 10-50%

is accepted (Mugenda & Mugenda, 2003). The researcher worked with a sample size of 40%. The sample size was determined by applying Cooper and Schindler (2003) formula.

$$n = N / (1 + N(e)^2)$$

Where: n= Sample size, N= Population size e= Level of Precision.

At 95% level of confidence and P=5%, $n = 319 / (1 + 319(0.05)^2)$ n= 177 respondents

Therefore, the sample size will be 177 respondents comprising of 12 principals and 165 teachers.

3.5 Research Instruments

The study used questionnaires for the teachers and interview schedule for the school principals as research instruments.

3.5.1 Questionnaires

A questionnaire is a set of questions designed to generate the data necessary to accomplish the objectives of the research project (Orodho, 2005). Cooper and Schindler (2003) recommends the use of questionnaire in descriptive studies because self administered surveys cost less than personal interviews and researcher can contact participants who might otherwise be inaccessible. This study will use a questionnaire containing both open and close-ended questions so as to be able to capture more information from the teachers. The close-ended question was on 5-point likert scale. Likert scale is the most widely used approach to scaling responses in survey research (Borg & Gall, 1989).

3.5.2 Interviews

A face to face interview was conducted with the principals because they provide in-depth data which is not possible to get using a questionnaire, they guide against confusing the questions since the interviewer can clarify and explain the questions and the interviewer can convince the respondents about the importance of the research thus, respondents can give honest and more information (Gay, 2002).

3.6 Pilot Study

Pilot study is an activity that assists the research in determining if there are flaws, limitations, or other weaknesses within the research instrument design and allows him or her to make necessary revisions prior to the implementation of the study (Orodho, 2005). A pilot study was carried out on 2 public secondary schools in the neighbouring Samburu County comprising of 2 principals and 8 teachers.

3.6.1 Validity of the Instruments

Validity is the degree to which the research instruments will appropriately and accurately measure what they are supposed to measure (Orodho, 2005).

3.6.2 Pre- testing

Based on the analysis of the piloting, modification and removal of ambiguous or unclear items such as questions, inaccurate responses or indicated weaknesses will be done to attract appropriate responses from the respondents. Borg and Gall (1989) assert that content validity of an instrument is improved through expert judgment and as such the researcher sought assistance of the university supervisors to find out whether the instruments will measure what it intends to measure.

3.6.3 Reliability of the Instruments

Reliability of the measures was assessed with the use of Cronbach's alpha. Cronbach's alpha allows us to measure the reliability of the different categories. It consists of estimates of how much variation in scores of different variables is attributable to chance or random errors (Reid, 2006). Reid (2006) further indicate that as a general rule, a coefficient greater than or equal to 0.5 is considered acceptable and a good indication of construct reliability. A correlation coefficient of 0.94 was obtained as shown in Table 3.2.

Table 3.2: Split Half Technique

Respondents	SH-1 Scores (x)	Respondents	SH-2 Scores (y)	D = (x-y)	D ²
1	3	2	2	1	1
3	5	4	5	0	0
5	4	6	4	0	0
7	1	8	1	0	0
9	4	10	5	-1	1
					D²=2

$$R = 1 - \frac{6\sum(D)^2}{N(N^2-1)}$$

Where

r = Correlation coefficient, N = Sample, = 10, = Summation of scores, D =

Deviation = 2

Ans = 0.94

3.7 Data Collection Techniques

A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Thereafter, the office of the Laikipia County District Education Officer was contacted before the start of the study. The researcher personally administered the questionnaires to the respondents who were assured that strict confidentiality would be maintained in dealing with the responses. The respondents were given one week to fill in the questionnaires after which the filled-in questionnaires were collected. Ethical considerations requires that the researcher to honestly explain to respondents the purpose of the study and request for their willingness to participate in it.

3.8 Method of Data Analysis

On receipt of the completed questionnaires, the collected data was checked for errors in responses, omissions, exaggerations and biases. The researcher used both the quantitative and the qualitative analysis of the data obtained from the study. The qualitative data generated from interview guide was categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. The qualitative data was used to reinforce the quantitative data. Quantitative data analysis requires the use of computer software and for this reason Statistical Package for Social Sciences (SPSS) version 20.0 was used. The results of data analysis were presented using frequency distribution tables, pie charts and bar graphs for effective communication to the users.

Regressions and Analysis of Variance (ANOVA) test was used to determine the effect of Teaching Load, Working Condition, Reward and Recognition and Salary and Remuneration on the performance of secondary schools teachers. The multi linear regression equation was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Whereby Y= Performance of Teachers

X₁= Teaching Load

X₂= Working Condition

X₃= Reward and Recognition

X₄ = Salary and Remuneration

$\beta_1, \beta_2, \beta_3$ and β_4 are coefficients of determination

ϵ is the error term.

3.9 Ethical Issues

Ethical measures are principles which the researcher should bind himself with in conducting his research (Schulze, 2002). In this study the researcher acquired a permit from the National Commission for Science, Technology and Innovation (NACOSTI) before proceeding to the study area. Participants were given adequate information on the aims of the research, the procedure that would be followed, the credibility of the researcher and the way in which the results will be used. This enabled participants to make an informed decision on whether they want to participate in the study or not. Participant confidentiality was not compromised as their names were not indicated in the questionnaire.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents and interprets the analyzed data collected. The presentation was done as per the objectives of the study. The study had four specific research objectives which included:

- (i) To examine the influence of teaching load on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.
- (ii) To establish the influence of working conditions on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.
- (iii) To examine the influence of salary and remuneration on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.
- (iv) To investigate the influence of reward and recognition on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya.

The data collected was coded and entered in SPSS package where analysis was done. Frequency tables, bar graphs and pie-charts were used together with means and standard deviation to present the findings as per the research objectives upon which interpretations and conclusions were made. The questionnaires return rate of the

respondents is given first, followed by the demographic information of the respondents, analysis and discussion of each of the four research objectives.

4.2 Return Rate

Response rate is the proportion of the sample that participated as intended in all the research procedures. Out of 177 research instruments administered to the respondents, 174 responded. This formed a 98.3% return rate. Table 4.1 shows the contributive proportions of responses obtained from the two respondents.

Table 4.1: Return Rate

Category	Administered	Responded	Percentage
Principals	12	12	100
Teachers	165	162	98.2
Total	177	174	98.3

Table 4.1 further shows that all the principals participated in the study and out 165 questionnaires administered to the teachers, 162 questionnaires were returned forming a response rate of 98.2%. Mugenda and Mugenda (2003) noted that the statistically significant response rate for analysis should be at least 50%. A return rate of 98.3% was considerably sufficient to guarantee representative findings. The high response rate was achieved through careful preparation, advance arrangements with the respondents to collect the questionnaires promptly after they had been completed.

4.3 Demographic Data

On the demographic data of the respondents, the researcher was interested in knowing the gender, age, teaching experience and education level.

4.3.1 Gender

Majority 85(52.5%) of the respondents were male and 77(47.5%) were female. This is an indication that all the genders were well represented. This is shown in Figure 4.1.

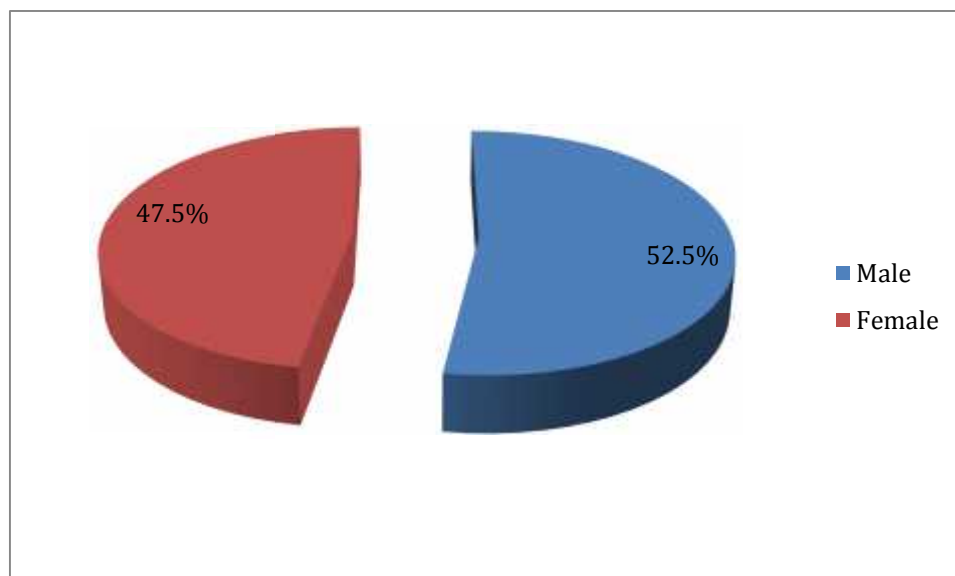


Figure 4.1: Respondents' Gender

4.3.2 Age

Table 4.2: Respondents' Age

Year	Frequency	Percentage
20 – 29	33	20.4
30 – 39	49	30.2
40 – 49	44	27.2

50+	36	22.2
Total	162	100

Table 4.2 shows that majority 49(30.2%) of the respondents were aged between 30 and 39 years, 44(27.2%) aged between 40 and 49 years, 36(22.2%) aged 50 years and above and 33(20.4%) were aged between 20 and 29 years. Age could have an impact on the leadership since previous researches such as Seldin (2011) and Hemphill (2012) have shown that age tends to affect administrative performance of institution heads.

4.3.3 Level of Education

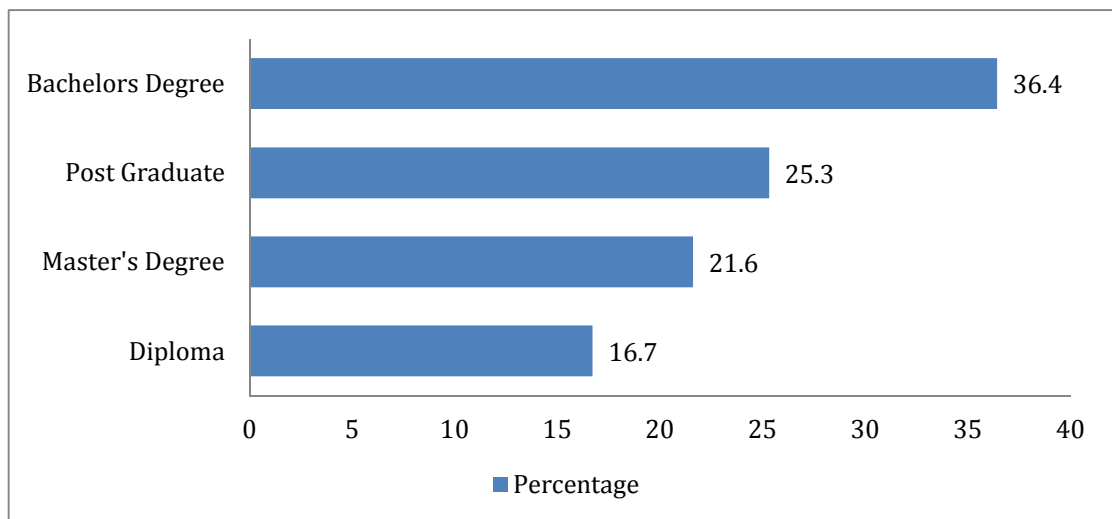


Figure 4.2: Level of Education

Figure 4.2 shows that majority 59(36.4%) had attained a bachelors degree level, 41(25.3%) post graduate level, 35(21.6%) master's degree level and 27(16.7%) a diploma level. This is an indicator that all the respondents had attained high levels of education and would therefore have the necessary qualifications to work effectively

to their job tasks. Orodho (2004) states that better educated/trained teachers produce positive learning outcomes, hence high academic achievement.

4.3.4 Teaching Experience

Table 4.3: Teaching Experience

Category	Frequency	Percentage
>2	27	16.7
2 – 5	38	23.5
6 – 9	52	32.1
<10	45	27.8
Total	162	100

Table 4.3 shows that majority 52(32.1%) of the respondents had worked for a period between 6 and 9 years, 45(27.8%) for over 10 years, 38(23.5%) between 2 and 5 years and 27(16.7%) for a period of less than 2 years. Further the respondents indicated that they had worked for a period ranging from 5 to 10 years in the current station. These findings imply that majority of the respondents had worked for long periods, which shows that they had enough experience to contribute to the study effectively.

4.4 Teaching Load and Teacher Performance

The first research objective sought to examine the influence of teaching load on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya. Majority 151(93.2%) agreed that they assigned any administrative duties in their school while 11(6.8%) were not, this shown in Figure 4.3.

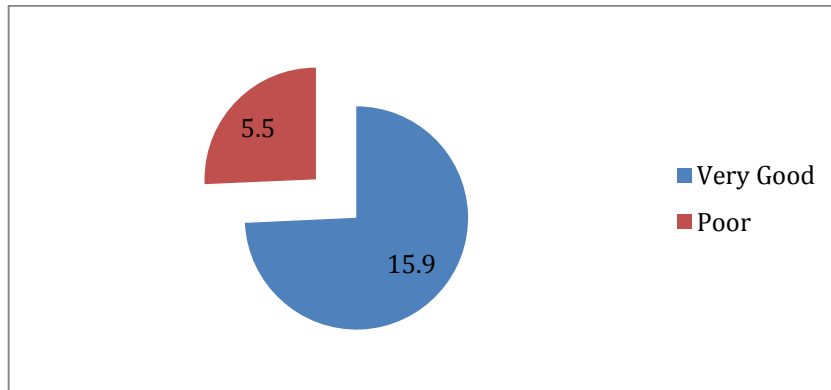


Figure 4.3: Administrative Duties

Majority 61(37.7%) of the respondents further indicated that they teach 14 to 22 lessons per week, 53(32.7%) indicated 23 to 32 lessons per week and 48(29.6%) indicated above 32 lessons per week. The minimum recommended number of lessons per week for a teacher is 27 while the maximum number is 32. This shows that 48% of the teachers in the District were overloaded. The mean number of lessons per teacher in a week was 31.

The study also established that majority 51(31.5%) of the respondents were assigned more the 50 students to teach, 49(30.2%) assigned 41 to 50 students, 34(20.9%) were assigned 31 to 40 students and 28(17.3%) assigned 15 to 30 students. This shows that 31.5% of teachers were handling a large number of candidates than the recommended student, teacher ratio of 1: 50. The average number of candidates that was being prepared by each teacher was 41.11. This is shown in Table 4.4.

Table 4.4: Number of Students Assigned

Category	Frequency	Percentage
15-30	28	17.3
31-40	34	20.9

41-50	49	30.2
<50	51	31.5
Total	162	100

The respondents were asked to rate their level of teaching load to which they gave the following responses. Majority 66(40.7%) of the respondents indicated that it was high, 42(25.9%) indicated very high, 33(20.4%) indicated moderate and 21(12.9%) indicated low. This shows that majority of the respondents had a high teaching load which might have affected their performance.

From the interviews, principals indicated that the teaching load of a teacher in the District is generally high in terms of the number of lessons handled per week however; he/she prepares a small number of Kenya Certificate of Secondary Education (KCSE) candidates every year. Despite the fact that the teachers view the high load as a manageable challenge, it is clear from that high teaching load negatively affects the performance of the teacher.

4.5 Working Conditions and Teacher Performance

The second research objective sought to establish the influence of working conditions on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya. An analysis of the general working conditions in the schools revealed that majority 79(48.8%) of the respondents indicated had very good interpersonal relationships in their school, 47(29.0%) indicated good interpersonal relationships, 21(12.9%) indicated fair and 15(9.3%) indicated poor. This is shown in Figure 4.4.

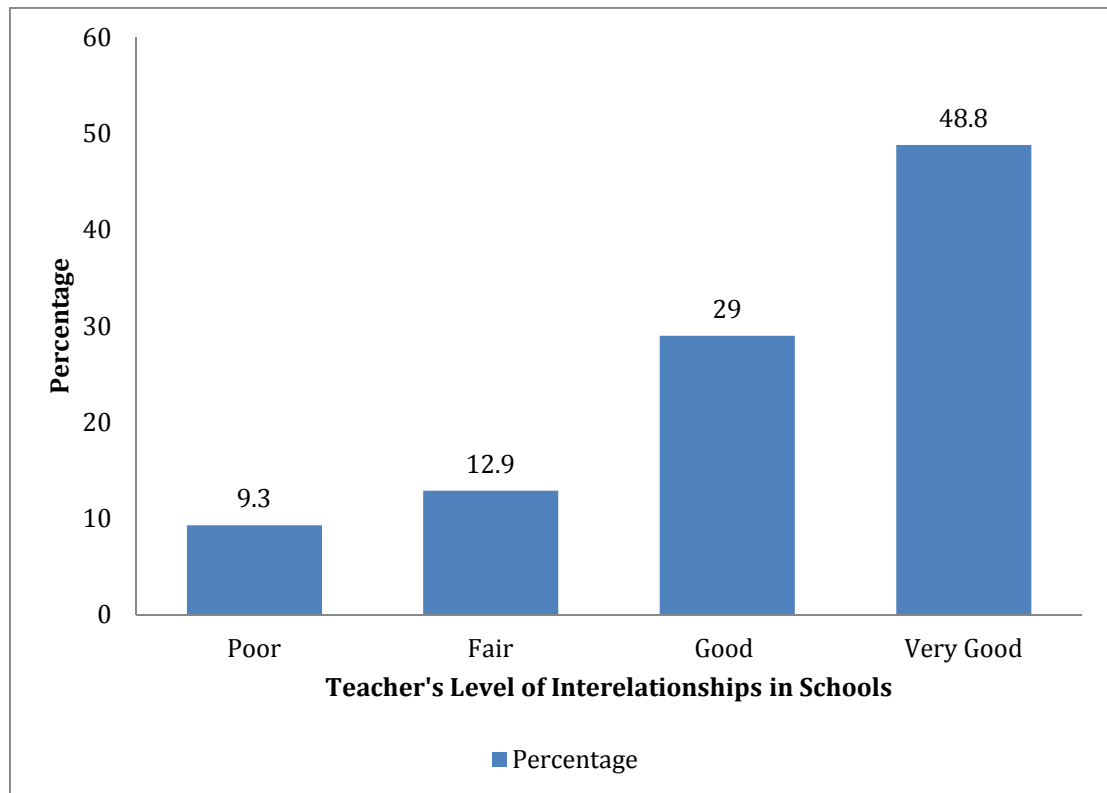


Figure 4.4: Level of Interrelationships

Teachers were further given a list of items in a table relating to working conditions on teacher performance and were required to rate their agreement levels with the items on a five-point Likert scale ranging from strongly agree to strongly disagree. This is shown in Table 4.5

Table 4.5: Working Conditions and Teacher Performance

Statement	A	U	D	M	SD
	f (%)	f (%)	f (%)		
Teaching and learning resources are inadequate thus de-motivating teachers	120(74.1)	2(1.2)	40(24.7)	2.4	0.234
There are tight rules and regulations in schools which de-motivate teachers	111(68.5)	1(0.6)	50(30.9)	3.8	0.152
Education policies in schools are tight on teachers thus they get dissatisfied with their jobs	119(73.5)	5(3.1)	38(23.5)	2.5	0.224

The arrangement of offices and the spaces available in the offices de-motivates teachers	105(64.8)	10(6.2)	47(29.0)	2.5	0.204
There is team work among members of staff and the school administration	108(66.7)	15(9.3)	39(24.1)	2.1	0.368
The school head is very supportive in my work	114(70.4)	6(3.7)	42(25.9)	1.8	0.218

Key: **A** – Agree; **U** – Undecided; **D** – Disagree; **M** – Mean; **SD** – Standard

Deviation; **f** – Frequency

Table 4.5 shows that majority 120(74.1%) of the respondents agreed that teaching and learning resources are inadequate thus de-motivating teachers with a mean of 2.4 and standard deviation of 0.234 and a large number 119(73.5%) also agreed that education policies in schools are tight on teachers thus they get dissatisfied with their jobs with a mean of 2.5 and a standard deviation of 0.224. On the other hand, majority 50(30.9%) of the respondents disagreed that there are tight rules and regulations in schools which de-motivate teachers with a mean of 3.8 and a standard deviation of 0.152 and also a large number 47(29.0%) also disagreed that the arrangement of offices and the spaces available in the offices de-motivates teachers with a mean of 2.5 and a standard deviation of 0.204. 15(9.3%) of the respondents were undecided on the statement that there is team work among members of staff and the school administration with a mean of 2.1 and a standard deviation of 0.368.

Principals interviewed indicated that physical environment where teacher have been working has greater impact on their performance, which consists of office design, ventilation, lighting and other basic amenities. A well designed office structure,

principal's relationship with the teachers and social behavior are some of the significant aspects which determines the teacher productivity and performance.

These findings are in line with the findings of Clements-Croome (2000) who argue that environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting.

4.6 Salary and Remuneration on Teacher Performance

The third research objective sought to examine the influence of salary and remuneration on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya. To examine this, teachers were given a list of items in a table and were required to rate their agreement levels with the items on a five-point Likert scale ranging from strongly agree to strongly disagree. All the respondents agreed that salary and remuneration influence the performance of teachers in secondary schools. This is shown in Table 4.6.

Table 4.6: Salary and Remuneration of Teacher Performance

A	U	D
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Statement	f (%)	f (%)	f (%)	M	SD
Benefits influence teacher performance positively	107(66.0)	6(3.7)	49(30.2)	3.2	0.321
Incentives demonstrate that employee contributions are valued thus increase their performance	118(72.8)	4(2.5)	40(24.7)	2.7	0.214
Special awards improves teacher performance	99(50.9)	5(3.1)	58(35.8)	1.9	0.624
Incentives motivate teachers thus improve their performance	135(83.3)	2(1.2)	25(15.4)	2.3	0.135
Salary and remuneration effects the employee decision making to stay their organizations	124(76.5)	3(1.9)	35(21.6)	3.5	0.344
Service pay motivates teachers thus increase their performance	109(67.3)	1(0.6)	52(32.1)	2.9	0.514
Effective pay plan motivates teacher thus increasing their performance	115(70.9)	2(1.2)	45(27.8)	2.6	0.105

Key: **A** – Agree; **U** – Undecided; **D** – Disagree; **M** – Mean; **SD** – Standard Deviation; **f** – Frequency

Table 4.6 shows that majority 135(83.3%) of the respondents agreed that incentives motivate teachers thus improve their performance with a mean of 2.3 and a standard deviation of 0.135 and also a large number 124(76.5%) agreed that salary and remuneration effects the employee decision making to stay their organizations with a mean of 3.5 and a standard deviation of 0.344. On the other hand, majority 58(35.8%) disagreed that special awards improves teacher performance with a mean of 1.9 and a standard deviation 0.623 and also a large number 49(30.2%) disagreed that benefits influence teacher performance positively with a mean of 3.2 and a standard deviation 0.321. Principals indicated that salary and remuneration systems in any educational institution are a vital tool and play an important role as far as

teacher motivation and performance is concerned. The way organizations manage their salary and remuneration systems determines or influences the attitudes of teachers towards work, as well as their performance.

These findings concur with the findings of Meyer and Peng (2006) who found that good remuneration has been found over the years to be one of the policies the organization can adopt to increase their workers performance and thereby increase the organizations productivity. Also, with the present global economic trend, most employers of labour have realized the fact that for their organizations to compete favourably, the performance of their employees goes a long way in determining the success of the organization. Employees want to earn reasonable salary and payment, and desire their workers to feel that is what they are getting (Eze, 2009). Money is the fundamental inducement; no other incentive or motivational technique comes even close to it with respect to its influential value (Banjoko, 2010).

4.7 Reward and Recognition on Teacher Performance

The fourth research objective sought to investigate the influence of reward and recognition on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya. To examine this, teachers were given a list of items in a table and were required to rate their agreement levels with the items on a five-point Likert scale ranging from strongly agree to strongly disagree. All the respondents agreed reward and recognition influence the performance of teachers in secondary schools. This is shown in Table 4.7.

Table 4.7: Reward and Recognition of Teacher Performance

Statement	A	U	D	M	SD
	f (%)	f (%)	f (%)		
Teachers' salary is worth the services they render	97(59.9)	11(6.8)	54(33.3)	4.1	0.541
The performing teachers are encouraged by giving them prizes	111(71.9)	5(3.1)	46(28.4)	3.9	0.414
Teachers are promoted on the basis of their qualifications and performance	124(76.5)	3(1.9)	35(21.6)	3,5	0.554
Teachers are judged for their professional competence	132(81.5)	2(1.2)	28(17.3)	3.1	4.57

Key: **A** – Agree; **U** – Undecided; **D** – Disagree; **M** – Mean; **SD** – Standard Deviation; **f** – Frequency

Table 4.7 shows that majority 132(81.5%) of the respondents agreed that teachers are judged for their professional competence with a mean of 3.1 and a standard deviation of 4.57 and also a large number 124(76.5%) agreed that teachers are promoted on the basis of their qualifications and performance with a mean of 3.5 and a standard deviation of 0.554. On the other hand, majority 54(33.3%) of the respondents disagreed that teachers' salary is worth the services they render with a mean of 4.1 and a standard deviation of 0.541. Principals indicated that when teachers are rewarded, they get work done. Positive reinforcement encourages the desired behaviour in educational institutions. This encourages teachers to take positive actions leading to rewards. Reward programs should be properly designed in the educational institutions so as to reinforce positive behaviour which leads to better performance. A good reward system that focuses on rewarding teachers and their teams will serve as a driving force for the teachers to have higher performance hence

end up accomplishing the educational goals and objectives. These findings are in line with the findings of Maund (2011) who observed that reward management is one of the strategies used by Human Resource Managers for attracting and retaining suitable employees as well as facilitating them to improve their performance through motivation and to comply with employment legislation and regulation. As a result of these pressures, HR managers seek to design reward structures that facilitate the organizations strategic goals and the goals of individual employees. Reward systems are very crucial for an organization. Reward and recognition are the two along with many other factors which can have an effect on the job satisfaction and motivation of teachers. With regard to statistics, there is an important link between reward and recognition and that between motivation and satisfaction (Ali & Ahmed, 2009). Awarding the financial benefit to employee without any prominent show also loses its importance. When an employee get a monetary reward with exceptional amusement and excitement, that experience becomes more tremendous for recipient (Weinstein, 2007). Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Changes in rewards and recognition can bring a definite change in work motivation and satisfaction (Ali & Ahmed, 2009).

4.8 Regression Analysis

Regression analysis was used to model, examine, and explore the relationships between motivational factors on teacher performance in secondary schools against the four independent variables used for the study, this was important in measuring the extent to which changes in one or more variables jointly affected changes in

another variable. Regression analysis was also used to generate an equation applied to the independent variables in order to best predict the dependent variable in the model. Each independent variable is associated with a regression coefficient describing the strength and the sign of that variable's relationship to the dependent variable.

Analysis was done using SPSS version 17.0 to generate the model summary, Analysis of variance (ANOVA) and coefficients of regression. A model summary was generated providing the values of R, R Squared, Adjusted R Square and Standard error of the estimates for dependent and independent variables. The results are shown in Table 4.8.

Table 4.8' Results of Multiple Regressions

Model	R	R Square	Adjusted R Square	St. Error of the Estimate
1	0.712	0.709	0.633	0.8121

The value of R in the model was 0.709 showing a very strong correlation between teacher performance in secondary schools in Laikipia West District, Laikipia County, Kenya and the independent variables which included teaching load, working conditions, salary and remuneration, reward and recognition. The study further showed, R-square (0.712) which measured the proportion of the variation in the teacher performance in secondary schools in Laikipia West District, Laikipia County, Kenya that was explained by variations in the independent variables.

The four independent variables that were studied, explain 63.3% of teacher performance in secondary schools as represented by the adjusted R^2 . This therefore

means that other factors not studied in this research contribute 36.7% of the teacher performance in secondary schools. Therefore, further research should be conducted to investigate the other factors (36.7%) that affect the teacher performance in public secondary schools in Laikipia West District, Laikipia County, Kenya.

4.9 Analysis of Variance for the Independent variables

Analysis of Variance (ANOVA) was used to determine the linear relationship among the variables under investigation. Using this method, the sum of squares, degrees of freedom (df), mean square, value of F(calculated) and its significance level was obtained. The results are shown in Table 4.9.

The significance value is 0.0103 which is less than 0.05 thus the model is statistically significant in predicting how various factors affect the teacher performance in public secondary schools in Laikipia West District, Laikipia County, Kenya. The F critical at 5% level of significance was 2.85. Since F calculated is greater than the F critical (value = 9.874), this shows that the overall model was significant.

Table 4.9: ANOVA Results of the Regression Analysis

ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.211	4	2.802	9.874	0.0103
	Residual	6.382	146	0.0437		
	Total	17.593	150			

The relationship ($p < 0.05$) indicated a linear relationship among the variables under the study meaning there was 95% chance that the relationship among the variables was not due to chance.

Table 4.10: Overall Coefficient Estimates for the Variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	0.398	0.645		2.143	0.001
Teaching Load	0.769	0.091	0.145	8.451	0.003
Working Conditions	0.724	0.199	0.082	3.638	0.000
Salary and Remuneration	0.824	0.311	0.004	2.649	0.001
Reward and Recognition	0.812	0.254	0.045	4.521	0.004

As shown on Table 4.10, teaching load, working conditions, salary and remuneration, reward and recognition had a positive and significant effect on teacher performance in public secondary schools in Laikipia West District, Laikipia County, Kenya as indicated by beta values. The relationships ($p < 0.05$) are all significant with teaching load ($t = 8.451$, $p < 0.05$), working conditions ($t = 3.638$, $p < 0.05$), salary and remuneration ($t = 2.649$, $p < 0.05$) and reward and recognition ($t = 4.521$, $p < 0.05$).

Table 4.10 further shows the constant in this model is represented by a value of 0.398, which is the expected value of teacher performance in public secondary schools in Laikipia West District, Laikipia County, Kenya when the values of the independent variables are equal to zero. Based on the analysis, the regression equation for the independent variable on the dependent variable resulted to the following; $Y = 0.398 + 0.769 X_1 + 0.724 X_2 + 0.824 X_3 + 0.812 X_4$

Where $Y =$ Teacher Performance

$X_1 =$ Teaching Load

$X_2 =$ Working Conditions

X3= Salary and Remuneration

X4= Reward and Recognition

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

The chapter presents the summary of the study's findings, conclusions, recommendations, and suggestions for further studies.

5.2 Study Summary

The general objective of this study was to determine the motivational factors on Teacher Performance in Secondary School in Laikipia West District, Laikipia County, Kenya. The sample size was 177 respondents comprising of 12 principals and 165 teachers. This section provides the summary of the findings as per the objectives of the study.

5.2.1 Teaching Load

The study revealed that teaching load influences teacher performance. Majority 151(93.2%) agreed that they assigned any administrative duties in their school while 11(6.8%) were not. Majority 61(37.7%) of the respondents further indicated that they teach 14 to 22 lessons per week, 53(32.7%) indicated 23 to 32 lessons per week and 48(29.6%) indicated above 32 lessons per week. The minimum recommended number of lessons per week for a teacher is 27 while the maximum number is 32. This shows that 48% of the teachers in the District were overloaded. The mean number of lessons per teacher in a week was 31. The study also established that majority 51(31.5%) of the respondents were assigned more the 50 students to teach, 49(30.2%) assigned 41 to 50 students, 34(20.9%) were assigned 31 to 40 students and 28(17.3%) assigned 15 to 30 students. This shows that 31.5% of teachers were handling a large number of candidates than the recommended student, teacher ratio of 1: 50. The average number of candidates that was being prepared by each teacher was 41.11. Majority 66(40.7%) of the respondents indicated that it was high, 42(25.9%) indicated very high, 33(20.4%) indicated moderate and 21(12.9%)

indicated low. This shows that majority of the respondents had a high teaching load which might have affected their performance.

From the interviews, principals indicated that the teaching load of a teacher in the District is generally high in terms of the number of lessons handled per week however; he/she prepares a small number of Kenya Certificate of Secondary Education (KCSE) candidates every year. Despite the fact that the teachers view the high load as a manageable challenge, it is clear from that high teaching load negatively affects the performance of the teacher.

Teaching load, had a positive and significant effect on teacher performance in public secondary schools in Laikipia West District, Laikipia County, Kenya as indicated by beta values. The relationships ($p < 0.05$) was significant with teaching load ($t = 8.451, p < 0.05$).

5.2.2 Working Conditions

The study established that working conditions influences teacher performance in public secondary schools. An analysis of the general working conditions in the schools revealed that majority 79(48.8%) of the respondents indicated had very good interpersonal relationships in their school, 47(29.0%) indicated good interpersonal relationships, 21(12.9%) indicated fair and 15(9.3%) indicated poor. majority 120(74.1%) of the respondents agreed that teaching and learning resources are inadequate thus de-motivating teachers with a mean of 2.4 and standard deviation of 0.234 and a large number 119(73.5%) also agreed that education policies in schools

are tight on teachers thus they get dissatisfied with their jobs with a mean of 2.5 and a standard deviation of 0.224.

On the other hand, majority 50(30.9%) of the respondents disagreed that there are tight rules and regulations in schools which de-motivate teachers with a mean of 3.8 and a standard deviation of 0.152 and also a large number 47(29.0%) also disagreed that the arrangement of offices and the spaces available in the offices de-motivates teachers with a mean of 2.5 and a standard deviation of 0.204. 15(9.3%) of the respondents were undecided on the statement that there is team work among members of staff and the school administration with a mean of 2.1 and a standard deviation of 0.368. Principals interviewed indicated that physical environment where teacher have been working has greater impact on their performance, which consists of office design, ventilation, lighting and other basic amenities. A well designed office structure, principal's relationship with the teachers and social behavior are some of the significant aspects which determines the teacher productivity and performance.

Working conditions had a positive and significant effect on teacher performance in public secondary schools in Laikipia West District, Laikipia County, Kenya as indicated by beta values. The relationships ($p < 0.05$) was significant working conditions ($t = 3.638, p < 0.05$).

5.2.3 Salary and Remuneration

The study found that teacher salary and remuneration influences the performance of teachers in public secondary schools. majority 135(83.3%) of the respondents agreed that incentives motivate teachers thus improve their performance with a mean of 2.3

and a standard deviation of 0.135 and also a large number 124(76.5%) agreed that salary and remuneration effects the employee decision making to stay their organizations with a mean of 3.5 and a standard deviation of 0.344.

On the other hand, majority 58(35.8%) disagreed that special awards improves teacher performance with a mean of 1.9 and a standard deviation 0.623 and also a large number 49(30.2%) disagreed that benefits influence teacher performance positively with a mean of 3.2 and a standard deviation 0.321. Principals indicated that salary and remuneration systems in any educational institution are a vital tool and play an important role as far as teacher motivation and performance is concerned. The way organizations manage their salary and remuneration systems determines or influences the attitudes of teachers towards work, as well as their performance. Salary and remuneration had a positive and significant effect on teacher performance in public secondary schools in Laikipia West District, Laikipia County, Kenya as indicated by beta values. The relationships ($p < 0.05$) was significant salary and remuneration ($t = 2.649, p < 0.05$).

5.2.4 Reward and Recognition

The study found that reward and recognition influences teacher performance. majority 132(81.5%) of the respondents agreed that teachers are judged for their professional competence with a mean of 3.1 and a standard deviation of 4.57 and also a large number 124(76.5%) agreed that teachers are promoted on the basis of their qualifications and performance with a mean of 3.5 and a standard deviation of 0.554. On the other hand, majority 54(33.3%) of the respondents disagreed that teachers' salary is worth the services they render with a mean of 4.1 and a standard

deviation of 0.541. Principals indicated that when teachers are rewarded, they get work done. Positive reinforcement encourages the desired behaviour in educational institutions. This encourages teachers to take positive actions leading to rewards.

Reward programs should be properly designed in the educational institutions so as to reinforce positive behaviour which leads to better performance. A good reward system that focuses on rewarding teachers and their teams will serve as a driving force for the teachers to have higher performance hence end up accomplishing the educational goals and objectives. Reward and recognition had a positive and significant effect on teacher performance in public secondary schools in Laikipia West District, Laikipia County, Kenya as indicated by beta values. The relationships ($p < 0.05$) are all significant with reward and recognition ($t = 4.521, p < 0.05$).

5.3 Conclusion

From the findings and summary the study concludes that:

Reward and recognition are the two along with many other factors which can have an effect on the job satisfaction and motivation of teacher. Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Changes in rewards and recognition can bring a definite change in work motivation and satisfaction. Rewards have been known to have a positive effect on teacher performance.

However no reward system is perfect, this is because motivation is personal and what motivates one teacher could be different from what motivates the next. There is a strong positive effect of rewards and recognition on job motivation and satisfaction.

Motivation and job performance of employees can be increased considerably if more attention is given on employees reward and their recognition.

Considering recognition, it can be said that it is an important factor affecting employee motivation. Therefore, the school should get to know their employees well so that they can employ the right motivational strategy. The school should hence change the intrinsic nature and content of jobs by enriching them so as to enhance teacher's sovereignty, opportunities for them to have additional responsibilities, gain recognition and develop their skills so that teachers can achieve peak performance.

5.4 Theoretical and Practical Implications

Motivational factors play an important role in increasing teacher job performance. Satisfied teachers in return can help in improving institutional performance. Motivation can be elaborated as what individuals strive to achieve better. However, not everyone gets motivated by the identical factors. Someone may get motivated by or satisfied by achieving higher authority and responsibility where some other person merely needs flexibility in work schedule, or someone may be motivated by sense of accomplishment. When we talk about motivation this only effects people when they are ready for it and when it is applied the best way suitable for them. That is, when it feeds the needs of the person to be motivated. Still the motivation will not have effect on individuals if they are unable to perform a task or if they are not willing for certain tasks.

5.5 Recommendations

Based on the findings the study therefore recommends that emphasis on importance of teacher evaluation to enhance classroom practice, recognise teachers' work and

help both teachers and schools to identify professional development opportunities. Make sure that teacher appraisal occurs within a framework of profession-wide agreed statements of teachers' responsibilities and standards of professional performance. Ensure that measures used to assess teacher performance are broadly based to reflect school objectives and take account of the school and classroom contexts.

Ensure that all new teachers participate in structured induction programmes that involve a reduced teaching load, trained mentor teachers in schools, close partnerships with teacher education institutions and ensure that new teachers are not concentrated in the more difficult locations. Develop a dual approach by creating new positions associated with specific tasks and roles in addition to classroom teaching, create a competency and based teaching career ladder associated with extra responsibilities. Improve training, selection and evaluation processes for school leaders, and provide them with upgraded support services and more attractive compensation packages.

Recognise the breadth and complexity of teachers' roles and responsibilities in job profiles. Use well-trained professional and administrative staff to help reduce the burden on teachers. Provide better facilities at schools for staff preparation and planning. Develop programmes aimed at retaining important skills in schools including professional development activities for older teachers, reduced classroom teaching and overall hours and new tasks including curriculum development, advising other schools and mentoring new teachers.

5.6 Suggestion for Further Studies

This study suggests that further studies should be carried out on the effects of motivational factors on teacher performance in other counties in the country.

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APPENDICES

Appendix 1: A Letter of Transmittal

Benedict Lentumunai

P.o Box

Nairobi

Dear Sir/Madam,

Re: Research Study

I am student from The Open University of Tanzania, Pursuing a Master's in Business Administration Degree in Human Resource Management. Currently, I am in the process of undertaking research on the *Motivational Factors on Teacher Performance in Secondary School in Laikipia West District, Laikipia County, Kenya*

I therefore request to be granted permission to carry out the study in your institution.

Yours Faithfully

Benedict Lentumunai

MBA, Student

Appendix 2: Questionnaires for the Teachers

Instructions:

Do not write your name or that of your school anywhere on this questionnaire

Tick [] where appropriate or fill in the required information on the spaces provided

Section A: Demographic Data

1. Gender: Male [] Female []
2. Indicate your age:

[] 20 – 29	[] 30 – 39
[] 40 – 49	[] 50 and Above
3. What is your level of education?

Diploma []	Bachelors Degree []
Master's Degree []	Post-graduate Diploma []
4. How long have you worked as a teacher?

Less than 2 years []	2 – 5 years []
6 – 9 years []	10 and above []
5. How long have been in the current station?

Section B: Teaching Load

6. Are you assigned any administrative duties in your school? [] Yes [] No
7. What is the number of lessons do you teach per week?

[] 14 - 22 Lessons	[] 23 – 32 Lessons	[] Above 33 Lessons
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8. How many students are you assigned to?

[] 15 – 30	[] 31 – 40	[] 41 – 50	[] above 50
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9. How can you rate your level of teaching load?

Low Moderate High Very High

Section C: Working Conditions

10. Please rate the level of interpersonal relationships in your school

Poor Fair Good Very Good

11. The statements below relate to **working conditions** on teacher performance in secondary schools in Laikipia West District, Laikipia County, Kenya. Supplied also are five options corresponding to these statements:

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statement	5	4	3	2	1
Teaching and learning resources are inadequate thus de-motivating teachers					
There are tight rules and regulations in schools which de-motivate teachers					
Education policies in schools are tight on teachers thus they get dissatisfied with their jobs					
The arrangement of offices and the spaces available in the offices de-motivates teachers					
There is team work among members of staff and the school administration					
The school head is very supportive in my work					

Section D: Salary and Remuneration

12. Does salary and remuneration influence the performance of teachers in secondary schools?

Yes No

13. The statements below relate to **salary and remuneration** on teacher performance in secondary schools in Laikipia West District, Laikipia County, Kenya. Supplied also are five options corresponding to these statements:

Key: Strongly agree(SA)=**5**, Agree(A)=**4**, Undecided(U)=**3**, Disagree(D)=**2**, and Strongly Disagree(SD)=**1**.

Statement	5	4	3	2	1
Benefits influence teacher performance positively					
Incentives demonstrate that employee contributions are valued thus increase their performance					
Special awards improves teacher performance					
Incentives motivate teachers thus improve their performance					
salary and remuneration effects the employee decision making to stay their organizations					
Service pay motivates teachers thus increase their performance					
Effective pay plan motivates teacher thus increasing their performance					

Section D: Reward and Recognition

14. Does reward and recognition influence the performance of teachers in secondary schools?

Yes No

15. The statements below relate to **Reward and Recognition** on teacher performance in secondary schools in Laikipia West District, Laikipia County, Kenya. Supplied also are five options corresponding to these statements:

Key: Strongly agree(SA)=**5**, Agree(A)=**4**, Undecided(U)=**3**, Disagree(D)=**2**, and Strongly Disagree(SD)=**1**.

Statement	5	4	3	2	1
Teachers' salary is worth the services they render					
The performing teachers are encouraged by giving them prizes					
Teachers are promoted on the basis of their qualifications and performance					
Teachers are judged for their professional competence					

Appendix 3: Interview for the Principals

- (i) What is the influence of teaching load on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya?
- (ii) What is the relationship between working conditions and the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya?
- (iii) How does salary and remuneration improve the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya?
- (iv) What is the influence of reward and recognition on the performance of secondary schools teachers in Laikipia West District, Laikipia County, Kenya?