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RESEARCH ARTICLE

ROLE OF TEACHER MOTIVATION ON STUDENT'S EXAMINATION PERFORMANCE AT SECONDARY SCHOOL LEVEL IN KENYA (A CASE STUDY OF KERICHO DISTRICT)

Wesley Kipsang Bett¹, Maria Onyango¹ and Edward Bantu³

1. School of Business Administration and Economics, JaramogiOgingaOdinga University of Science and Technology, KENYA.

2.School of Special Needs Education, JaramogiOgingaOdinga University of Science and Technology, KENYA.

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According to organizational behavior theories, worker motivation level determines the level of their performance. As an application, School management uses various strategies to motivate teachers so that they improve students' performance. Schools' management has the responsibility of ensuring that teachers perform to the best of their abilities. The purpose of this study was to determine if there is a direct correlation between teacher motivation and students' examination performance at secondary school level in Kenya. The objective was to correlate what schools' management offer teacher in hope of motivating them and the performance of the selected schools. The study adapted a descriptive survey design. Purposive sampling was used to select principals/schools while simple random sampling was used to pick teachers from the sampled schools. A sample of 104 respondents was selected from a target population of 13 principals and 130 teachers. Questionnaires were used to collect data from respondents. Descriptive statistics were used to analyze data and results were presented by use of frequency distributions in form of frequencies and percentage. Data was analyzed using Statistical Package for Social Sciences (SPSS) version 19.0. The findings of the study were that motivation of teachers increase students' performance in examination. The study recommended that the school managers need to find ways to motivate teachers to increase their performance.

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Introduction

Various contemporary scholars have defined the concept of employee motivation. It is an influence that triggers, directs or maintains a goal directed behavior (Hellriegel, et al 2001). It is an internal drive to satisfy an unsatisfied need (Higgins, 1994). Kreither (1995), states that it is a psychological process that gives behavior purpose and direction. For the purpose of this study, motivation is defined as the inner force that drives individuals to accomplish personal and organizational goals.

Much has been said about the relationship between motivation and performance in many spheres of life. According to Luthans (1989), motivation is a process

that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive.

Teachers are the most important factor in determining the quality of education that children receive, (Cannappan, 2011). As such, government and school management have a responsibility to ensure that teachers perform to the best of their abilities. To do this, government and school management must pay attention to a number of factors that affect teachers' performance (UNESCO, 2006). The success of any facet of a business can almost always be traced back to motivated employees.

Several scholars have proposed theories which have needs arranged in a hierarchy, but Maslow's work

has been the most influential, (Porter, 1975). Maslow's studies in human motivation led him to propose a theory of needs based on a hierarchical model with basic needs at the bottom and higher needs at the top. In educational setting, Maslow's need hierarchy implies that educational management has a responsibility to create a work climate in which teachers can satisfy their needs. If an enabling environment is not provided for teachers they will have increased frustration, lower performance and job satisfaction, increased work restriction, tardiness and high turnover.

Clayton P. Alderfer (1969) modified Maslow's original theory. Alderfer formulated Maslow's five need-hierarchy into three more general need levels and identified three groups of core needs: existence needs, relatedness needs and growth needs, hence the ERG theory. The existence needs are concerned with sustaining human existence, including physiological and safety needs. The relatedness needs are concerned with how people are relating to their surrounding social environment. This includes the need for meaningful social and interpersonal relationships. The growth needs relate to the development of human potential which includes self-esteem and self-actualization. The growth needs are the higher level needs.

McClelland (1961) achievement motivation theory showed that people's motivation patterns reflect their cultural environment including family, the school, the church and the work place. McClelland and his research team studied the three basic needs namely; need for achievement, need for power and need for affiliation or belonging.

Herzbergs two-factor theory is a combination of two theories namely; hygiene theory and motivation theory (Herzberg, et al 1959). Hygiene factors includes work and organizational environment. The hygiene factors are the organization, its policies and administration, quality of supervision (leadership style), perception which people receive while on the job, working conditions, interpersonal relations, salary job security, status and company procedures. These factors do not lead to higher levels of motivation, but without them there is higher dissatisfaction. They are needed to maintain at least a level of "no dissatisfaction". The second component is a set of intrinsic conditions. When present in job, they build strong levels of motivation and can result into good job performance. However, if absent they do not prove dissatisfying. They are called satisfiers. They include achievement, recognition, responsibility, advancement, the job itself and possibility of growth. In nutshell, Herzberg stressed the need for a favorable work environment saying it

enriched jobs rather than pay, supervision and other environment factors motivate employees more than dull and routine jobs. He advised managers to redesign jobs to provide opportunities for individual's achievement, recognition, responsibility, advancement and personal growth. According to Graham (2008) as cited by Ephrain (2008), Employees have higher expectations of how they want to be treated at work. They don't just want a job that is secure and paid well; they want a job that gives them high levels of job satisfaction - and if their present employer doesn't provide it, they will be tempted to search for one that will.

Vroom's theory of expectancy is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated.

Skinner's theory of reinforcement simply states that, those employees' behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated (Skinner 1953). Skinner indicated that what an organization appears to reward is the behavior that will be seen as a model of success. He advised managers to state which behaviors will be rewarded and which ones will not, and to tie rewards to individual performance.

Goal setting theory was advanced by John Locke in 1976. He suggested that it is the goal an individual is aiming for which motivates, rather than just the satisfaction of attaining it. Locke's view is that what a person values or desires determine the goals he sets for himself, but what actually drives (motivates) him are the goals themselves.

Schools main aim is that they try to achieve good performance in national examination (Kenya Certificate of secondary Education). Teachers play an important role in achieving this main goal. However, when they join the teaching profession they have individual goal which they seek to satisfy. It is therefore the task of the employer (Teachers Service Commission) and the school management to link individual goals and performance. They should create conditions under which school and personal goals may be harmonized. In this regard, schools adopt different motivational strategies to satisfy individual goals and motivate teachers to increase performance. Motivation of teachers ensures that secondary school students are taught well so as to receive the acceptable education. Secondary school level is where student determine their future careers. The performance in K.C.S.E determines the courses that students pursue at University and tertiary institutions, the teaching therefore at this level should be

effective. Motivated employees leads to creation of high performance culture which means a culture which people are aware of the need to perform well and behave accordingly in order to meet or exceed expectations. There is a climate of trust and team work, aimed at delivering a distinctive service to the student. A motivated teacher feels needed, appreciated and valued.

Motivation can change the way teachers think about work and can help them refocus their energies and direct their performance. Teachers see money in terms of what it can buy, better houses, better education for their children, better vacations, clothes, cars etc. Teachers are motivated when reward is related to performance or contribution, and when it is perceived as fair and equitable.

Extrinsic factors (motivators) that motivate teachers include, working condition, job security, better houses and better education for children, clothes, salaries, allowances, benefits, gifts, leadership style, recreational trips and monetary awards. Intrinsic factors (motivators) include achievement, recognitions and responsibilities from their work, promotion, self-esteem and job satisfaction.

A de-motivated teacher is always absent from duty, arrive late at place of work, ineffective, cannot deliver well in class, low morale, seek alternative employment opportunity, terminate employment, steal or engage in corruption practices and pro-union voting. Students get a raw deal from such teachers and may not perform well in their final exams. This affects their career choice and future and the society at large. Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. (Schonfeld, 1989). Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. Sylvia & Hutchinson (1985) concluded that Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work element. Good performance depends on whether staffs are able to do things, or whether they are willing to do things. The level of performance depends on the level of motivation that stimulates someone to work and carry out the necessary tasks to achieve the goals, Hala (2009).

According to Ofoegbu (2004) School management which includes Board of Governors and P.T.A, view teacher motivation as it naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with

teachers' interest in student discipline and control particularly in the classroom.

While school management strives to improve students' performance in examination by motivating teachers with wide range of incentives, it is not clear if the efforts on teacher motivation receive commensurate student's performance in examinations. Davies,(2000) stated that there are a lot of quality problems in the education world such as teaching methods, teachers' counseling and training, professionalism and motivation of teachers affect performances. Some of the identified qualities are related to the administration of educational leaders, limitation of budget, accessibility, media, school climate, school environment, and support from various responsible parties. Since all education quality indicators could become performance enhancers or limitations the study aims at establishing if there is a correlation between teacher motivation and learner's performance at secondary school level. Gagne (1999) stated that, learner's academic performance in whatever the curriculum designed will deteriorate if the teachers don't have seriousness. Herzberg (1959) suggested that teachers' motivation can be improved through changes in the nature of the job through job enrichment and that the educational managers should ensure that teachers are provided with direct, clear and regular feedback on their performance in particular and the organizational performance in general.

During the Kericho District Education Day held on 29th may, 2012 in Kericho Green Stadium, the chairman of Kericho District Head Association (KSSHA), mentioned that there is need for the principals to embrace modern ways of school management, one that is participatory, democratic and all inclusive, Through this he says, they will benefit from others and add value to the their mode of management.

The relationship between teacher motivation and student achievement has not yet been established. Based on the above, this study therefore aims to explore the role of teacher motivation on student examination performance in secondary school level in Kenya.

RESEARCH METHODOLOGY.

This study was conducted through a descriptive survey design. A survey, according to Kothari (2003) is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe. The study is descriptive because it looked at various aspects of a phenomenon that already existed that is the correlation between teacher motivation and student

examination performance. A survey ensures rapid collection of data and also enables the understanding of a population from part of it (Oso and Onen, 2008). The study was carried out in selected schools in Kericho District in Kericho County in Kenya. The district was selected for the study because the performances at KCSE showed worrying trend compared to others.

SAMPLING PROCEDURE AND SAMPLE SIZE

The sample size selected for the study from the target population of 143 (teachers and principals) respondents was 104. Similarly 13 schools were sampled out. Purposive sampling was used to select principals while simple random sampling was used to pick teachers from the sampled schools. According to Oso and Onen (2008), purposive sampling is a sampling technique where the researcher consciously decides who to include in the sample. The technique is used to collect focused information. The technique was chosen because it saves time and money. Simple random sampling according to Oso and Onen, selects a sample without bias from the target/accessible population. It is used to select a random (representative) sample. The technique was chosen

because it ensures that each member of the target population has an equal and independent chance of being included in the sample and also produces a random sample. A sample of 13 respondents was selected from a target population of 26 principals. A sampling frame was used to select the 13 schools, that is the district merit list, prepared using the 2011 KCSE exams results. Odd number position was picked starting with position one. From the selected schools, 10 teachers in that school were picked randomly as respondents as recommended by Gay (1983). Data was collected using Questionnaires. Data was analyzed using Statistical Package for Social Sciences (SPSS) version 19.0. Descriptive statistics was used and the result was presented by use of frequency distributions in form of percentage.

RESULTS AND DISCUSSION

The main objective of this study was to explore the role of teacher motivation on student examination performance in secondary schools level in Kericho District in Kenya. The results obtained are as shown in the Table 1.

Table 1: Motivation and school performance

MOTIVATIONAL FACTORS	Cumulative percent
(a) Rewards for good performance	93.3
(b) Provision of necessary facilities	87.5
(c) Supportive management	85.6
(d) Good interpersonal relationship	84.6
(e) Link performance to rewards	83.7
(f) Monetary awards	80.8
(g) Attended seminars	80.8
(h) Responsibilities	78.8
(i) Recreational trips	77.9
(j) Promotion opportunities	76.0
(k) Awarded certificates of merits	74.0
(l) Letters of recommendations	73.1
(m) Allowances	71.2
(n) Housing	71.2
(o) Sponsored for in- service	70.2
(p) Well remunerated	66.3

Source: Author 2013

Table 1 shows that majority of the respondents do agree that the above variables of motivation of teachers improve student's examination performance. The variable that improves students' performance to a larger extent is Rewards for good performance (93.3%), followed by Provision of necessary facilities (87.5%), Supportive management (85.6%), and Good

interpersonal relationship (84.6%), and Link performance to rewards (83.7%) respectively. Housing and Allowances (71.2%), sponsored for in-service (70.2%) and well remunerated (66.3%) are the least.

The following table's 2 (a, b, c, and d) shows cross tabulation of school performance and motivational factors used in various school.

Table 2: School performance and motivational factors

a) *School performance * Rewards for good performance Cross tabulation*
Count

		Rewards for good performance		Total
		Yes	No	
School performance	very good	14	3	17
	good	27	3	30
	fair	41	10	51
	below average	1	5	6
Total		83	21	104

a) *School performance * Monetary awards Cross tabulation*
Count

		Monetary awards		Total
		Yes	No	
School performance	very good	10	7	17
	good	20	10	30
	fair	32	19	51
	below average	2	4	6
Total		64	40	104

a) *School performance * Recreational trips Cross tabulation*
Count

		Recreational trips		Total
		Yes	No	
School performance	very good	11	6	17
	good	18	12	30
	fair	24	27	51
	below average	1	5	6
Total		54	50	104

a) *School performance * Housing Cross tabulation*
Count

		Housing		Total
		Yes	No	
School performance	very good	12	5	17
	good	18	12	30
	fair	13	38	51
	below average	1	5	6
Total		44	60	104

Source: Author 2013

Information in table 2 a, b, c and d shows that rewards for good performance (85.4%), monetary awards (63.8%), recreational trips (61.7%) and housing (63.8%) are highly used in very good and good performing schools, while it is rarely used in schools that perform below average, 16.6%, 33.3%, 16.6% and 16.6% respectively.

This result supports the argument that well motivated employees are generally good performers. Employees who are satisfied with their motivation climate are likely to rate their performance highly, because they feel that, following the creation of a positive motivation environment, the organization will expect them to be good performers. The relationship between motivation and performance reported in this study is consistent with the classic motivational framework offered by some scholars. Katz for example, asserted that organizations need to motivate their members to (1) join and remain in the organization, (2) perform their assigned duties dependably, and (3) exhibit “innovative and spontaneous behaviors”, (Abubakr M. Suliman and Nawal Al-Sabri, 2009). Oshagbemi (1997) as cited by SasanBaleghizadeh and YahyaGordani(2012), contends that in spite of the popular belief that high salary and productivity profits are the main reasons for creating motivation, they should only be looked upon as maintenance factors so as to ensure that employees are not dissatisfied. In addition, Bandura (1977) holds that the intrinsic motivation from self-evaluation is more effective than the extrinsic reinforcement given by others. There seems to be a misunderstanding among the public that higher salaries and productivity profits are the only ways of improving the motivation of teachers in public schools, although they play an important role in satisfying the teachers and eliminating the need for them to work extra hours or adopt second jobs.

CONCLUSION AND RECOMMENDATION

The following conclusions were reached based on the stated objective:

To correlate motivational factors of teachers and students examination performance in Kericho district in Kenya.

There was a positive correlation meaning that the more teachers are motivated the higher the performance of student in examination in Kericho district in Kenya.

Based on this finding, the following recommendation is made:

School managers need to find ways of motivating teachers and improve student's examination performance.

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