

AFRICAN INTERNATIONAL UNIVERSITY

A STUDY ON THE EFFECTS OF MOTIVATION ON TEACHERS WORK  
PERFORMANCE (A CASE OF TALA GIRLS,  
MACHAKOS COUNTY)

BY  
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of the requirements for the degree of Master  
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July 2017

## **DECLARATION**

**A STUDY ON THE EFFECTS OF MOTIVATION ON TEACHERS WORK  
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MACHAKOS COUNTY)**

I declare that this is my original and has not been submitted to any other College or  
University for academic credit

The views presented herein are not necessarily those of Africa International  
University or the Examiners

(Sign): \_\_\_\_\_

Lucyline Kagwiria

July, 2017

## **ABSTRACT**

The study sought to investigate the effect of motivation on teachers work performance in Tala Girls Machakos County. For the purpose of this study Motivation was measured in terms of Direction, effort (intensity) and persistence. Four indicators of teachers work performance were identified as; work preparation, teaching, examining and participation in school activities. The study was guided the three main objectives, effects of motivation on the effort and persistence of teachers in preparations, teaching, examining and participation in school activities, factors that influence effort and persistence of teachers in preparation, teaching, examining and participation in school activities and suggestion of strategies of improving teachers effort and persistence in preparations, teaching, examining and participation in school activities. The literature review was reviewed against the backdrop of the key variables and Victor Vrooms Expectancy theory of motivation (1964) formed the basis of the study. The study however adopted the version of the expectancy theory of Motivation which was developed by Edward Lawler (1973), Lawler and Porter(1983) which provided the platform upon which the study was grounded. The study employed explorative research paradigm employing purposeful research design. The study targeted teachers employed by the Teachers Service Commission (TSC) in Tala Girls Machakos County. 40 teachers from the five departments were selected using purposeful sampling techniques. Data was collected using questionnaire whose validity and reliability were asserted before being administered in the field for actual data collection. Data was analyzed and frequency and percentage were generated and presented in frequency distribution tables. The study revealed that motivation affected the direction, effort and persistence of teachers in work preparation, teaching, examining and participation in school activities.

It was concluded that motivational factors such as responsibility, appraisals good performance, competence, credible examinations affected the teacher's level of effort and persistence in preparations, teaching, examining, and participation in school activities.

### **Key Words**

Effort, persistence, teachers work performance.

## **DEDICATION**

This research project is dedicated to my beloved husband Antony Munene and my two sons, Almond Shalom and Oliver Naham for offering all the support I needed during the entire duration of this course.

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## **LIST OF ABBREVIATIONS**

MOE- Ministry of Education

TSC- Teachers Service Commission

HOD – Head of Department

HOS- Head of Subject

SD- Self- Determining Theory

FPE- Free Primary Education

FSE- Free Secondary Education

MDG- Millennium Development Goals

UEB- Uganda Education Board

AIU- African International University

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

Motivation and performance are very important aspects in terms of success and achievement in any organization. Motivation will increase productivity of employees and make the goals of the organization to be achieved in an efficient way. Motivation in learning institutions has been attributed to a large extent to learners only while that of teachers has lagged behind for a long time. Studying the influence of extrinsic motivation on teacher's job performance in public secondary schools, in formal settlements in urban population, Otega (2011) indicates that teachers in learning institutions were hardly motivated hence it was common to meet learners abandoned in classes. The research recommends that various incentives should be availed to the teacher to motivate them so that they can dedicate more time to the learners.

Like any other organization, work motivation is very crucial in learning institution, teachers just like employees of organizations need to be motivated to ensure effectiveness of work performance. Sederberg & Clark (1990) confirms that work motivation would produce a teacher with high vitality which is a good quality of producing good products of which in this case is student performance. Motivation plays an important role in helping teachers to achieve their targets in an efficient way, improve their skills and knowledge which directly influences student achievements Mustafa & Othman (2010).

Despite extensive research, discussions and debate on how to predict teacher success, teacher's motivation has not been considered to a great extent.

Little empirical research has actually been conducted on the area especially from the perspective of teachers. The few Studies that have focused on the area have yielded inconclusive results.

Teachers are still not sure whether they can rely on some specific characteristics of the performance Lavigna (1992). Therefore this study was conducted in the context of Tala Machakos County and it basically emphasized on the performance of public secondary school teachers through motivation.

### Problem Statement

The introduction of Free Primary Education (FPE) and Free Secondary Education (FSE) In Kenya (2002) has seen an influx in enrollment of students in both sectors. Numbers have grown from between 40-60 members in a stream of which approximately 70% of the schools have two and above streams. The number of lessons a teacher is expected to teach per week ranges from 27 -30 lessons. The report on teachers work performance in the public secondary schools in Matungulu sub-county(2012-2013) showed that teachers were facing great challenges ranging from laxity in preparation of profession documents such as schemes of work, records of work, lesson plans and lesson notes, students reports and assignments, participation in school activities and punctuality. This was attributed to work load and the huge numbers of learners making it difficult for the teachers to handle. Learners were insufficiently attended to as most of the teachers felt demotivated.

This study therefore sought to investigate the influence of motivation as pertains to teacher's direction, effort and persistence in carrying out their duties and enhancing performance in Tala Girls high school Machakos County.

### Purpose of the Study

The purpose of this study is to investigate the effects of motivation on teachers work performance in public secondary schools in Tala Girls, Machakos County – Kenya.

### General Objectives

1. To investigate the effects of motivation on teachers effort and persistence in preparation, teaching, examining and participation in school activities in Tala Girls
2. To identify factors that influence direction, effort and persistence of teachers work performance in Tala Girls High School, Machakos County.
3. To suggest strategies for improving teachers effort and persistence in preparation, teaching, examining and participation in school activities in Tala Girls.

### Research Questions

The study sought to address the following research question

1. How does motivation influence the effort and persistence of teachers in preparation, teaching, examining and participation in school activities in Tala Girls Machakos County.
2. What factors influence the effort and persistence of teachers in preparation, teaching, examining and participation in school activities in Tala Girls.

What strategies can be applied to improve teacher's effort and persistence in preparation, teaching, examining and participation in school activities in Tala Girls.

### Justification/ Rationale of the Study

The justification of this study is drawn from the need to accomplish the Millennium Development Goals (2000) of ensuring that all boys and Girls complete a

full course of primary schooling and that the increase in the enrollment must be accompanied by efforts to ensure that all children receive quality education. In the light of these goals the Government of Kenya (GK) established a policy of enrolling all children in schools through Free Primary Education and Free Secondary Education (FPE & FSE) as means of increasing retention rates across all levels of learning. Considering these realities there is a great need to strengthen the process of learning by establishing effective teacher management practices.

Since these practices are of different dimensions , this Study chose to consider teacher motivation as an important factor in enhancing the work performance of teachers in public schools which in turn will lead to efficiently delivering the quality education in public secondary schools.

#### Significance / Scope of the Study

The Study is significant to teachers in public secondary schools in Tala, Machakos County for they will be able to gain information on how to improve their performance in various engagements. Teachers of different levels of education that is, primary, secondary and higher institutions of learning would equally benefit from the Study results by obtaining human resource that is equipped to enhance performance.

This Study will also be significant to the Board of Management (BOM) and the entire secondary schools management for it will give them insight on the measures they should take to improve performance of teachers and also be able to formulate motivational policies that will enable teachers to improve their work performance. Ministry of Education (MOE) and Teachers Service Commission (TSC) can equally benefit from this Study by acquiring vital information that is critical for improving terms conditions of teachers in order to increase the levels of work performance. The

findings of this Study can also benefit the school administrators in providing environments that ensure teachers work performance is facilitated.

#### Limitations of the Study

The limitation of this Study is that it was carried out in Tala Girls which is located in the outskirts of Nairobi, the Capital city of Kenya.

Due to this factor the school receive huge enrollment of students. The school also has diverse representation of teachers from different Counties in Kenya and also other nationalities. Thus the results of this Study cannot be generalized to other parts of the country and especially rural areas.

#### Basic Assumptions of the Study

The study was grounded on the basic assumption that teachers work performance directly corresponds to teachers motivation, the sample selection procedures adopted would realize a final sample that reflected the true characteristic of the target population in its key characteristics, respondents would be willing to give information truthfully and objectively and that the data collection instruments would be valid and reliable in taking the desired measures.

#### Definitions of Key Terms Used in the Study

According to Moi (1992) the listed terms are defined as follows:

1. **Motivation**- Motivation is the process that accounts for an individual's intensity, direction and persistence of effort in accomplishing a goal.
2. **Effort**– Effort refers to how hard an employee tries to carry out his / her work.
3. **Direction**- Direction refers to what and individual is chooses to do when presented with alternatives.



4. **Persistence-** Persistence refers to how long an employee is willing to continue to devote effort to that chosen direction.
5. **Teacher's work performance** refers to how the teachers respond to duty in terms of punctuality in attending lessons, preparation of professional documents, examining and participation in school activities.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter was designed in according to the objectives of this study which are; to identify the factors that influence teacher's direction, effort and persistence in their work performance in Tala Girls, Machakos County. Presented also is the summary of the literature review.

#### **Theoretical Frame Work**

According to Orodho (2009), theoretical frame work refers to a collection of interrelated ideas based on theories attempting to clarify why things are the way they are based on theories and Introducing new theories of the research problem, helping conceptualize the topic entirely and acknowledging the problem from a wider perspective for the objective. Many fields of study have already formulated theories and propositions.

This Study is based on Victor Vroom Expectancy Theory of Motivation (1964) which is based on the idea that work effort is directed towards behavior that people believe will lead to desired outcomes. The version of the theory represented in this Study is that which was developed by Edward Lawler. This model provides a clear presentation of the models three components. Campbell (1970), Lawler (1973), Harkman, Lawler, & Porter (1983). The theory explains that an individual's effort depends on three factors.

That is Effort- to- performance (E –to- P) expectancy, performance to outcome (P- to- O) expectancy and outcome valences (V). The summary of this theory is illustrated in figure 1.1 adopted from Mcshane and Glinow (2009)

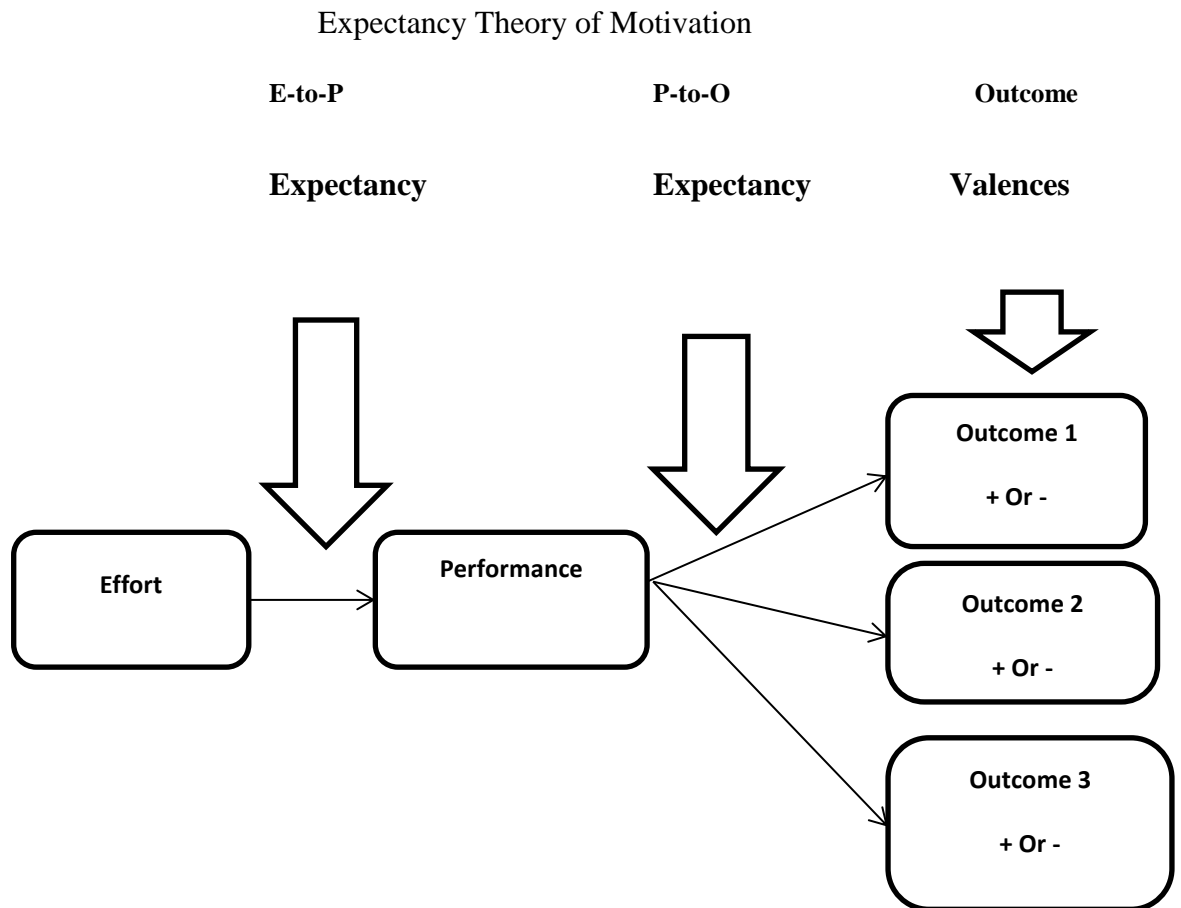


Figure 2.1: Expectancy Theory of Motivation

This theory was considered suitable for this Study because of the following reasons

1. It gives the explanation of how drives and needs are translated into efforts and behavior
2. It provides clear guidelines for increasing employees motivation (Mcshane & Glinow (2009)

3. It is a useful model that explains how people rationally figure out the best direction, intensity and persistence of effort.
4. It has been tested in a variety of situations and predicts employee motivation in different cultures.

### Concept of Motivation

The term motivation has been used by many scholars in different ways depending on the areas of Study. According to Nzuve S. (1999) motivation is the willingness to exert high levels of effort to achieve organization goals conditioned by the ability to satisfy some individual needs. Thomas (2003) defines motivation as an inside job where people do things 'their reason not yours'. Rheinberg (2004) defines motivation as that which directs ones behavior to a goal which is positive valued. Motivation can also refer to the reason underlying behavior (Guayet al 2010 p. 712). Gedder, Broussard & Garrison (2004) defines Motivation as the attribute that moves us to do something (p. 106).

For the purpose of this Study I adopt the definition of Motivation as the process that accounts for an individual's Effort, Direction and Persistent of effort towards achieving a goal. Moi (1992) Where Effort is defined as how hard an employee tries to carry out his or her work, Direction as what an individual chooses to do when presented with alternatives and Persistence as how long an employee is willing to continue devoting their efforts to that chosen direction.

The Study has adopted supporting theories that are potentially useful theoretical frame work for understanding the effects of motivation on teachers work performance.

For the purpose of this Study motivation is measured using the three main elements that are Direction, Effort and Persistence.

### Motivation and Teachers Work Preparation

Work preparation is one of the factors that are used to measure the performance of teachers in secondary schools. Where by preparation is measured by writing of schemes of work, records of work, lesson plans, lesson notes , and teaching aids and resources.

When the teacher's morale is high, teachers will put more effort in their work and persist in the same to achieve their goals, while in case of low morale there is laxity in the work preparations. This agrees with the findings of Aday (2004) who asserts that commitment is a predictor of teaches work performance, he continues to say that laxity, absenteeism, burn out and turnover intentions are predictors of lack of motivation and this influences the extent in which teachers direct their persist in their efforts. This is linked with Victor's theory on what employees expect to gain from their inputs. When performance and expectations are high and motivation is very low, this reduces morale in them as well as performance (Maicibi: 2003 p. 53).

Motivation of an individual teacher determines the degree of direction, effort and persistence in that chosen direction. This is supported by the findings of Aday, Elliot & Kington (2005) who asserts that it is the individual teacher motivation that draws them to teach, sustains their commitment to teach and promotes their professional knowledge. Teachers who are well motivated are more engaged in their work, more so in their work preparations. This agrees with the of study of Lens(2005) who reveals that teachers in elementary and high schools lack motivation and this influences their work preparation. The research concludes that teachers who are highly motivated are more engaged in their work.

## Motivation and Teaching

Effective teaching is one of the most challenging jobs in teaching profession. Chickering & Gamson (1998), Chickering & Reisser (1993) in their study of seven principles of effective teaching, asserts that effective teaching encourages teacher – student contact, promotes cooperation and encourages active learning. It also prompts feedback, emphasizes time on task, communicates high expectations and respects diverse talents thus proficiency in the subject matter is very critical for the teachers to teach effectively. Teachers must be able to present the subject matter in different ways requiring teachers to have in depth knowledge of the concept, skills as well as content knowledge in the field. Effective teachers will use the knowledge of their students to plan their instructions. Bonham (1998) reports that teachers normally teach the way they were taught and this pattern is likely to be least effective.

Teaching effectiveness is dependent upon interaction between the teachers, subject matter, and knowledge and teaching ability, thus it is impossible to be an effective teacher without being competent in subject matter, knowledge and teaching ability. Teachers are required to play many roles and to perform many duties. At the core of these roles and duties lies the actual teaching and the primary purpose of teaching is to promote student learning. Motivation will play an important role in determining the choice (direction ) effort and persistent of teachers in all the teaching activities, where by indicators of teaching involve; planning and preparation of teaching, mastery of materials taught to students , strategies of teaching, ability to manage the students, ability to conduct appraisals and evaluations and ability to give assignments. This is supported by the theory of performance Prendrich; (2003) who revealed the same indicators of teaching. Teachers who are well motivated always observe punctuality in all activities pertaining teaching. This agrees with the

Prendrich (2003) who asserts that teacher's performance is a result of work that can be demonstrated, punctuality, initiative, speed and excellent communication.

Teaching entails the intensity in which the teachers carry out their teaching activities and also the results of their teaching which is measured through evaluation, mainly through student's assignments and examinations.

This is supported by the findings of August W. Smith (2006) who argues that performance can be evaluated in two ways. Work performance and performance results.

Motivation will affect the work performance (how they carry out their teaching activities) and the performance results (outcome of their teaching).

Motivation is important in enhancing the quality performance in all teaching activities and in facilitating the quality outcome which in this case is student achievement.

This is in line with Idini (2004, 64) who agrees that performance is the quality output which is as a result of work process that human do. If the teachers are motivated well the process of teaching will be efficient and the result will be quality output which in this case is student achievement. Among the most important indicators of teaching is the ability to manage the students.

This means that the teacher has to cultivate a healthy interaction with the students to make a significant difference in the performance of the students. This will require motivation on the side of the teacher to enhance healthy attitudes, beliefs about the students and to give extra attention to the learners, Planta, La paro, Cox and Bradley (2002).

Teaching effectively is a concern for education stake holders as well as the teachers, and for the teachers to teach effectively and yield greater academic results

motivation need to be part of the policies of the ministry of education. This agrees with Darling (2006) who believes that educators should instruct the ministry of education which spearheads making of education policies on what it takes to teach effectively and to have greater academic achievements.

### Motivation and Examining

Examinations are very important in the teaching profession. Both teachers and students are influenced by the examinations. Frequent testing and immediate feedback enable the students and teachers to know whether students understand what they are reading, whether they are prepared for National examinations and teachers are able to evaluate their teaching methods. This is supported by the study of Wambachi, Brothen & Dickel (2001) who made similar findings.

Examinations give the feedback of the performance of both teachers and students. Harlen (2002) asserts that both teachers and students are influenced by the feedback from earlier performance on similar tasks in relation to the effort they invest in further tasks. Teachers put high level of effort in setting quality examinations as this gives them confidence in preparing their students for the National examinations. This agrees with Harlen (2002) that tests influences teacher's classroom assessment. From this assessment, teachers are able to predict the performance of the students in the National examination.

Examinations make the teachers to evaluate their teaching methods and make adjustments that will lead to effective learning. This agrees with Dearkin and Cricker (2002) who agrees that feedback through examinations plays an important role in determining further teaching and learning. Every school has a testing culture that is used in evaluation.



These practices increase the self – efficiency of teachers. This agrees with Harlen (2002) who asserts that teachers own class testing practices can help increase self- efficiency of the teacher. He further asserts that school assessment culture influences the self-efficiency of the teachers and the effort and persistent they put in their work performance.

Quality examination is crucial for the teachers to establish if the students have been learning this involves setting, administering scoring and grading of the examinations, (Magambo 2010). This process will require effort and persistence on the part of the individual teacher. Examinations provides information about the examinee, their ability and performance, examinations also provide meaningful observations and comparisons to be made of the behavior learners acquire during the teaching, (Farrat, 2000) in the light of this, quality examinations should be administered according to( Ogula et-el, 2006) there ought to be a variety in questions in all areas of the course outline. Question vetting is very important to ensure quality in examinations; in this light the teacher is required to put in high level of effort in administering quality examinations.

Paper qualification is not effective if less emphasis is laid on supervision of the examinations. The examination process can only be effective if the examination irregularities are eliminated in both internal and external examinations, Adewele (2008). Internal examinations prepare students for the National examination which is done only after four years. National examination is an important tool for the students' transition from high school to institutions of higher learning. According to the study conducted on behalf of UNEB (2010), national examinations primarily serve as instruments for certification and selection of students into institutions of higher

learning. Ogwana (2007) stipulates that the process of examination administration is an uphill task as it is sometimes marred with irregularities.

Tracking down irregularities during the examinations requires a lot of effort and persistence on the part of the teachers. Additional resources both human and monetary are needed to curb examination irregularities.

Kagaro (2008) in his study conducted for UNEB agrees with Ogana and contends that examination supervision is the overall teacher's responsibility for the smooth and proper conduct in administration of examinations.

### Motivation and Teachers Participation in School Activities

In this section, motivation means to direct one's behavior to a goal which is positively valued Rheinberg (2004, 15). This term is used in this study to refer to a particular reason as to why a teacher may want to voluntarily take part in school activities. The indicators of school activities are; core curricular activities such as games , music and drama, sports , prize giving day, clubs and societies, annual general meetings and fund raising for school projects. According to Deci and Ryan (2002) in the theory of Self- Determining (SD) an individual can carry out activities for reasons like fun, interest and for the sake of it. This is agrees with the objectives of this study that seeks to find out the factors that make the teachers to put effort in any school activity Schietele & Koller ( 2001). Krapp & Prenzels (1992) theory of interest supports this study this study as teachers may want to take part in school activities for various reasons.

Teacher's morale plays an important role in the desire for the teacher to participate in school activities. This is consistent with the findings of Hardy (2012) who reveals that teachers with high enthusiasm carry out their activities more effectively.

Similar conclusions are reached by Emenike (1990) and Steyn (2002). Though the teacher may voluntarily participate in the school activities, the question still arises as to whether a particular incentive can have a motivational effect when it comes to taking part in secondary school activities. This agrees with the expectancy theory model in particular the cognitive model of motivation (Hechhausen & Rheinberg (1980) which assumes that the particular consequence of an action can have a motivational incentive character.

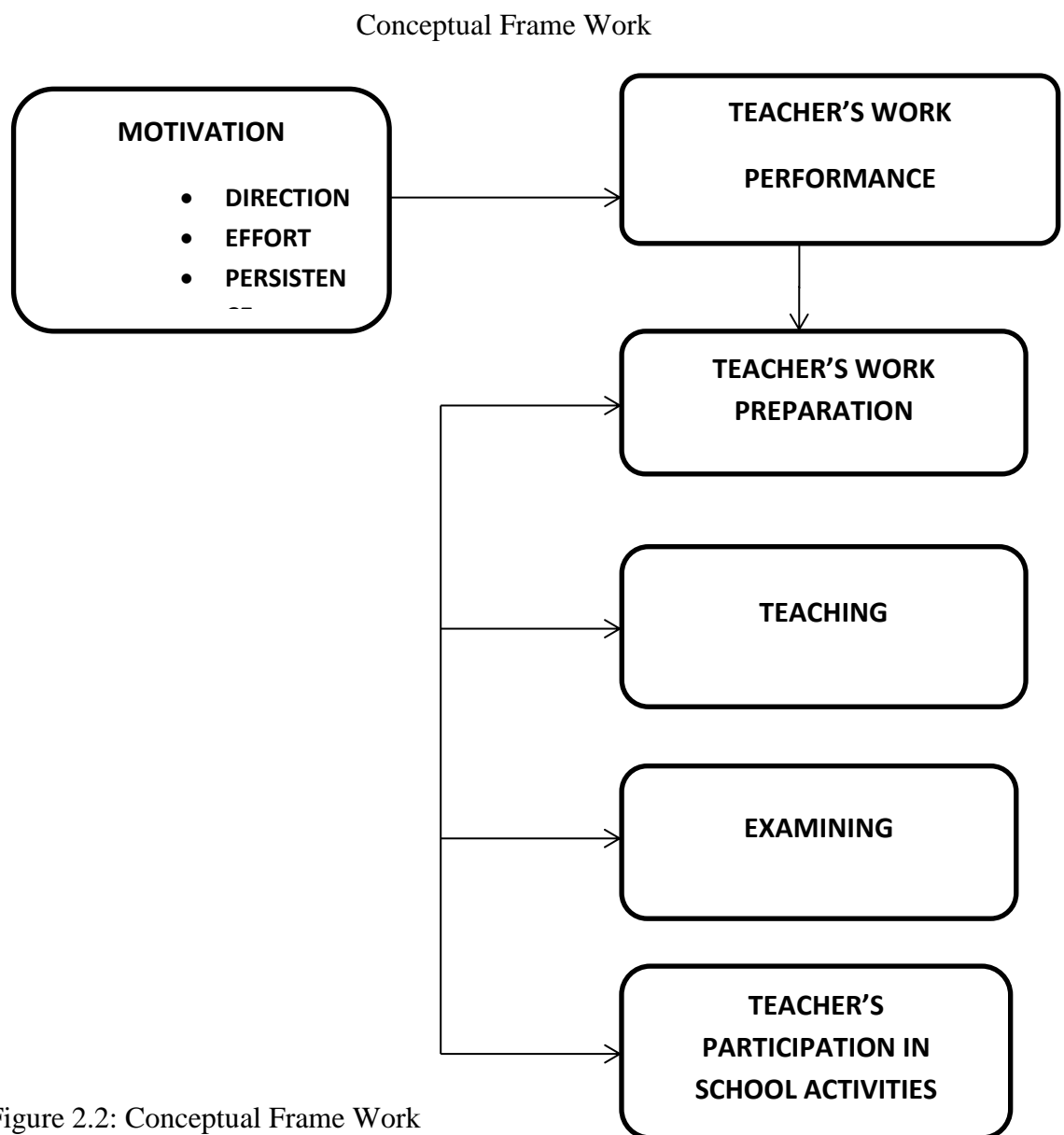


Figure 2.2: Conceptual Frame Work

A conceptual frame work refers to the conceptualization of the relationship between variables in the study and shows the relationship graphically and diagrammatically (Mugenda and Mugenda; 2003). The study's conceptual frame work is regarded significant for it assists the researcher to quickly perceive the relationship established. Considering the mentioned theories of motivation, this study has adopted the definition of motivation as the process that accounts for an individual's intensity, direction and persistence of effort towards achieving a goal. In this case a teacher who is well motivated will be able to put high level of effort and persistence during the process of preparation, teaching, examining and participation in school activities and this reflects the teacher's work performance.

#### Summary of Literature Review

The literature review as presented in this study captures confirmation of the study variable of the previous scholarly works in this field. It is established that motivation has significant effect on teacher's work performance of Tala, Machakos County. Viewed in the context of scholarly work done elsewhere, in this study Motivation is indicated through the three elements that is: Direction, effort and persistence.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### Introduction

This chapter brings into focus the Research methodology contained in this Study. Aspects of research methodology contained in the chapter are; Research design, Target population, Sample and Sampling techniques. Included also in this chapter are the data collection instrument, pre-testing, data analysis and Ethical considerations.

#### Research Design

Kothari (2004) defines research design as the arrangements of the conditions for the Collections and analysis of data in a manner that aims to combine relevance to the research purpose with economy with procedure. This Study adopted an exploratory Research design. It is a design that tends to explore the research questions and does not offer final and conclusive solutions to the existing problems. This design was selected purposively because it is conducted in order to determine the nature of the problem, thus providing a better understanding. The design results in a range of causes and alternative options for a solution to a specific problem (Sanhursen, 2000. 4) The research design was also selected because of its flexibility and adaptability to change making it effective in laying the ground work for future Research Studies.

### Target Population

Mugenda (2003) states that a target population is that population to which the researcher wants to generalize the results of the study. This study targeted high school teachers deployed to teach in Tala Girls high school.

The school is geographically located along Kangundo road, Matungulu sub-county, Machakos County. The school is one of the Extra- County schools in Machakos County and it is approximately 70 Km from the Nairobi the capital city of Kenya. The school receives teachers and students from across the 47 Counties in Kenya. The school has currently 35 teachers who are employed by the TSC and 5 teachers who are employed by Board of Management (BOM). These teachers are engaged in teaching and all other related activities in the school.

### Sample and Sampling Techniques

A sample is a subset of a particular population Mugenda & Mugenda (2003). The selection of the respondents was accomplished using purposive criterion based sampling (Maxwell 2005). This is a strategy in which a particular setting, persons or activities are selected deliberately in order to provide information that cannot be gotten as well from other choices. This was done to examine select cases critical to the objectives of the research study.

In this research five departments were purposively selected; Language Department, Science Department, Humanities Department, Games Department and Technical Department. The Sample size of forty teachers from the five Departments was randomly selected. The table 1 shows the frequency of distribution of Sample departments.

Table 3.1: Frequency of Departments

S#	Departments	Frequency (f)	Percentage (%)
1	Language	8	20
2	Science	6	15
3	Humanities	12	30
4	Games	8	20
5	Technical	6	15
		<b>n = 40</b>	<b>100</b>

#### Data Collection Instrument

The data instrument in this Study was designed to measure two variables; motivation and teachers work performance. In this study Questionnaires were used. Matrix questions were applied because they share the same set of response categories and due to the use of likertscale (Mugenda & Mugenda 2003).

The questionnaire contained four sections each with three question items and five point likertscale (1- Strongly disagree to 5- Strongly agree) was employed to record the responses. That is 1. Strongly disagree 2. Somewhat disagree. 3. Neutral. 4 somewhat agree. 5. Strongly agree.

High scores indicated the high levels of effort towards teachers work performance.

Teachers work performance is measured using a self –developed questionnaire that contains 12 question items which are developed to access work performance of respondents.

A five point Likert scale ( 1- strongly disagree to 5 strongly agree) was used to record the response . High scores represent the high level of teacher's effort and persistence.

#### Pre- Testing

Instrument pre-testing is a preliminary study conducted on small scale to ascertain the effectiveness of the research instrument, Alila (2011). A pre-test sample is between 1% and 10% depending on the sample size, Mugenda & Mugenda (2003) In this study a pre- test sample size equivalent to 10% culminating into 16 respondents. Copies of questionnaire were developed and self-administered to the pre-test sample that was similar to the actual study sample. This was significant as it helped to reveal aspects of ambivalence depicted by the questionnaire items that were subsequently reframed relative to the responses from the respondents.

#### Validity of the Instrument

Validity of the instrument is a measure of the degree to which differences found with a measure instrument depicts true differences among the items being measured, Kothari (2005). In the perspective of Mugenda & Mugenda an instrument is validated by providing that its items are representative of the skills and characteristics to be measured.

In this study the validity of the instruments was reinforced by ensuring that the questionnaire items sufficiently covered the research objectives, which was confirmed through pre – test study. The questionnaire was also analyzed by the experts and peer for judgment and review respectively.



### Reliability Test

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a measuring instrument yields consistent results or data after repeated trials. Reliability of a test instrument is a measure of the test consistency with which a test instrument produces the same results when administered to the group over time intervals. It is concerned with consistency, dependability or stability of the instrument (Nachmias and Nachmias ,1996). In this study Cronbach's alpha scale is used for checking the reliability of the research instrument. An acceptable variable of internal consistence is suggested to be a variable of no less than 0.70. in this study the value of Alfa for the questionnaire was found to be 0.95

### Data Collection Procedures

Kothari(2005) defines data collection procedures as steps and actions necessary for conducting the research effectively and the desired sequence of these steps. The researcher embarked on the process of collecting data from the field, upon preparation of the research Proposal which was assessed and corrections effected. Cover letters were prepared for each questionnaire disclosing the significance of the study and assuring the respondents of the researcher's commitment to confidentiality. The researcher self-administered the data collection instruments to the respondents until all were exhausted. The respondents were advised to complete the questionnaire within a time frame of one week to ensure that the researcher collected the desired data.

### Data Analysis

The analysis of the data began with editing and inspection of the raw data in order to identify simple mistakes, items that were wrongly responded to and blank spaces left by the respondents.

The questionnaire items were sorted out. Frequencies and percentages were generated and the data presented using frequency distribution tables.

#### Ethical Consideration

Resnik (2011) sights several reasons for adhering to Ethical norms in research, norms promote the aims of research such as; knowledge, trust, accountability, mutual respect and fairness. Ethical norms in research include, guidelines to relationships, copyrights, data sharing policies and confidentiality. All these ensure that the researcher can be held accountable to the public.

In this study the researcher upheld these ethical norms by avoiding taking any persons work without acknowledging them, respondent's identities were concealed and any information received was handled with confidentiality. Respondents were treated with respect and aspects of privacy were observed, and cruelty avoided.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **Introduction**

This chapter presents the findings of the study and the discussions of the findings. The discussion of the presented data are very important for bringing out a clear meaning of the research findings to avoid destructions and the possibility of drawing misleading conclusions(Adams et al 2008 p. 229). The data in the research was about the effect of motivation on teachers work performance in Tala Girls in Machakos County. The research specifically examined the following objectives.

1. To investigate the effects of motivation on teacher's effort and persistence in preparation, teaching, examining and participation in school activities in Tala Girls.
2. To identify the factors that influence effort and persistence of teachers in preparation, teaching, examining and participation in school activities in Tala Girls.
3. To suggest strategies for improving teachers effort and persistence in preparation, teaching, examining and preparation in Tala Girls.

#### **Demographic Characteristics of the Respondents**

This section featured the respondents' demographic characteristics which were considered very significant to the study. These characteristics were; Gender, Age, Marital status, Education qualification, Responsibility and duration of service in their profession.

These characteristics were considered to be of great significance to the study on the basis that the variations would expose human derives that compel teachers to put high level of effort and persistence in their work preparation, teaching, examining and participation in school activities.

#### Questionnaire Return Rate

Copies of questionnaire were administered to the respondents and closely supervised by the researcher. The questionnaire return rate is illustrated in table 2

Table 4.1.0: Questionnaire return rate

<b>Target Population</b>	<b>Sample Size</b>	<b>Return Rate</b>	<b>Percentage (%)</b>
100	40	32	80

Table 4.1.0 reveals that out of 40 questionnaires administered 32 were received back duly filled. This was 80% of response rate. Response rate is the percentage of the subjects that responded to the questionnaire.

According to Mugenda and Mugenda(2003) a response rate of 50% is considered adequate for analysis and reporting, a response of rate 60% is good and that of 70% and above is very good.

In this respect this study returned an excellent questionnaire rate, this is attributed to the fact that the questionnaires were administered and supervised by the researcher who is of the same profession with the respondents.

### Characteristics of the Respondents by Age

By considering this characteristic the researcher assumed that the age diversity of the respondents would be significant to the study on the ground of effort and persistence. Age variations of the respondents correspond to their level of effort and persistence in their work performance. Young teachers are likely to put high levels of effort and persistence in their work due to excitement of their new work than their elderly counterparts. The characteristic of respondents by age is illustrated in Table 4.1.1

Table 4.1.1 Age characteristics

Age in years	Frequency( f)	Percentage (%)
Under 21	00	00
22-34	10	31
35-44	11	34
45-55	8	25
56 and above	3	10
	<b>n= 32</b>	<b>100</b>

Indicated in the table 10(31.25%) of the respondents whose questionnaires copies were received were between age 21-34, 11(34.38%) were 35-44, 8(25%) were 45-55 and 3(9.38%) were 55 and above. The statistics reveals that teachers in high school in Tala are between the age of 21- 55. This indicates the age in which most people have family responsibilities hence will put in high level of effort and persistence in their work performance to be able to feed their families.

This also indicates the age within which people become stable in their jobs and are less interested in looking for other jobs hence will put in high level of effort

and persistence in their work in hope of growing in their profession. This finding agrees with Ambuya (2015) who observes that employees who are between the age of 34-45 are motivated to work more than those that are 34 years and below. This is because the attained family responsibilities and want to provide for them.

### **Characteristics of the Respondents by Gender**

The researcher considered this characteristic of significance to the study so as to establish whether gender differences would significantly influence the effort and persistence that teachers put in preparations, teaching examining and participation in school activities. The respondents were asked to fill the questionnaire indicating their gender.

### **Characteristic of Respondents by Gender**

Table 4.1.2: Characteristic of Respondent by Gender

<b>Gender</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Male	8	25
Female	24	75
	<b>n=32</b>	<b>100</b>

The table shows that out of the 32 copies received back, 8(25%) were male and 24(75%) were female.

This implies that most of the teachers in Tala are female. This is attributed to accessibility of the school as it is located in the outskirts of Nairobi, the Capital city of Kenya where most female teachers prefer to commute daily so as to be with their families. In this respect females being responsible for family chores were likely to

show low levels of effort and persistence in their work performance than their male counterpart.

### **Characteristics of the Respondents by Marital Status**

This characteristic helped to reveal the extent to which marital status of the respondents affected the level of effort and persistence teachers put in their work preparation, teaching, examining and participation in school activities. Single, widowed, divorced and separated teachers were likely to put in high levels of effort in their work as these counts greatly in obtaining their means of livelihood than their married counter parts that have other means of livelihood from their partners. The respondents were requested to fill the questionnaires indicating their marital status as indicated in table 4.1.3

Table 4.1.3: Marital status of the respondents

<b>Marital status</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Married	25	78
Single	5	16
Widowed	1	3
Divorced/ Separated	1	3
	<b>n= 32</b>	<b>100</b>

### **Characteristics of the respondents by education qualification**

In this study the researcher assumed that the level of education would significantly influence the individual teacher's level of effort and persistence due to professional ethics and codes of regulation. The respondents were requested to fill the

questionnaire indicating their level of education. The results are indicated in table 4.1.4 below.

Table 4.1.4: Characteristics of respondents by education qualification

<b>Level of education</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Diploma	5	16
Graduate	24	75
Post- graduate	3	9
	<b>n= 32</b>	<b>100</b>

The statistics revealed that 5 (16%) of the respondents acquired diploma certificate, 24(75%) of the respondents acquired education at degree level, 3(9%) of the respondents acquired post graduate degree. This implies that the majority of secondary school teachers are graduate teachers with first degree, the study assumed that teachers with a post graduate degree are likely to put in high level of effort and persistence in their work. The study revealed that qualifications were not found to be significantly different with regard to motivation and performance.

The findings of this research disagrees with the findings of Mustafa and Ottman (2010) who found out that there were differences in motivation and performance with respect to education qualifications in teaching.

### **Characteristic of Respondents by Duration of Service**

The study assumed that the duration of service in the profession would influence the level of effort and persistence teachers put in preparation, teaching, examining and participation in school activities. Teachers who are young in profession will show high levels of effort and persistence in their work, teachers on



the verge of promotion will put in high levels of effort and persistence to achieve the desired promotions and the teachers who are about to retire will show low levels of effort and persistence. In this respect the respondents were asked to fill the questionnaire indicating their duration of service as indicated in table 4.1.5

Table 4.1.5 Characteristics of respondents by duration of service

<b>Length in years</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Up to 5 years	5	16
6-10 years	10	31
11-20 years	10	31
21 and above	7	22
	<b>n= 32</b>	<b>100</b>

The statistics reveal that most teachers who have served for a long duration of time may put in low levels of effort and persistence while teachers who are young in profession will put in high levels of effort and persistence in their work. The findings in this study agree with Ambuya (2015) who observed that teachers on the verge of motivation will be motivated to work hard so as to gain the promotion. These findings are also supported by the findings of Hartman (2012) and Kocabas (2009), Ucom and Joshua (2004), who made similar findings.

### **Characteristics of Respondents by Responsibility**

The study assumed that teachers who are given responsibilities will show high levels of effort and persistence in their work.

This is attributed to the fact that they are to be emulated by their sub-ordinates. On this accounts teachers were requested to fill the questionnaire stating their responsibilities as indicated in table 4.1.6

Table 4.1.6 Characteristics of respondents by responsibility

<b>Responsibility</b>	<b>Frequency(f)</b>	<b>Percentage (%)</b>
Head of department (H O D)	8	25
Head of subject (H O S)	10	31
Subject teacher	14	44
	<b>n=32</b>	<b>100</b>

The Study revealed that teachers with responsibility put in high levels of effort and persistence in their work performance that those without any responsibility. These findings are supported by the findings of Robbins (2003;18) who observed that workers with more responsibility are entitled to get more fringe benefits thus registering high performance than their counterparts with no responsibility.

#### Effects of Motivation on Teachers Work Performance

The researcher in addressing the three objectives that is; to investigate the effects of motivation on teachers effort and persistence in preparation, teaching and examining, to identify factors that influence effort and persistence of teachers in preparation, teaching, examining and participation in school activities and to suggest strategies for improving teachers effort and persistence in preparation, teaching , examining and participation in school activities, the researcher sought to establish why teachers Tala Girls Machakos County put in high levels of effort and persistence in their work.

Four indicators of teachers work performance were identified, that is; work preparation, teaching, examining and participation in school activities. The respondents were asked to fill the questionnaire with three items for each indicator.

The questionnaire contained three items for each section and a five point likertscale (1- strongly disagree to 5- strongly agree) was used to record the responses as indicated in table 4.3.1, 4.3.2, 4.3.3and 4.3.4 respectively.

Table 4.3.1: Motivation and teachers work preparation

<b>Item</b>	<b>Likert scale</b>	<b>Frequency(f)</b>	<b>Percentage (%)</b>
I put high level of effort in preparing schemes of work, records of work, lesson plans and lesson notes	1. Strongly disagree	00	00
	2. Somewhat disagree	01	03
	3. Neutral	03	9.3
	4. Somewhat agree	03	9.3
	5. Strongly agree	25	78
As a head of department I prepare my professional documents on time	1. Strongly disagree	00	00
	2. Somewhat disagree	00	00
	3. Neutral	00	00
	4. Somewhat agree	10	32
	5. Strongly agree	22	68
At the moment all teachers are able to prepare their personal documents	1. Strongly disagree	00	00
	2. Somewhat disagree	00	00
	3. Neutral	00	00
	4. Somewhat agree	02	6
	5. Strongly agree	30	94

Table 4.3.1. indicates the responses of the 32 respondents who filled the questionnaire disclosing the extent to which they strongly disagreed, somewhat disagreed, neutral, somewhat agreed and strongly agreed in each of the items.

1. On item one- I put high level of effort in preparing schemes of work, records of work, lesson plans and lesson notes- 25(78%) strongly agreed, 03(9.3%) somewhat agreed, 03(9.3%) were neutral, 01(3%) somewhat disagreed and none was neutral.

The statistics implied that most teachers in high school in Tala put high level of effort in preparing their schemes of work, records of work, lesson plans and lesson notes. This can be attributed to the competence that teachers display in performing their work when they have prepared adequately, thus teachers will put high level of effort in preparation as it gives them competence to perform their work effectively. These findings support the findings of Kirui (2010) who observed that people often fail to perform their duties well if they display inadequate professional skills demanded by the task. This is also supported by the findings of Domack (2012) who made similar findings. Therefore competence was sighted in this study as a factor that influences effort and persistence of teachers in preparation of their work.

The researcher recommends that the practice of preparing schemes of work, records, lesson notes and lesson plans should be supervised and enforced.

2. On item two, as a head of department I prepare my professional documents on time. 22(68%) strongly agreed, 10(32%) somewhat agreed while there was no neutral, somewhat disagree and strongly disagree responses. The statistics implied that teachers with responsibilities in Tala Girls High School put high level of effort in preparation of professional documents than their counterparts without any

responsibility. This can be attributed to the fact that a supervisor is expected to be a role model to the sub-ordinates. Thus teachers will put high levels of effort in their work when given responsibilities. This agrees with the study of Ambuya (2010) who made similar observations. Therefore responsibility is a factor that influences teachers in Tala Girls to put high level of effort in preparation of professional documents.

3. On item three, at the moment all teachers are able to prepare their professional documents on time. 30(94%) strongly agreed, 02(6%) somewhat agreed, while there was no neutral, somewhat disagree and strongly disagree. These statistics implies that most of the teachers in Tala Girls high School put in high level of effort in preparing their professional documents on time. This can be attributed to the factor of competence and accountability as they are required to be appraised at the end of every term. Thus competence, responsibility and appraisals are motivational factors that make teachers to put high levels of effort and persistence in their work preparations. These findings agree with the study of Smith (2010) who observed that employee appraisals are motivation factors in an organization.

## Motivation and Teaching

Table 4.3.2: Motivation and teaching

Item	Likert scale	Frequency(f)	Percentage (%)
I observe punctuality in attending to all my lessons as per the school time table for effective syllabus coverage	1. Strongly disagree	00	00
	2. Somewhat disagree	00	00
	3. Neutral	08	25
	4. Somewhat agree	06	19
	5. Strongly agree	18	56
I always put high level of effort in giving extra work to the weak students in my class	1. Strongly disagree	00	00
	2. Somewhat disagree	00	00
	3. Neutral	06	19
	4. Somewhat agree	09	28
	5. Strongly agree	17	53
I give students time to respond to the lesson by asking questions after the lesson	1. Strongly disagree	00	00
	2. Somewhat disagree	00	00
	3. Neutral	03	9
	4. Somewhat agree	10	31
	5. Strongly agree	19	59

Table 4.3.2 indicates that of the 32 respondents who filled the questionnaire disclosing the extent to which they strongly disagreed, somewhat, somewhat disagreed, neutral, somewhat agreed and strongly agreed in each item.

On item one; I observe punctuality in attending to all my lessons as per school timetable for effective syllabus coverage. 19 (59%) strongly agreed, 10 (31%)

somewhat agreed, 03(9%) neutral with no somewhat disagree and strongly disagree. This implied that teachers in Tala Girls High School put in high level of effort and persistence in observing punctuality in attending to all their lessons as per the time table.

This is attributed to coverage of syllabus on time which in turn produces confidence in Student performance. Thus syllabus coverage is a motivation factor that makes teachers to put high level of effort and persistence in teaching to produce good results.

On item two- I always put high level of effort in giving extra work to weak students in my class.

17(53%) strongly agreed, 09(28%) somewhat agreed, 06(19%) neutral with no somewhat disagree and strongly disagree responses. This implies that majority of teachers in Tala Girls High School put in high level of effort in giving extra work to weak students in their classes. This is attributed to the fact that improvement in performance of weak students will lead to the improvement in performance of the entire class. Thus good performance is a motivation factor that makes teachers to put in high level of effort and persistence in teaching.

On item three- I give students time to respond to the lesson by asking questions after the lesson. 19(59%) strongly agreed, 10(31%) somewhat agreed, 03(9%) neutral with no somewhat disagree and strongly disagree. This implies that Teachers in Tala Girls High School put in high level of effort in soliciting feedback form the students as this will enable them to improve on their teaching methods. Thus feedback is a motivation factor that makes teachers to put in high level of effort and persistent in teaching. The finding supports the findings of Stevens (2009) who identified feedback as a factor that affected employees in an organization

## Motivation and Examining

Table 4.3.3: Motivation and Examining

Item	Likert scale	Frequency(f)	Percentage (%)
I put high level of effort in setting quality examinations at all levels	Strongly disagree	00	00
	Somewhat disagree	02	06
	Neutral	00	00
	Somewhat agree	20	63
	Strongly agree	10	31
I put high level of effort in ensuring that all examinations are marked and revised with the students	Strongly disagree	00	00
	Somewhat disagree	02	06
	Neutral	00	00
	Somewhat agree	12	38
	Strongly agree	18	56
I put high level of effort in supervision of all examinations to avoid exam irregularities	Strongly disagree	00	00
	Somewhat disagree	09	28
	Neutral	00	00
	Somewhat agree	11	34
	Strongly agree	12	38

Table 4.3.3 indicates that out of the 32 respondents that filled the questionnaires disclosing the extent to which they strongly disagreed, somewhat disagreed neutral, somewhat agree and strongly agree in each of the items.

On item one-I put in high level of effort in setting quality examinations at all levels. 10(31%) strongly agreed, 20(63%) somewhat agreed, somewhat 02(6%) somewhat disagreed and no neutral or strongly disagree responses. The statistics implied that teachers in Tala Girls High put in high level of effort and persistence in



setting quality examination at all levels. This can be attributed to the fact that quality examination gives teachers and students' confidence in predicting the performance of both teachers and students in the National Examinations. Hence good performance motivates teachers to put high level of effort and persistence in setting quality examinations. This agrees with the study of Farrat (2000) who made similar observations. Good performance is a factor that influences teachers in Tala Girls to put in high level of effort and persistence in setting quality examinations.

On item two- I put in high level of effort in ensuring that all the examinations are marked and revised with the students, 18(56%) strongly agreed, 12(38%) somewhat agreed, 02 (6%) somewhat disagreed and no neutral or strongly disagree responses. The statistics implied that teachers in Tala Girls High school put in high level of effort in marking and revising the examinations with the students.

On item three- I put in high level of effort in supervision of all examinations to avoid examination irregularities.

12(38%) strongly agreed, 11(34%) somewhat agreed, 09(28%) somewhat disagreed, and no neutral or strongly disagree responses. This implies that teachers in Tala Girls put in high level of effort in supervision of examination to avoid examination irregularities. This means that credibility in examinations is a factor that influences teachers in Tala Girls to put in high levels of effort in supervising examinations at all levels. This finding agrees with the findings of Adewale (2008) and Kagaro (2008) who made similar findings.

## Motivation and Teaching

Table 4.3.4: Motivation and teaching

Item	Likert scale	Frequency(f)	Percentage (%)
put high level of effort in attending all the workshops organized by the school and Ministry of Education	Strongly disagree	00	00
	Somewhat disagree	00	00
	Neutral	00	00
	Somewhat agree	05	16
	Strongly agree	27	84
I am actively involved in coaching all the school teams assigned to me	Strongly disagree	22	68
	Somewhat disagree	05	16
	Neutral	00	00
	Somewhat agree	03	9
	Strongly agree	02	6
I am an active member of teachers welfare association in the school	Strongly disagree	00	00
	Somewhat disagree	02	6
	Neutral	10	31
	Somewhat agree	05	16
	Strongly agree	15	47

Table 4.3.4 indicates that of the 32 respondents who filled the questionnaire disclosing the extent to which they strongly disagreed, somewhat agreed, neutral somewhat agreed and strongly agreed in each item. On item one- I put in high level of effort in attending workshops organized by the school and Ministry of education, 27(84%) strongly agreed, 05(16%) somewhat agreed and no neutral, somewhat disagree or strongly disagree responses.

The statistics implied that the majority of teachers in Tala Girls put in high level of effort in attending the workshops organized by the school and the Ministry of Education. This can be attributed to the personal development aspect, thus internal and external workshops motivates teachers in Tala Girls High school to put in high level of effort and persistence in participating in school activities.

On item two- I am actively involved in coaching all the school teams assigned to me. 22 (69%) strongly disagreed, 05(16%)somewhat disagreed, 03(9%) somewhat agreed, 02 (6%) strongly agreed and no neutral responses. The statistics implied that the majority of teachers in Tala Girls were not involved in coaching the school teams; this was an indication of teachers who were demotivated. These findings supported the findings of Gollymore (2006) who observed that institutions that do not pay attention to the motivation of their workers fail the productivity test. Thus motivation is a factor that influences teacher's effort and persistence in coaching school teams.

On the third item- I am an active member of teachers welfare association, 15 (47%) strongly agreed, 05(16%) somewhat agreed 10(31%) neutral and 02(6%) somewhat disagree and no strongly disagree responses. The statistics implied many teachers in Tala Girls valued teachers' welfare association. This can be attributed to the social aspect associated with the welfare.

Thus social incentives are motivating factors that make teachers in Tala Girls put in high level of effort and persistence in participating in school activities. This agrees with the findings of Carr (2005) which identified social incentives as a motivating factor Griffiths (2001) and Jesop (2005) made similar observations.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

This chapter focuses on the summary of the study findings, conclusions and recommendations. The researcher sought to investigate the effect of motivation on teachers work performance in Tala Girls Machakos County. The variables of the study were motivation which was measured in terms of direction, effort and persistence and four indicators of teachers work performance; preparation, teaching, examining and participation in school activities.

#### **Summary of the Findings**

##### **Summary by Demographic Characteristics of Respondents**

In this study, out of 40 copies of the questionnaires administered to the respondents, 32 were received back duly completed giving rise into a response of 80%. The demographic characteristics of the respondents were considered significant to the study on the basis that variations on such orientations could depict different attitudes towards effort and persistence of teachers in preparation, teaching, examining and participation in school activities thus exposing the drives which compel teachers to put in high levels of effort and persistence in executing their duties.

- (i) On the basis of age the findings revealed that young teachers put in high levels of effort in preparation, teaching, examining and participation in school activities because of the excitement of their new jobs and less family responsibility.  
Older teachers who are at the verge of promotion will put in high levels of effort and persistence so as to acquire the promotions intended and the older teachers who are about to retire will put in low levels of effort in executing their duties. Table 4.1.1 indicates the age characteristics of the respondent.
- (ii) Considering issues of gender the statistics revealed that most of the teachers in Tala Girls were females. This was attributed to the accessibility of the school. The study also revealed that females being more responsible of family chores were likely to put in low levels of effort and persistence than their male counterparts as indicated in table 4.1.2
- (iii) On the characteristic of marital status, single, widowed, divorced and separated teachers in Tala Girls put in high levels of effort and persistence in their duties as it counted greatly in obtaining their means of livelihood than their married counterparts who had other means of livelihood from their spouses. The statistics revealed that most teachers in Tala Girls were married hence put in high levels of effort in preparation, teaching, examining and participating in school activities. Table 4.1.3 shows the marital characteristics of the respondents by marital status.
- (iv) Education qualifications were not found to be significantly different with regard to motivation and performance. The study assumed that teachers with postgraduate degree put in high effort and persistence in preparation, teaching,

examining and participation in school activities. Table 4.1.4 indicates the characteristics of the respondents by education qualifications

- (v) Considering the duration of service as indicated in table 4.1.5, the findings of the study revealed that teachers who were young in the profession and those in the verge of promotion in Tala Girls put in high levels of effort and persistence in preparation, teaching, examining and participation in school activities. Teachers who were about to retire registered low levels of effort and persistence in executing their duties.
- (vi) Teachers with responsibility in Tala Girls put in high levels of effort and persistence in preparation, teaching, examining and participation in activities than their counterparts without responsibility due to the fringe benefits associated with responsibility and due to the fact that teachers with responsibility are expected to be role models to their sub-ordinates. Table 4.1.6 indicates the characteristics of the respondents by responsibility.

### **Effects of Motivation on Work Preparation**

Teachers in Tala Girls put in high levels of effort and persistence in preparing their schemes of work, records of work, lesson plans and lesson notes; this gives them competence and makes them to teach effectively. Teachers with responsibility in Tala Girls put in high levels of effort in preparing their professional documents to set an example to their sub-ordinates and all teachers in Tala Girls will prepare their professional documents on time for competence and as a requirement for the teacher's appraisal records. Table 4.3.1 indicates the responses of the respondents on work preparation.

### **Effects of motivation on teaching**

Teachers in Tala Girls will put in high levels of effort and persistence in observing punctuality in attending all their lessons as per the time table. To cover the syllabus. Covering of the syllabus is crucial for good performance in both internal and external examinations.

Teachers will also put high levels of effort and persistence in giving extra work to the weak students in their classes to improve the performance of individual students which in turn improves the performance of the entire class. Teachers in Tala Girls put in high levels of effort and persistence in giving time to students to respond to the lesson by asking questions. This is important for soliciting feedback which in turn helps them to improve on their teaching methods thus improving the performance of the students. Table 4.3.2 gives the responses of the respondents on the effects of motivation and teaching.

### **Effect of Motivation on Examining**

On examining, teachers in Tala Girls put in high levels of effort and persistence in setting quality examinations, ensuring that the examinations are supervised, marked and revised with the students. This enables both the teachers and the students to predict their performance in the National examinations, and also to avoid examination irregularities. Table 4.3.3 indicates the responses of the respondents on the effects of motivation in examining.

### **Effects of Motivation on Teachers Participation in School Activities**

Considering the issue of participation in school activities, teachers in Tala Girls put in high levels of effort and persistence in attending workshops organized by the school and the Ministry of education. This is crucial to them as it contributes to their personal development.

Majority of teachers in Tala Girls did not put high levels of effort and persistence in coaching school teams assigned to them. This was a sign that most teachers were demotivated. Hence motivation plays an important role in determining the level of effort and persistence of teachers in coaching the school teams. The statistics revealed that teacher's in Tala Girls valued welfare associations hence they put in high levels of effort in participating in welfare activities. This is attributed to the social incentives and also the fear of being left out. Table 4.3.4 shows the responses of the respondents on the effect of motivation on participation in school activities.

### Conclusions

In drawing conclusions from the study findings it is crucial to observe that the key study variables that formed this work in a great measure were found to have substantial contributions in determining the level of effort and persistence of teachers in preparation, teaching, examining and participation in school activities. The following conclusions were arrived at. On the research question that sought to find out the effect of motivation on teacher's work performance, the following conclusions were arrived at. Teachers with responsibilities put in high levels of effort and persistence in preparation, teaching, examining and participating in school activities hence responsibility is a motivational factor that influenced the level of effort and persistence of teachers in preparation, teaching, examining and participation in school activities.

- (i) Teachers appraisal records makes teachers in Tala Girls to put in high levels of effort in preparation, teaching, examining and participating in school activities as it is a requirement from the employer and it determines their employment and promotions.



- (ii) Competence and good performance in the National examinations are motivational factors that make teachers in Tala Girls to put in high levels of effort and persistence in preparation, teaching, examining and participation in school activities.
  - (iii) Fringe benefits and social incentives influence the level of effort and persistence of teachers in preparations, teaching, examining and participation in school activities of teachers in Tala Girls.
  - (iv) Quality and credible examinations influence the effort and persistence of teachers in examining as it helps them to predict their performance and that of the students in the National examinations.
  - (v) Teachers in Tala Girls put high level of effort in attending workshops organized by the school and the Ministry of education as they contribute to their personal development, hence personal development is a motivational factor that influence effort and persistence of teachers in Tala Girls
  - (vi) Lack of paying serious attention on motivation of teachers in Tala Girls makes them feel demotivated and thus put in low levels of effort and persistence in coaching the school teams assigned to them.
1. On the research question that sought to identify the factors that influence effort and persistence of teachers in work preparation, teaching, examining and participation in school activities, the following factors were identified;
- (i) Responsibility
  - (ii) Promotions
  - (iii) Personal development
  - (iv) Good results

- (v) Credible examinations
  - (vi) Fringe benefits
  - (vii) Competence
  - (viii) Coverage of Syllabus
  - (ix) Feedback
  - (x) Social incentives
  - (xi) Teacher's Appraisal records
2. Self interest on the research question that sought to suggest ways of improving the effort and persistence of teachers in work preparation, teaching, examining and participation in school activities, the following suggestions were made
- (i) The administration should create more internal opportunities where every teacher will be given a responsibility.
  - (ii) Teachers should be exposed to frequent internal and external workshops
  - (iii) The leadership should recognize the effort of teachers in participation in school activities by improving their motivation mechanisms
  - (iv) The school management should create an environment that favors good performance of the students both in internal and National examinations by ensuring that teachers have the required facilities to produce good results

#### Recommendations

From the study findings, recommendations both for policy formulation and further research are drawn.

**Recommendation for Policy Formulation**

1. Learning institutions like any other organizations should put in place policies for motivating teachers for better performance
2. Board of Management (BOM) in each individual public school should put in place measures geared towards motivation of teachers to enhance their performance.
3. The Ministry of Education (M O E) and Teachers Service Commission (T S C) can use this study to acquire vital in formulating ways of motivation to enhance teacher's effort and persistence leading to improved performance.

**Recommendations for Further Research**

The study recommends the following areas to be considered for further research

1. To compare and contrast the level of effort and persistence of teachers in public boarding school and public day school in Tala Machakos County.

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## **APPENDICES**

### **APPENDIX I: LETTER OF TRANSMITTAL**

My name is Lucyline Kagwiria. I am a MAOL(Masters of Arts in Organizational Leadership) student at the African International University (AIU) in Nairobi Kenya. I am currently doing my field work Research project on the Effects of motivation on Teachers work performance in Tala Girls High School, Machakos County. It is my humble request that you kindly assist me to obtain the data for the study. This study is purely academic and any information obtained in this questionnaire will be used for this purpose only. The information and the respondent's identity will be treated with utmost confidentiality and will only be used for the purpose of this research.



## APPENDIX II- QUESTIONNAIRE

### (A). PERSONAL DATA

1. Sex; (a) Male ( )

(b) Female ( )

2. Age (a) Under 21 ( )

(b) 21-34 ( )

(c) 35- 44 ( )

(d) 45-55 ( )

(e) 55 and above ( )

3. Marital Status (a) Married ( ) (b) Single ( )

(c) Separated ( ) (e) Divorced ( )

(e) Widow ( )

4 Education qualification (a) Diploma ( ) (b) Graduate ( ) (c) Post Graduate ( )

5. Years of service in the Institution

(a) Up to 5 years ( )

(b) 6-10 years ( )

(c) 11-20 years ( )

(d) 21- 30 years ( )

(e) 31 and above ( )

6. Name of the Institution-----

7. Which of the following best describes your role in the Institution?

School Principal----- ( )

Deputy Principal----- ( )

Senior Teacher ----- ( )

HOD----- ( )

HOS----- ( )

Subject Teacher----- ( )

*Please circle only one number for each question*

1	2	3	4	5
Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree

**PART ONE: TEACHERS WORK PREPARATION**

1	I put high level of effort in preparing schemes of work, records of work, lesson plans and lesson notes.	1	2	3	4	5
2	As a Head of Department I prepare my professional documents on time	1	2	3	4	5
3	At the moment all teachers are able to prepare their profession documents on time	1	2	3	4	5

**PART TWO: TEACHING**

1	I observe punctuality in attending all my lessons as per the school time table for effective syllabus coverage.	1	2	3	4	5
2	I always put high level of effort in giving extra work to the weak students in my class.	1	2	3	4	5
3	I give students time to respond to the lesson by asking questions after the lesson.	1	2	3	4	5

**PART THREE: EXAMINING**

1	I put high level of effort in setting quality examinations at all levels.	1	2	3	4	5
2	I put high level of effort in ensuring that all examinations are marked and revised with the students.	1	2	3	4	5
3	I put high level of effort in supervision of all examinations to avoid cheating.	1	2	3	4	5

**PART FOUR: TEACHERS PARTICIPATION IN SCHOOL ACTIVITIES**

1	I put high level of effort in attending all the workshops organized by the school and the Ministry of Education.	1	2	3	4	5
2	I am actively involved in coaching all the school teams assigned to me.	1	2	3	4	5
3	I am an active member of teacher's welfare association in the school.	1	2	3	4	5

### **APPENDIX III- BIOGRAPHY**

Lucyline Kagwiria is the head of Department (HOD) Guidance and Counseling Department in Tala Girls High School in Machakos County Kenya. She is the Christian Union Patron and also serves as an Usher in the Deliverance Church Ruai.

Lucyline is the Director of Almond Life Solutions, an organization that deals with leadership training, youth mentorship and life coach programs for students in schools and colleges.

Lucyline is married to Antony Munene and they have two sons, Almond Shalom and Oliver Naham.

**APPENDIX IV- TIME SCHEDULE (2016/ 2017)**

<b>Activity</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>
Proposal writing and presentation								
Administration stationeries								
Data analysis								
Report writing and submission								
Graduation								

### APPENDIX V- PROPOSED STUDY BUDGET

<b>Expense</b>	<b>Activity</b>	<b>Quantity</b>	<b>Project cost per unit/item</b>	<b>Total cost in Ksh</b>
Secretarial services	Typing	76 pages	20/= page	1,520
	Editing			
	Photocopying	76 pages	10/= page	760
	Project photocopy	76 pages	10/= page	760
Research materials	Text books	2 textbooks	1000/= book	2000
	Stationary			
	Data handling devices			4000
Field research resources	Internet access			2000
	E- library			
Miscellaneous	Commuter expenses	4 times per month	500 times 3 times 6	9000
Grand total				20, 040