

Influence of Teachers' Motivation on Students' Performance in Kcse In Public Secondary Schools In Kinangop Sub County Nyandarua County, Kenya

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Abstract: *Work place motivation is an important factor that inspires workers in any organization to pursue their goals and perform their duties effectively. However, lack of motivation among public secondary school teachers in Kinangop Sub-County has negatively affected quality of teaching and learning thus leading to poor performance in national examinations. The objective of the study was to establish the influence of appreciation of teachers on students' performance in KCSE in public secondary schools in Kinangop Sub County. The target population comprised 28 headteachers and 310 teachers totaling to 338. Slovin's formula was used to select a sample of 184 participants. Stratified random sampling was employed to create 8 zones based on the 8 administrative wards within the sub-County. Using simple random sampling, 16 headteachers and 168 teachers were sampled for the study. Questionnaires and interview guides were used to collect data in this study. Qualitative data analysis was done thematically in narrative forms, while quantitative data was analyzed descriptively using frequencies and percentages, means and standard deviation. The study established that teachers' appreciation through rewards and incentives for good performance enhances work commitment, increases engagement with students consequently leading to improved academic performance. The study recommended that school administrators need to create avenues for rewarding good performance and teachers' commitment towards their work.*

Key words: *Motivation, Performance, professional development*

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I. Background to the Study

Motivation is a drive that influences someone's efforts towards performing a task. There are two aspects of behavior described by the concept of motivation, which justify the behavior or purpose of a behavior for appropriate energy. Thus, the term motivation refers to two different problems. First, what it does to make a man active and secondly, what dominates a form/ some of behaviour towards performing an activity?

The basic principle of motivation is based on an individual's ability (Agebure, 2013). According to this principle any task cannot be performed successfully unless the person, who has chosen to do it, has enough ability to act. Similarly, in order for an individual to achieve a high excellent performance he/she should also be eager to achieve such a high level of performance. Other earlier studies further noted that motivation is seen as the person's effort to accomplish his/her duties, dedicating the needed effort and continuing it (Ayeti, 2011). This observation is also supported by George (2013), who argued that motivation plays a significant role in individual's educational life and their performance.

According to Bandura (1997), school programs need to be relevant, practical and comprehensive, while interest and ability should determine the individual's direction and motivation in education. This implies that secondary school education should provide the student with opportunities to acquire necessary knowledge, skills and attitudes for self-development and self-drive.

In the same view Burns (2011), alluded that all educators need to be concerned about the impact of motivation on academic performance. In a school system, various groups or individuals generate and use motivation differently. Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers and school administrators need it to ensure that every facet of the schools they manage continues to improve. According to Chiku (2009) the absence of motivation has a negative influence on the standard of education in a school as students are being deprived of the need of knowledge because they are less motivated. The problems associated with negative attitude towards

motivation result to: secondary schools students drop out, increase Low enrollment rates of students. Gitonga (2012). indicates that one of the issues affecting academic performance includes lack of motivation for teachers and so far this has not been dealt with in totality. Therefore, the resultant effect of this problem affects the society at large, since the educational sector cannot produce the desired results as designed in the national policy of education 2004.

II. Overview of influence of appreciation of teachers on students' performance

According to Griggs (2009), in a United States based research appreciation of teachers is the effective agent in an organization because; self-driven workers are always innovative in their work. It is task for the schools, government, students and parents to appreciate and understand the procedures necessary to have an effect on encouragement of their teachers. The majority of theorists in the area of motivation argue that, there is an unquestionable link between appreciation of teachers and job satisfaction and motivation with teacher loyalty to the teaching profession (Harvey, 2003), in a major study of appreciation of teachers and job satisfaction, involving 135,000 respondents from different countries and groupings, found that organizations employing motivation strategies, that include three major things, i.e. justice, companionship and performance.

French (2009) mentioned that reward management systems have major impact on organizations ability to catch, retain and motivate high potential employees and as a result getting the high levels of performance. Motivation may be achieved in different forms such as through teacher empowerment, collaboration and working together as a team and workplace appreciation.

According to Keino (2005), employee efficiency is about behaviour or what employees do, and not what employees produce or the outcomes of their work. It is an effort along with the ability to put efforts supported with the organizational policies in order to achieve certain objectives. Campbell (1990) also defines performance as behaviour. It is something done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences. There are several variables that determine performance. These variables could be classified as general determinants of performance. For instance, one's qualification can go a long way to enhance his performance. When one goes through education, development and training to acquire a certain level of qualification, it will enhance his working ability all other things being equal. Also, experience is a great asset that can improve an employee's performance. The longer the number of years' experience, the higher the level of performance all other.

The appreciation of teachers naturally has to do with teachers' attitude towards work. It has to do with teachers' desire to participate in the pedagogical processes within the college environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in college. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the college. The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment. Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is very important in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for college improvement (Kerlinger, 1993).

2.1. Location of the Study

The study was carried out in Kinangop Sub-County, in Nyandarua County. The sub county has an area of approximately 934.7 km². Kinangop sub-county is situated on the western side of the Aberdare Mountain Ranges and has rich agricultural terrain with reliable rainfall. Dairy farming, cash crop farming, horticulture and food crop farming are the main economic activities. There has been a culture of poor performance of students after joining secondary schools. It has an approximate population of 192, 000 people.

2.2. Target Population

A population is a set of cases, objects or people in a certain area who share common observable characteristics (Flick, 2006). The target population of this study comprised of 28 headteachers and 310 teachers in 21 mixed boys and girls, 4 boys' and 3 girls' public secondary schools.

2.3. Sampling Techniques and Sample Size

The sample of the study was selected using Slovin's formula; $n = N \div (1 + Ne^2)$ where n is the sample, N the total population and 'e' the margin of error. According to Gay (2004) the Slovin's formula enables researchers accurately select a sample from a small population of the research population. Cluster sampling was used to create 8 strata based on the 8 administrative zones of the Sub-County. A sample of 16 headteachers and 168 teachers were selected for the study. The researchers later used simple random sampling technique to select two (2) headteachers and 21 teachers from each zone yielding a total of 184 subjects as shown in table 1.

Table 1: Sampling Matrix

Categories	Target	Sample size
School Headteachers	28	16
Teachers	310	168
Total	338	184

2.4. Research Instruments

The study used two research instruments; a questionnaire and an interview to collect data in the study. It was administered to the teachers. The questionnaire had two sections, which included participants' demographic information and close-ended questions in Likert format based on the study objective.

Interviews are tools for data collection that help researchers to assess knowledge, preferences, attitudes and beliefs of respondents (Sanders & Lewis, 2000). Interviews can either be in a structured or unstructured form, directional or non-directional (Kothari 2004). For this study, the researchers made use of a structured interview guide with open-ended questions to collect data from school head teachers.

III. Research Findings

The study sought to find out the influence of teacher appreciation on students' performance in KCSE. Data was obtained on the aspects of appreciation commonly shown to teachers and results were as shown on figure 1.

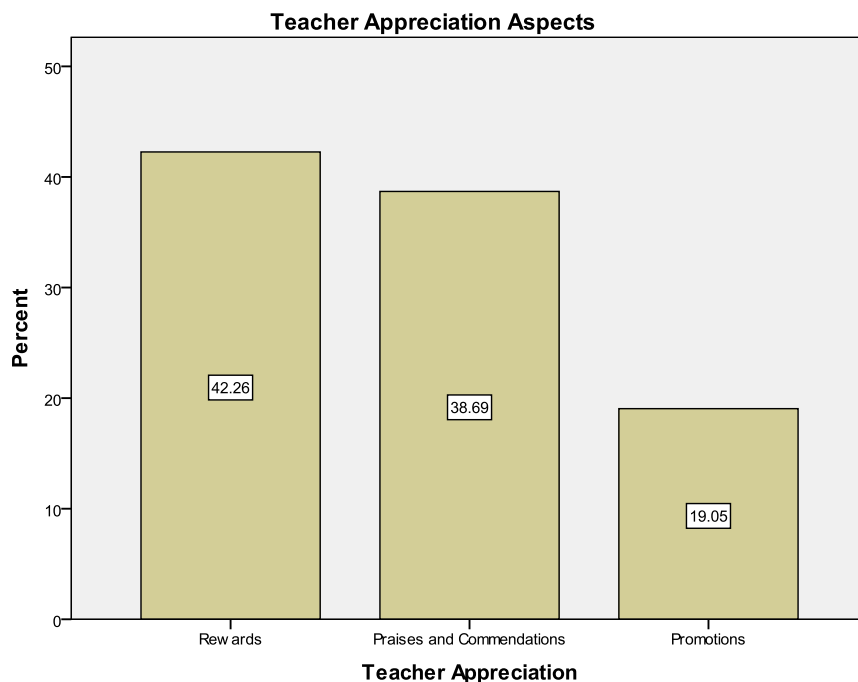


Figure 1: Teachers' Appreciation Aspects

As shown on figure 1, the data indicates that 42.26% of teachers sampled felt that rewarding teachers was the most common form of appreciation in their institution. This was followed; praises and commendations which was rated at 38.69% and finally 19.05% respondents reported that teachers' promotions

was also used as a form of motivation. Data was equally obtained from the same group on the influence of each of these aspects on students' performance in KCSE and results were as shown on table 2.

Table 2: Teachers Responses on Appreciation and Students' Performance in KCSE

Statements	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
There is an inclusive reward system that keeps teachers motivated to do their work	44.6	35.7	6.0	9.5	4.2	4.0	1.1
Rewarding teachers enhances commitment to their work, resulting to improved students' performance in KCSE	44.6	37.5	8.9	7.1	1.8	4.1	0.9
Praises and commendations by school management motivates teachers to greater innovation in curriculum delivery	31.6	44	19.0	2.4	3.0	4.2	3.4
Teachers' motivation through praises and commendation influences students' performance in KCSE	31.5	43.5	11.3	10.7	3.0	3.8	1.0
Teachers' promotions and job advancement incentives motivate teachers towards quality teaching	46.4	33.3	5.4	6.0	8.9	4.0	1.2
Teachers promotions are associated with improved students' performance in KCSE	40.5	35.1	11.3	8.9	4.2	3.9	1.1

As shown on table 2, the data indicates that 44.6% of teacher respondents strongly agreed that there was an inclusive reward system in their schools that kept teachers motivated to do their work, while 35.7% agreed with the same view. Out of the 168 teachers sampled for this study, 6.0% were undecided, 9.5% disagreed and 4.2% strongly disagreed. On average, the results returned a mean of 4.0 and a Std. Dev of 1.1. In response to whether rewarding teachers enhanced commitment to their work subsequently improving students' performance in KCSE, 44.6% strongly agreed compared to 37.5% who agreed and 8.9%.who were undecided. On the other hand, 7.1% disagreed, while a paltry 1.8% strongly disagreed. On average, the findings had a mean of 4.1 and a Std. Dev of 0.9. From those who strongly agreed and those who agreed, the data implies that generally teachers received rewards as a form of appreciation and that such rewards motivated them to do their work. The results of this study concurred with those of Abdullah, Shonubi, Hashim & Hamid (2016), which established that successful extrinsic reward system is crucial for enhancing teachers' efficiency and teaching quality.

Respondents in this category were also asked whether they received praises and commendations from the school administration and whether such acts of appreciation motivated them towards greater innovation in curriculum delivery. In response, 31.6% of those sampled strongly agreed while 44.0 % agreed. However, 19.0% of the respondents said they were undecided, while 2.4% and 3.0% strongly disagreed. The results generated a Mean of 4.2 and a Standard Deviation of 3.4. At the same time, teachers were asked whether the motivation they received through praises and commendations enhanced students' performance in KCSE. In response, 31.5% strongly agreed while 43.5% agreed. However, out of those sampled, 11.3% said they were undecided, while 10 % disagreed and only 3% strongly disagreed. The results generated a mean of 3.8 and a Standard Deviation of 1.0. The results indicate that school management offered praises and commendation as a way of motivating teachers, which resulted to enhanced students' performance in KCSE.

Respondents were also asked to rate the statement that teachers' promotions and job advancement initiatives motivated them towards quality teaching, The findings of this study revealed that 46.4% teacher respondents strongly agreed and 33.3% agreed, while 5.4% were undecided. Conversely, 6.0% of the respondents disagreed, while 8.9% strongly disagreed. The findings on average generated a mean of 4.0 and a Standard Deviation of 1.2. At the same time, the respondents were asked to rate if teachers' promotions were associated with students' enhanced performance in KCSE. In response, most (40.5%) of the teachers strongly agreed and 35.1% agreed, while 11.3 were undecided. On the contrary, 8.9% of them disagreed while 4.2 strongly disagreed. On average, the findings generated a mean of 3.9 and a Standard Deviation of 1.12. From those who strongly agreed and those who agreed, the results thus imply that there was improved students' performance arising from teachers' promotions and job advancements. These findings contradicted those of Adhiambo (2016) study, which established that school administrators' use of teachers' promotions as a form of appreciation had no significant levels of positive influence on students' academic performance.

The researcher also conducted a detailed interview with headteachers for the purpose of gathering qualitative data on influence of appreciation on students' performance in KCSE. Just as in descriptive findings, the interviewees generally concurred with teachers that the forms of appreciation extended to teachers in their schools, such as giving of rewards, praises and commendation and promotions positively influenced students' performance in KCSE. These findings come to an agreement with Alger's (2014) comparative analysis covering

Canada, Europe and parts of Africa, which established that rewarding teachers enhances students' academic performance.

From both quantitative and qualitative findings, it is apparent that appreciating teachers motivates them to work harder and commit more quality time in teaching, influencing students' performance in their national examinations. The findings indicate that appreciating teachers through various forms, such as offering them gifts and rewards, giving praises and commendations for the work well done and promoting or effecting job advancement to teachers motivates them, resulting to better content delivery and improved student's performance.

The findings from teachers and headteachers attest to the fact that showing appreciation to teachers enhances their efficiency and quality of teaching and learning. This also denotes that promotions create job satisfaction, self-assurance and organizational commitment for more desirable outcomes in students' academic performance. The findings also affirm that appreciation shown to teachers in the learning institutions whether in form of rewards or other incentives for good performance, including praises and commendations as well as promotions and job advancements increases engagement and motivates teachers to commit more to their work. The fact that teachers begin to feel the sense of approval makes them to commit to institutional goals resulting to improved quality in teaching and ultimately enhanced students' performance in national examinations.

IV. Conclusion

From the results presented and discussed in section 4.0 above, it was concluded that teacher appreciation enhances teaching quality thus positively influencing students' performance in KCSE. The use appreciations such as offering rewards, praises and commendations as well as promotions and job advancement motivate teachers leading to improved content delivery and ultimately enhanced students' performance in KCSE.

Recommendations

Based on the above findings and conclusions reached, the study recommends that there is need for school managements to establish a continuous teacher reward system that is merit based in order to encourage greater commitment and efficiency in content delivery.

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