

**THE EFFECT OF MOTIVATION ON TEACHER  
EFFECTIVENESS IN PUBLIC PRIMARY SCHOOLS.**

**A CASE STUDY OF EMBU DISTRICT CENTRAL  
DIVISION KENYA.**

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## DEDICATION

This report is dedicated to my beloved Wife Lydia and my beloved children Pauline, Gladys and Linda for the Moral support and encouragement which they gave me as I carried out this research. May God bless them.

## DECLARATION

**a. Candidate**

I James Gichuki Kamau do hereby declare that "*The effect of motivation on the teachers effectiveness in public primary schools. A case study of Embu District Central Division Kenya*" is entirely my own original work, except where acknowledged, and that it has not been submitted before to any other university or institution of higher learning for the award of a degree.

Signed .....  .....

Date: 26/08/2008 .....

- b. This research report has been submitted for examination with my approval as the candidate's university supervisor(s).

Signed: .....  .....

1. Name: SPEICWADI ERIFAF .....

Date 26/08/08 .....

Signed: .....

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# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND

The Researchers attention was drawn towards a research on motivation of primary school teachers and academic performance of their school in Central Division Embu District Kenya. This was as a result of poor academic performance in some schools in the division as per the Kenya National examination Council through Kenya Certificate of Primary Education results of the last five years (KNEC, KCPE 2003, 2004, 2005, 2006 and 2007 results) of the 14 schools in the Division.

According to the results analysis three schools in the division that is Iveche Primary School, Embu County Primary School and St. Michael Primary School had been among the top three in the division as per the KNEC, KCPE result for the last five years (KNEC, KCPE 2003, 2004, 2005, 2006 and 2007 Results).

Njukiri Primary School, Kiamangaru Primary School and Kangaru Primary School had been sailing at bottom three schools in academic performance in the Division as per the KNEC; KCPE result of the last five years (KNEC, KCPE, 2003, 2004, 2005, 2006 and 2007 result)

Naturally children are equal in many aspects and can perform relatively well in academics if served with an equal opportunity (John Rock 1996)

Pupils' effective academic performance in a school is highly determined by a teacher who guides and gives a direction of the curriculum activities in a school (Aliston Clark 1990).

The success or the failure of a given school is highly under the hands of the teacher as the manager of education activities in a school.

For the teacher to work effectively he/she should be given all the necessary support by the rest of the school stake holders. To prove this the Researcher the Central Division Education Zone Embu District comprised of 14 schools in academic performance through the period of the last five years.

Through the data analysis the Researcher was able to find out how the teachers within the two school categories in academic performance are treated to determine their effectiveness in teaching.

## **1.2 Statement of the problem**

The decline in teachers' performance in classroom is always partly attributed to the lack of motivation. At the same time, research studies have shown that well motivated teachers normally led to improvement in academic performance in schools. There is little information as regards the exact nature of motivation which school administrators would use to enhance teachers performance. This research was therefore intended to investigate the incentives that were most likely to motivate teachers to execute their duties satisfactorily.

## **1.3 Research Hypothesis**

There is no effect between motivation of teachers and there effectiveness.



#### 1.4 Research Objectives

1. To determine various incentives with which teachers can be motivated to enhance academic performance in a given school.
2. To provide baseline data to school administration and the general public on the role of motivation in enhancing school academic performance.

#### **4.5 SIGNIFICANCE OF THE STUDY.**

This study was intended to yield important baseline data on increasing the effectiveness of teachers through motivation.

The results of the research would be used by school administrators and policy makers to formulate new policies designed to provide incentives to teachers to enhance their work. Consequently, the country would stand to benefit from the services of the teachers who were driven by a society aware of what it takes to motivate teachers.

## CHAPTER TWO

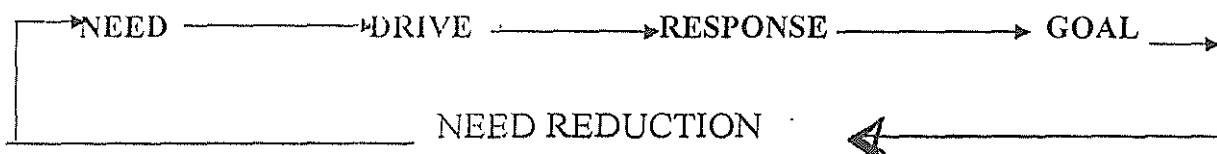
### LITERATURE REVIEW

#### MOTIVATION

Motivation is an inner state that energizes behavior towards fulfillments of a goal (Pittman 1998). In every real sense the study of motion – of what moves in a particular way. Accordingly motivational states are constantly changing due to both changes and due to responses made towards the motivated state itself (Reeve 1992)

Motivation is physiological and psychological, direction factors that account for the arousal, direction and persistence of behavior. Not that motivation is considered a hypothetical state. We cannot directly see or touch it. We infer it from observable behavior.

Motivation is the psychological process that arouses directs and maintains behavior towards a goal. Motivation refers to the dynamics of behavior- the ways in which our actions are initiated sustained and directed many motivated activities can thought of as beginning with a need. Needs cause a psychological state or feeling called a drive to develop. Drives activate a response or series of actions designed to attain a goal that will satisfy the need. Meeting the need temporarily ends the motivational sequence. Thus is a simple model of motivation can be shown in this way.



Motivated behavior can be organized by the pull of external stimuli as well as by the push of internal needs. The pull exerted by a goal is called its incentive value. Some goals are so desirable that they motivate behavior in the absence of internal need. Other goals are so low in incentive value that they will be rejected even though they might meet the internal need.

In most instances actions are energized by both internal need and external incentives. In addition a strong state of need may make a less attractive incentive into a desirable goal. Incentives also help account for motives that do not seem to have any identifiable internal need such as drives for success, status or approval.

To many people being motivated means being interested in achievement. The need for achievement can be defined as a desire to meet some internalized standard of excellence (McClelland 1961)

People with high achievement needs tend to set challenging but realistic goals. They actively seek success take risks when necessary and are intensely satisfied with success. But if they feel they have tried their best, people with high achievement motivation are not too upset by failure. Those with low achievement motivation also like to succeed but instead of joy success tends to bring them relief at having avoided failure (Winter 1996)

People with strong achievement motivation tend to be pre-occupied with their performance and level of ability (Harackie W. CZ and Elliot (1993)

They select tasks with clear outcomes and they prefer feedback from a harsh but competent critic rather than from one who is friendlier but less competent (Klich and Fieldman 1992). They like to struggle with a problem rather than get help, they can wait for delayed reward and they make careful plans for the future (Mayers and Sulton 1996)

In contrast people who are less motivated to achieve are less likely to seek failure (Weiner 1980).

Intrinsic motivation occurs when there is not obvious external reward or ulterior purpose behind your actions. This activity is an end in itself Intrinsic Motivation is closely related to the high levels of Maslows hierarchy.

In contrasts extrinsic motivation stems from obvious external factors such as pay, grades, rewards, obligations and approval.

Most of the activities we think of as work are extrinsically rewarded.

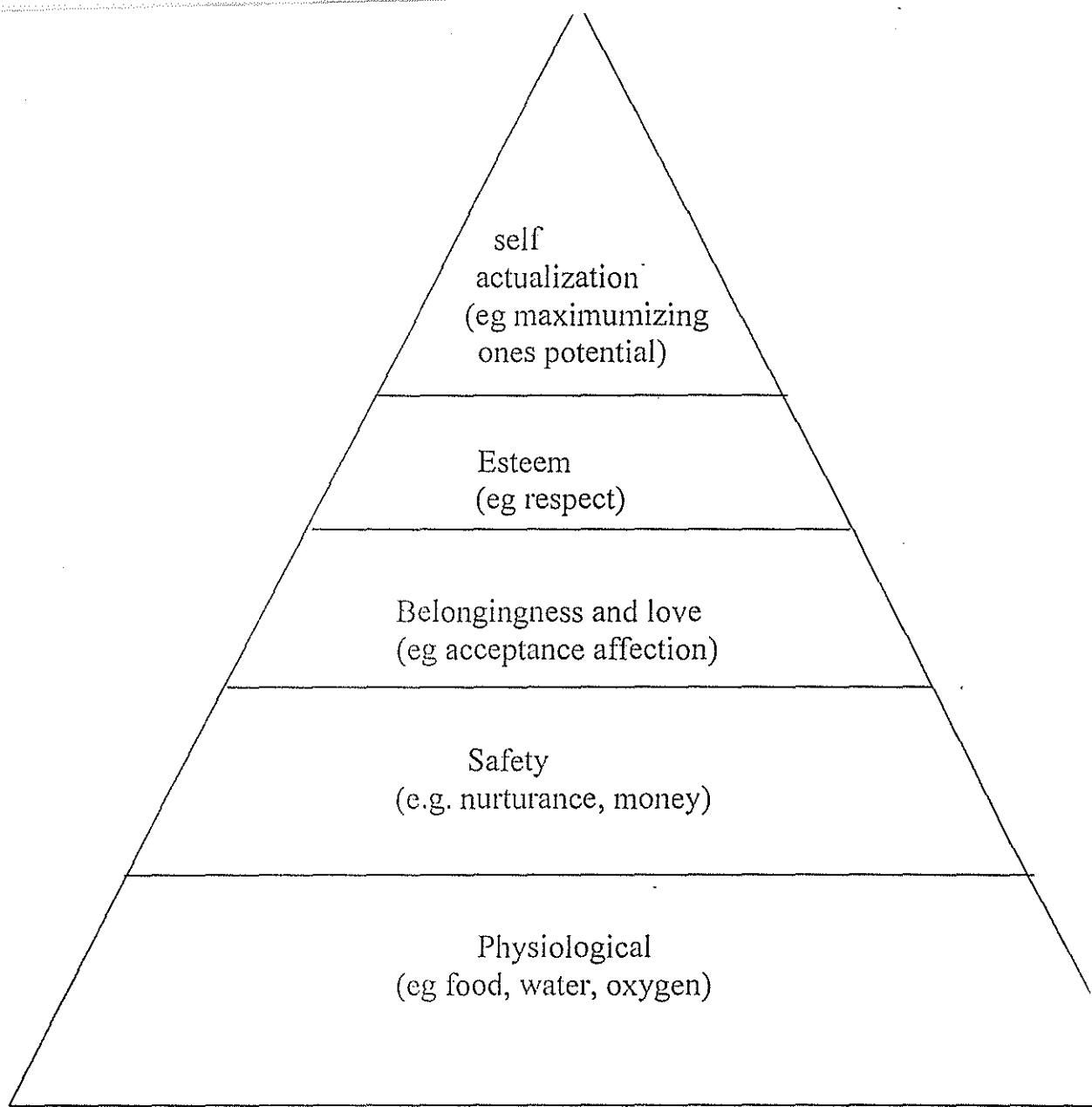
People are more likely to be creative when they are intrinsically motivated than when extrinsically rewards are stressed on the job the quantity of work may be increased by

salaries bonuses. However the quality of work is tied more to intrinsic factors such as interest, freedom of actions and constructive feedback (Amabile 1983, Kohn 1987).

When a person is intrinsically motivated a certain amount of challenge surprise and complexity makes a task rewarding, when extrinsic motivation is stressed complexity, surprise and challenge just become barriers to reaching a goal (Pittman and Heller 1987)

Abraham Maslow (1970) suggested that human behaviour is influenced by a hierarchy of five classes of needs or motives. Needs at the lowest level of the hierarchy he said must be at the least partially satisfied by higher level goals. From the bottom to the top of Maslow's, are follows.

1. Biological such as food, water oxygen, activity and sleep.
2. Safety such as being cared for as a child and having a secure income as an adult.
3. Belongingness and love such as being part of various social groups and participating in affectionate sexual and non sexual relationship.
4. Esteem, being respected as a useful honorable individual.
5. Self actualization, which means becoming all that one is capable of. People motivated by this need explore and enhance relationship with others, follow interests for intrinsic pleasure rather than status or esteem and are concerned with issues affecting all people, not just themselves.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Study Design**

This was a case study descriptive research design in which the head teachers and teachers were interviewed by use of semi structure questions in form of questionnaire on motivational issues about teachers.

#### **3.2 Sampling Procedures.**

The population sampling procedure was done through purposive sampling in which the three top schools and the three bottom schools among the 14 schools in Central Division Embu District Kenya in academic performance for a period of the last five years as per the Kenya certificate of primary Education (KCPE) results (KCPE 2003,2004,2005,2006 and 2007) were selected as the study area.

#### **3.3 Sample.**

The Three top and the three bottom school among the 14 schools in Central Division Embu District Kenya in academic Performance., three teachers per school ( one for lower primary, one for middle primary and one for upper primary) and a head teacher each in the said schools were selected as respondents. A map is shown at Appendix A.

#### **3.4 instruments**

Closed and open-ended questions in from of questionnaire were used for interviewing. The respondents were required to tick true or false responses.

#### **3.5 Data Analysis.**

All the information which was received through the questionnaires interview and observation was analyzed using descriptive analysis which included charts.



## CHAPTER FOUR

### 4.0 RESULTS: PRESENTATION AND ANALYSIS

This section presents the results of the research activity and attempts to interpret them so as to get a meaningful pattern. Consequently, it is hoped that the trends in the data would give some implications about the applicability of the findings in real life.

The nature the research was purely descriptive as it made an attempt to analyze the trends in perceptions of the respondents on the main factors which motivated them. Six teachers were selected from each of the three top placed schools in Embu District in central Division Kenya.

#### 4.1 Regularity of Head teachers.

Different respondents gave differing views concerning the impact of the Head Teachers' presence in schools on their motivation towards work.

*Table 4.1* below shows the results obtained from the teachers in the two categories of schools. The degree of motivation was gauged on criterion which used three levels of impact as perceived by the respondents namely;, strong impact, less impact and no impact.

SCHOOL	No of respondents and Degree of impact		
	Strong impact	Less impact	No impact
Ivenche Primary School	3	2	1
Embu County Primary school	4	2	0
St Micheal Primary School	5	1	0
Kangaru Primary School	2	3	1
Kimangaru Primary School	1	3	2
Njukiri Primary school	2	4	0
<b>Mean</b>	<b>2.8</b>	<b>2.5</b>	<b>0.7</b>

**Table 4.1 shows the teachers' perceptions of Head teachers present at the School.**

As Table 4.1 shows, the majority of respondents in the first three schools, which are among the top ranked in academic performance were on the view that the presence of Head Teachers had a strong impact on their motivation. Through personal submissions, the respondents often felt that the presence of a head teacher in the school made them more secure in the execution of their duties and created an atmosphere of competition amongst teachers to excel.

On the contrary the majority of respondents in the last three bottom placed schools in table 4.1 felt that the presence of head teachers had little impact on their performance in terms of enhancing motivation. It was clear from the views of these teachers in the bottom placed schools in Embu district that they did not appreciate the Head teacher's presence in Schools in motivating them to work. These findings were in agreement with observations made by Harackie W.C.Z and Elliot (1993) that people with strong achievement motion tend to be preoccupied with their performance and level of ability.

#### 4.2 Accessibility of Head teachers by Teachers.

The researcher also attempted to gather information regarding the ease with which teachers access their Head Teachers. Table 4.2 shows the perceptions of the respondents from the six schools.

The respondents generally agreed that the more easily accessible their Head teachers were, the more it encouraged them to execute their duties with increased morale. This was, according to teachers, attributed to confidence given to them by the Head teacher. The level of accessibility was gauged as easy or not easy, depending on whether the Teachers perceived the Head teacher as easily accessible or difficult to access respectively.

SCHOOL	No of respondents and level of accessibility	
	Easily Accessible	Not easily Accessible
Ivenche Primary School	6	0
Embu County Primary school	4	2
St Michael Primary School	3	3
Kangaru Primary School	5	1
Kimangaru Primary School	0	6
Njukiri Primary school	2	4
<b>Mean</b>	<b>3.3</b>	<b>2.6</b>

**Table 4.2 shows accessibility of Head teachers by their teachers.**

As can be seen from Table 4.2 the majority of the respondents in the first three top ranked schools felt that the accessibility of Head teacher was a major factor that encouraged them to work. This, they said would enable them to table emerging issues for solutions to be arrived at, and this enabled them to carry on their daily work with satisfaction.

On the contrary, respondents from the last three schools which were bottom ranked felt that their Head teachers were not easily accessible. The results of the research closely agree with observations made by Weiner (1980) that people who are less motivated to achieve are less likely to seek and address causes failure.

#### 4.3 Provision of Tea Break

The researcher wanted to find out the role played by provision of 10 o'clock break tea in enhancing teachers' performance. The results were graded into two categories depending on whether the break tea was necessary or not necessary for the respondents to realize improved performance in their work.

**Table 4.3: Shows the effect of provision of tea break on teachers performance**

SCHOOL	No of respondents and level of preparation of Tea Break	
	Necessary	Not Necessary
Ivenche Primary School	5	1
Embu County Primary school	6	0
St Michel Primary School	6	0
Kangaru Primary School	5	1
Kimangaru Primary School	4	2
Njukiri Primary school	3	3
<b>Mean</b>	<b>4.8</b>	<b>1.1</b>

Results in table 4.3: indicate that for the three first and top ranked schools in Embu district, provision of break tea had a lot of impact on their readiness to carry on their work. Through interactions with the respondents, they revealed that the 10 O'clock tea provided to teachers allowed them to settle on their work. They said it lessened the amount of time it would take for teachers to go out of school looking for something to take during mid- morning break from class work. Moreover, they urged that provision of tea break would reduce on their daily expenses.

There was also concern among the respondents in the last three schools, which were bottom placed in academic performance. This result closely agrees with the findings of Abraham Maslow (1970) who suggested that human behavior is influenced by a hierarchy of five classes of needs or motive, which included biological needs such as food.

#### **4.4 Provision of motives to teachers as extra – motivation.**

The researcher also wanted to find out the impact that minor incentives had in improving teacher's performance. Such incentives included food rations; get together parties, extra allowances for extra hard work etc. The impact of provision of extra incentives on teacher's performance was based on the criterion which used frequency of meting out the incentives. Under this criterion, provision of incentives was graded into three categories as often, rare and none.

Table 4.4 summarizes the results of the findings gathered from the six sampled schools in Embu District – Central Region.

District – Central Region.

SCHOOL	N <sup>o</sup> of respondents and frequency of incentives		
	Often	Rare	none
Ivenche Primary School	5	1	0
Embu County Primary school	4	2	0
St Micheal Primary School	6	0	0
Kangaru Primary School	3	3	0
Kimangaru Primary School	2	4	0
Njukiri Primary school	2	3	1
<b>Mean</b>	<b>3.7</b>	<b>2.6</b>	<b>0.2</b>

**Table 4.4: Frequency of provision of extra incentives to improve teachers' performance.**

As seen in above table the trend of data indicates that the respondents in the first three schools (top ranked) are frequently provided with extra incentives to carry on their work. A brief interaction with these respondents revealed that extra allowances were given depending on extra responsibilities carried out by individual teachers in the schools. As regards the food rations, these were given out at beginning and end of term. The respondents were of the view that these incentives include end of term get-together parties, were a major boost in the performance of their duties. They felt refreshed going out of school for a feast and interact. At the same time, provision of food items cut back the expenses on food and allowed them to channel the money to other domestic demands.

On the contrary, respondents in the last three schools in Table 4. 4 were rarely provided with incentives. Interactions with the respondents from these bottom ranked schools revealed that lack of such incentives were largely responsible for low morale and consequently, low academic achievement. Some Respondents said that they had to look for other activities to do in order to survive especially, during holiday time.

These findings also agree with the suggestion made by Maslow (1970) that human behavior is influenced by various needs and motives of which safety, such as being cared for as a child and having secured income as an adult, featured prominently. This could explain the disparity in academic achievements by the two categories of schools in Embu District (Table 4.4).

#### 4.5 classroom supervision

Supervision by Head teachers for the purpose of giving support to classroom teachers, this particular study wanted to find out the level of support supervision accorded to classroom teachers by Head teachers in six schools under survey. The level of support was expressed based on how regularly the Head teachers did carry out the support supervision of their teachers. Table 4.5 shows the results of the survey carried out on the six schools in Embu District.

SCHOOL	No of respondents and level of supervision		
	More Regular	Less Regular	None
Ivenche Primary School	6	0	0
Embu County Primary school	4	2	0
St Michael Primary School	5	1	0
Kangaru Primary School	4	1	1
Kimangaru Primary School	1	4	1
Njukiri Primary school	1	4	1
Mean	3.7	1.8	0.5

**Table 4.5 Support supervision of classroom teachers.**

From the results in Table 4.5, there was more regular support supervision of class teachers by their Head teachers in the first three schools (top ranked), where as, in the last three schools (bottom ranked), teachers were less regularly supervised for the purpose of support by their head teachers. This could partly account for the disparity in academic

achievement in the two categories of schools. This finding closely agrees with Harackie W. C and Elliot (1993) who observed that people with strong achievement motivation tend to be preoccupied with their performance and level of ability.

In the course of the survey, the researcher gathered views of the respondents from the selected sample of six schools. The respondents acknowledged the fact that when Head teachers visited their classrooms during normal instruction, they would give constructive remarks which encourage them to excel in their work. In addition, Head teachers would use this opportunity to identify the gaps in learning and provide immediate remedies to a moderate the situation. As a result, the schools would realize an improvement in academic standards.



## CHAPTER FIVE.

### CONCLUSIONS AND ACADEMIC RECOMMENDATIONS

#### 5.1 Conclusions

From the results of the study, it can be concluded that:

The presence of Head teachers in schools plays a major role in motivating teachers to do their work. The more regular a head teacher is in the school, the more they can know what is on the ground and rectify emerging issues at the spot.

Head teachers who are more easily accessible are a source of motivation for the teachers, because teachers are encouraged to forward their problems and solutions are quickly provided.

Extra motivation in terms of incentives given to teachers normally boosts their work and leads to improvements in academic achievement.

Provision of break tea, and lunch for that matter, is a motivation tool for teachers. It provides adequate satisfaction on the job.

When teachers are supervised, they tend to achieve better results among their learners. This classroom supervision makes teachers feel more cared for and ready to take advice to improve on their work.

#### 5.2 Recommendations.

The following are the recommendations arising out of the research findings:

A clear policy should be formulated to specifically address the issue of motivation of teachers to achieve academic improvement in Schools.

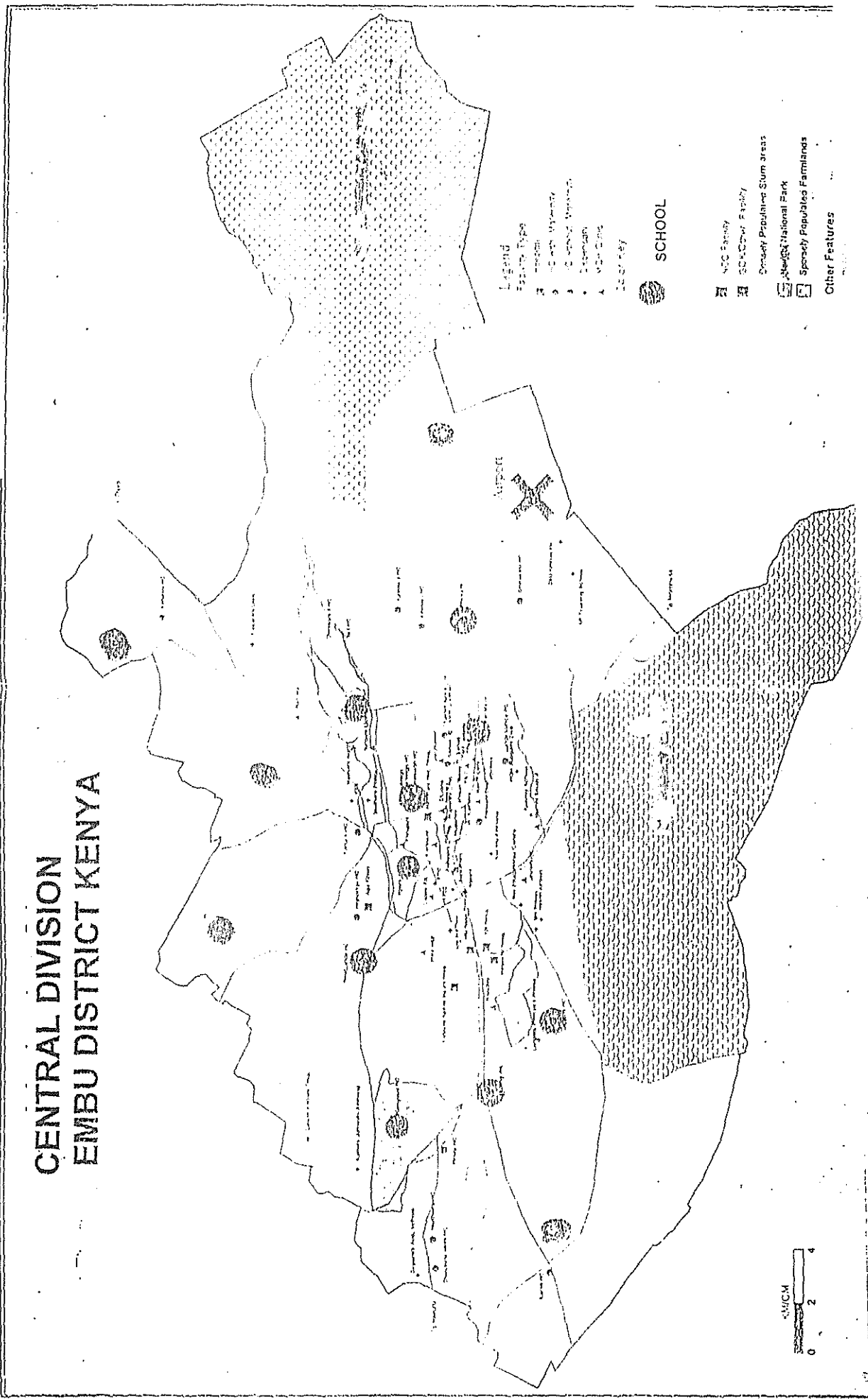
Short term duration courses should be organized for head teachers to sensitize them on the best practices concerning classroom supervision and support of teachers.

In view of scarcity of resources in schools, I recommend that the government comes with a clear policy on provision of lunch and break tea and lunch for teachers to boost their morale while performing their duties. This policy should spell out how government should budget and provide funds to specifically cater for these biological drives.

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# CENTRAL DIVISION EMBU DISTRICT KENYA



## Appendix B

### Teachers Questionnaire

Please tick (✓) or answer as appropriate

1. 1. Sex Male ( ) Female ( )
  
2. Age (years)  
20 - 30 ( )  
30 - 40 ( )  
Above 40 ( )
  
3. What is your highest academic status?  
Degree ( )  
A level ( )  
O level ( )  
KJSE ( )
  
4. What is your highest professional status  
Degree (BED) ( )  
Diploma ( )  
Certificate ( )
  
5. Which year were you first appointed as a teacher: \_\_\_\_\_
  
6. How many years have you served in your current station?  
Below 5 years ( )  
5 - 10 years ( )  
Over 10 years ( )
  
7. On average how many times per year are teachers motivated by the school for effective teaching.  
Once ( )  
Twice ( )  
Thrice ( )  
Over 3 times ( )  
None ( )

8. Motivation of teachers is done in a school for the following reasons.

- For pupils academic excellent ( )
- To reward teachers ( )
- To enhance competition among teachers ( )
- Any other reason specify ( )

9. Kindly suggest 3 ways on how teachers can be motivated for academic excellent in a school.

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10. According to your own opinion why do you think private primary schools in central division of Embu District generally perform better in KCPE than their public counterparts.

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## PART B

Please read thoroughly the following questions and indicate whether you agree or disagree. Indicate your response by ticking (✓) in one of the boxes provided to the right of each item. One response is sufficient for each question.

1. The head teacher presence in the school most of the time is source of motivation in academic performance. Agree  Disagree
2. Our head teacher is a source of motivation by a leading performance in his/her subject (s) Agree  Disagree
3. Our head teacher is accessible and serves as symbol of confidence to all of us. Agree  Disagree
4. High achievement performance depends highly on teachers' internal motivation. Agree  Disagree
5. The teachers 10 o'clock tea if any is a source of motivation in teaching. Agree  Disagree
6. Staff welfare enhances team work in our school. Agree  Disagree
7. High pupils academic achievement depends on parents insensitive contributions to teachers. Agree  Disagree
8. Parents/Teachers class meeting enhance motivation of teachers and pupil through completion. Agree  Disagree
9. The school conducive environment is a source of motivation to teachers and pupils. Agree  Disagree
10. Teachers are self driven to teach extra time in our school. Agree  Disagree

11. The school mission and motto motivates both teachers and pupils and strive hard to fulfill their messages. Agree  Disagree

12. Intrinsic motivation has more impact in our school than extrinsic motivation among teachers. Agree  Disagree

13. Extrinsic motivation has more impact in our school than intrinsic motivation among teachers. Agree  Disagree