

**TEACHERS MOTIVATION AND ACADEMIC PERFORMANCE OF  
STUDENTS; A CASE STUDY OF GILGIL DAY  
SECONDARY SCHOOL, NAKURU  
NORTH DISTRICT-KENYA**

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**DECLARATION**

I, hereby declare that the information provided in this piece of work is my own original work and has never been submitted to any institution of higher learning for the award of Diploma or conferment of Degree

Signed .....

ASIAGO DAVID KIMOI

Date.....

**APPROVAL**

This research has been submitted for research project examination with my approval as a university supervisor

Signed .....

MR. OCHIENG MOSES

Date .....

## **DEDICATION**

I wish to dedicate this research to my beloved wife Janet Ogare Kimoi, my childrens' Mathew Nyakundi and Joan Kwamboka Kimoi who directly or indirectly created an enabling environment around me to accomplish the task of this research to come up with this report.

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In a nutshell, I cannot mention by names all those whose pieces of advice were instrumental in obtaining the original and final draft but I humbly admit that without incessant encouragement and assistance from friends and fellow administrators, this work would have faced the greatest impediment of hitting a deadlock.

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## **LIST OF ACRONYMS**

BOG	-	Board Of Governors
DEO	-	District Education Officer
HOD	-	Head Of Department
KNEC	-	Kenya National Examinational Council
MOE	-	Ministry Of Education
PTA	-	Parents' Teachers Association
TSC	-	Teachers Service Commission

## ABSTRACT

This study was carried out to investigate teachers' motivation and academic performance of students. To establish the types of motivation used in Gilgil Day secondary school. To determine whether the methods of motivation used contribute to academic performance in the school. From the research study, it was evident that there existed a notable relationship between a teacher motivation and academic performance of students in the subject handled by the same teacher. It was note –worthy that rewards given to teachers boosted their morale and this subsequently improved student's performance. Verbal praises have noted to be almost trivial as compared to material rewards, promotions and financial rewards. From the study, it was found that when teachers were rewarded, they worked harder and this motivated disinterested learners to learn and also preserved and fostered the enthusiasm of those who were interested in learning. Therefore, extrinsic motivation plays significant role in determining the performance of students in academic. The study recommended that the government, through the TSC, should work closely with the heads of schools (both primary and secondary) in order to ear mark industrious teachers for promotions. Prize giving ceremonies should be held in schools on termly basis to reward teachers and students for their good performance. The government and the heads of schools should over-relie on extrinsic motivation as opposed to intrinsic motivation.

## CHAPTER ONE

### INTRODUCTION

#### 1.1background Information

Motivation is a psycho-physiological orientation process initiated by some need which leads to activity which will satisfy that need. Lorell K. 1967 – Educational psychology – London, University of London Press limited).

Motivation was noted to play a role in determining academic performance. This study was carried out in Gilgil Day secondary school in Nakuru North District in Kenya.

This case study involved an investigative study of a various motivational strategies of teachers in Gilgil Day secondary school and how they fueled academic performance of students in the school.

Motivation is a force that serves three functions; it energizes or cause people to act, it directs behaviour towards attainment of goals and it sustains the efforts expected in reaching the goals – ie the force that energizes directs and sustains behavior (Riggo Ronald E 1996 – introduction to industrial /organizational psychology).

Motivation workers were noted to have a clear goal and t hey drove to take action required to achieve those goals plus needs equal motivation (Needhoms Dave et al Business for high awards 1995). The study revealed that teachers were motivated by a desire to see their students perform well in exams. They strive to set goals to achieve those needs. The process of motivation started with needs which created desire to achieve or obtain something.

Goals were then established and a behavior pathway selected aimed at achieving the goal.

According to Armstrong Michael – Resource management practices 1999 7<sup>th</sup> edition, if the goal is achieved, the need will be satisfied and behavior is likely to be repeated.

In order to motivate teachers, there are a number of parameters put in place. Job satisfaction was a vital pre-requisite to motivation. It encompassed higher pay, an equitable payment, real opportunities for promotion, considerable and participative management, a reasonable degree of social interaction at work, interesting and varied tasks and high degree of control over work place. These included both intrinsic and extrinsic motivations. The research also found out that demotivated /dissatisfied workers could be manifested in distinct pattern of behaviour such as absenteeism, lateness, wastes, pilferage, lack of cooperation of merely sheer obstructionism.

According to the research, there existed many types /methods of motivations offered by various school managements as well as teachers service commission (TSC), teachers' employer. These included awarding of good performance on incentives for teachers to encourage them to work harder. These took the form of cash awards as well as material awards such as wall clocks, pressure lamps, umbrellas, radios, television sets etc. some schools also offered subsidized rental houses in the school compounds. Schools with means of transport offered free transport for teachers to their residential places outside the school compound.

Some head teachers also recommended teachers who performed well for promotions as head teachers or heads of departments (HOD) or deputy head teachers. Each school had independent welfare organization which catered for teachers' lunches and other various problems like death which may befall a teacher.

Able schools organized trips/tours for teachers to other towns /places both in Kenya and abroad. These incentives and fringe benefits were intended primarily to motivate teachers to give better performance and to encourage them to stay with the employer. Despite these fringe benefits and incentives offered to teachers, several schools did not perform as expected. National examination results still fell below average.

Few schools which were able to offer almost all the basic incentives and fringe benefits managed to perform better in national exams. In some schools, students were offered awards in the form of books, school bursary, bags, watches etc when they did better in

national exams which in turn intrinsically motivated the teachers to work harder and attain job satisfaction.

The investigative study intended to determine the relationship between teachers' motivation and academic performance of students at Gilgil Day secondary school in Nakuru North District.

### **1.2 Statement Of The Problem**

Over the past years, there had been recurrent failures and dismissal academic performance in both local and national exams. This has posed a serious challenge to scholars and therefore the need to carry out an investigative study on ways of improving performance. This study rested on the premise that in every student there is potential and this must be realized by the teacher. This called for teacher motivation.

### **1.3 Purpose Of The Study**

This study was aimed at ascertaining how teachers' motivation could be used constructively to improve academic performance of students. It was noted that it was paradoxical that in certain instances, teachers were motivated but the yields were still dismal. This study served to investigate effective use of teacher motivation as a foundation for good academic performance by the students.

### **1.4 Objective Of The Study**

This research study had the following objectives

- i) To establish the types of motivation used in Gilgil Day secondary school
- ii) To determine whether the methods of motivation used contribute to academic performance in the school
- iii) To make suggestions on how to enhance motivation in Gilgil Day secondary school

### **1.5 Significance Of The Study**

This study was conducted in order to help come up with recommendations to curb poor academic performance of students in schools. The results of this study would help in improving academic performance. The findings would also assist the school managements to find the best methods of motivation to offer to teachers to obtain better performance in national exams.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter contains a review of literature on motivation. The main components of this chapter include types of motivation, methods of motivation and analysis of importance of motivation to workers.

#### **2.1 Definition Of Motivation**

Motivation is a force that serves three functions; it energizes or causes people to act, it directs behaviour towards attainment of specific goals and it sustains the efforts expected in reaching the goals – ie the force that energizes directs and sustains behavior (Riggio Ronald E 1996 – introduction to industrial /organizational psychology)

#### **2.2 Types Of Motivation**

According to Spauling C.L (1992) motivation is of two types which include intrinsic and extrinsic motivation.

Intrinsic motivation is the type of motivation that exists in a situation whereby teachers are self motivated because of thirst for success. Their needs are satisfied when the academic performance of their students goes up.

##### **2.2.1 Extrinsic Motivation**

Exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity but because they desire to realize rewards associated with the engagement or to avoid consequences artificially imposed on those who are off task.

Workers for example teachers are motivated by the anticipated fringe benefits when their students perform well in examination for such rewards.

According to M. J Boella(1994), need for acceptance depends on our job and our way of –living social mobility has increased considerably and the main evidence is change in occupational status, types of housing etc there is also need to satisfy one’s own ambitions and aspirations.

Boella argued that people would put in long hours on difficult conditions even low payments when intrinsic motivation is high. Having satisfied all these needs, security of their continuity satisfaction was itself another motivator. It was often found that where job security was higher, such as banking or insurance, labor turn over was lower. Job security normally led to stable and skilled labor force with many of the consequent efficiencies.

McClelland (1970) Achievement Motivation Theory states that three needs are central to work motivation. The needs for achievement, power and affiliation individuals with high need for achievement were those who loved the challenge to work. Such individuals were motivated by a desire to get a head to the job to solve problems or to be outstanding work performers. Individuals with high need for power were noted to be status oriented and were motivated by the chance to gain influence and prestige than personally solve particular problem or reach performance goal. Also those who had need for affiliation had the desire to be linked and accepted by others. Such people were greatly concerned with interpersonal relationship on the job and preferred working with others on the task. This displayed motivation by cooperative rather than competitive work situation.

### **2.2.2 Intrinsic Motivation**

Intrinsically motivated activity is more rewarding in and of itself this children learn more from this sort of activity and they retain their learning better.

According to mark Lepper, children who are intrinsically motivated to work do so for their own sake for the enjoyment of provides the learning it permits or the feeling of



accomplishment it invokes” (Lumesden, 1994). Education specialist L. Tobin (1991) believes that children who do not feel they can accomplish a task tend to become good at covering up the skills they lack. He suggests that if you want to see a change, you need to make a change.

Heckhausen (1976) talks of striving to increase or keep as high as possible ones own capability in all activities in which a standard of excellence is thought to apply. Ball (1977) said that the need for success is a pattern of well planned actions and feelings. These are connected with striving to achieve some internalized standards of excellence. Atkison (1964) also says that an individual strength of motivation to achieve the tendency to approach success.

### **2.3 Methods Of Motivation**

Well motivated employees are more productive and creative and the opposite also holds true. Motivation is the key to performance improvement. You can take a horse to the water but you can not force it to drink. It will only drink when it is thirsty, so with people.

There are a number of methods of motivation which have been put in place by the organizations including schools to motivate the workers. In Abraham Maslow’s Hierachy of needs, physiological need can be achieved by higher basic pay and overtime bonus and other financial benefits while safety needs can be achieved by higher basic pay and overtime bonus and other financial benefits while safety needs are achieved by allowing workers to belong to trade unions, good health and safety conditions company pension scheme and retraining schemes. This hierarchy of needs also reiterated that for belonging and social facilities /social clubs could be provided. To ensure self esteem needs, training courses were noted to be necessary to improve skills and improve opportunities for workers.

Chances for promotion were noted to help workers realize their self –actualisation needs.

According to Boella M.J Human Resource Management in Hospitality industry, 5<sup>th</sup> edition 1992 Stanley Thornes publisher, United Kingdom, incentives stimulate

performance. They were offered in order to focus the employees attention on the business objectives of employer ie to stimulate and promote extra productivity.

In most schools, fringe benefits were intended to primarily motivate employees to give better performance and to encourage them to stay with the employer. Financial fringe benefits included commissions, bonuses, profit and share options. Part financial fringe benefits included pensions, meals cars and subscriptions while non financial benefits are holidays, sick pay, medical insurance, maternity leaves, paternity leaves, sports and clubs, cinemas, long service awards among others.

Douglas McGreogor theory X assumes that people do not like working and try to avoid it. That people have little or no ambition and will try to avoid responsibility and prefer to be led. According to this theory, workers are supposed to be pushed closely to be productive. They have to be rewarded, coerced, intimidated and punished. This theory reiterates that there should be a process of directing efforts of people monitoring them, controlling their actions, modifying their behavior to fit organizational needs that man is by nature resistant to change.

### **2.3. Enhancing Motivation Of Workers At Work Place**

Veal Elijah UDOM (1998)-Administration prudence and behavioral approach to manage ourselves and others.

A prize given to a staff for a job well done increases the person's self esteem.

Elijah noted that self esteem is the most energizing factor in work situation

Praising workers was perceived as a form of recognition for their contribution. He reiterated that recognition was a motivational factor and built up intrinsic capacity of workers to produce

Earl C Meyer et al Entrepreneurship and small business management 2002, second Edition GELNOE

Meyer reiterated that recognizing an employee's contribution played a major role of increasing the morale and motivates other employees.

In summary; the literature reviewed explains how performance is related to motivation. It is evident that they are compatible, however, the previous researchers failed to show how the two factors take centre stage in the school situation.

The Literature reviewed is too general to help us conclude the teacher motivation in school actually improves academic performance of students in school. This research study serves to fill this literacy gap to ascertain various motivations strategies that can be used in school situation and whether such strategies are bound to improve academic performance of students

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this research, case study was employed. Although the research could be carried out in all the schools in Nakuru North district in Kenya, only one school was selected to represent the whole population. The research study was conducted in Gilgil Day secondary school in Nakuru North district in Kenya

#### **3.1research Design**

The researcher resorted to random sampling due to its non- complexity and accuracy. In this case, the choice of respondents was not based on any criteria.

This was encouraged to avoid inaccurate information given by suspicious respondents. In this case any body was equally likely to be chosen as a respondent

#### **3.2instruments/Tools**

The most instrumental tool of collecting data used by the researcher was questionnaires. This provided and valuable information on the methods of intrinsic motivation that were used. These included the experience of teachers, motivation through promotions, financial reward and material rewards. Personal interviews were also conducted to solicit information from the teachers. Also the rate at which the teachers were dedicated to their job after receiving various rewards was also observed. These led to the compilation of the Table of various motivators and the grades obtained by students in various disciplines.

#### **3.3sample Size**

The researchers used sample 5 schools to carry out the study using simple random sampling. In each school approximately eight teaching were selected at random.

### **3.4 Procedure Of Study**

This research study was conducted in a number of stages. Related Literature on motivation and academic performance was first reviewed. The research proposal and instruments/tools were then developed. The researcher carried out a pilot student which further led to adjustment of the instrument. Permission was then sought from then principal Gilgil Day secondary school to conduct the research. Data collection, presentation, organization and subsequence analysis was done

### **3.5 Data Analysis**

The study generated both qualitative and quantitative data. The researcher used descriptive case study methods such as frequencies to analyze the data. The open ended questions were analyzed as indicated by the correspondents.

The analyzed data was presented in table forms, graphs and pie charts

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter deals with the analysis of raw data obtained from the field.

#### 4.1 Social Economic Background Of Respondents

The study investigated the bio-data of respondents which included sex, age, and education level. Data on sex, age and education level is tabulated below

**Table 1: Sex composition, age distribution and levels of education among respondents**

Sex	Number	Percentage (%)
Male	29	72.52
Female	11	27.7
Total	40	100
<b>Age Group</b>		
18-27	2	5
28-37	13	32.5
38-47	18	45
48-57	6	15
50+	1	2.5
<b>Educational Level</b>		
Graduate	02	5
Diploma	30	75
Untrained	8	20

Source: primary data

The population of males (72.5%) was found to be greater than that of females (36.7%) this was due to the fact that most teachers and males. This is also an indication OF gender

imbalances in leadership position. The key informants were fairly distributed by sex compared to the respondents

The findings also revealed that 45% of respondents were between 38 and 47 years of age, 37.5% between twenty-eight and thirty seven years. This is probably because between the ages of thirty and fifty people working and more likely to be socially recognized and this more likely to win elections

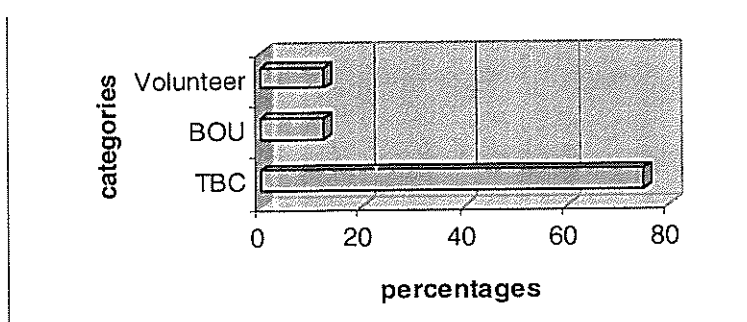
**Table 2: Showing employer of teachers**

Categories	Frequency	Percentage
TBC	30	75
BOU	5	12.5
Volunteer	5	12.5
<b>Total</b>	<b>40</b>	<b>100</b>

Source: Primary data

Table 2 indicates that 75% of teachers are employed by TBC while 12.5% by BOU and 12.5% are volunteers. This means that majority of the teachers were being employed by TBC.

**Figure 1: Graphical representation of employer of teachers**



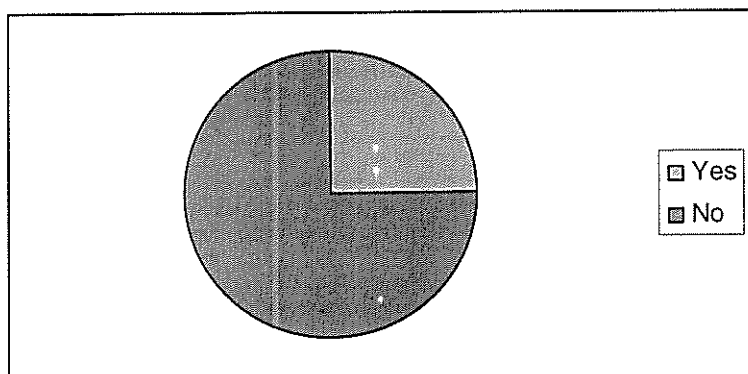


**Table 3: Whether the principal offers any incentives for extra lesson taught**

Response	frequency	Percentage
Yes	10	25
No	30	75
Total	40	100

Source: primary data

**Figure 2: A pie chart showing whether the principal offers any incentives for extra lesson taught**



From the table and figure above indicate that 75% of the respondents said that they have no incentives given to them, while 25% agreed that there is incentive for extra- lesson taught. This means that there is a low incentive as being offered to the teachers

**Table 4: Showing promotion either internally or externally because of your performance**

Response	Frequency	Percentage
Yes	25	62.5
No	15	37.7
Total	40	100

Source: primary source

Table 4 above reveals that 62.5% of the respondents agreed that there is promotion either internally or externally, while 37.5% said no external and internal promotion. This is being done on the market

**Table 5: Showing whether school organize prize giving days**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	12	30
No	28	70
Total	40	100

Source: Primary data

Table 5 indicate that 70% of the respondents disagreed that school does not organize prize giving days, while 30% agreed that the school organized prize giving days. This means that majority of the respondents don't know whether there is prize giving days in school

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter deals with the summary of findings, discussions, conclusions, recommendations and for areas for further research

#### 5.1 Summary

This research study entailed the review of related literature, Data collection and subsequent analysis in order to ascertain the relationship between teacher's motivation and academic performance of students at Gilgil Day secondary school in Nakuru North district in Kenya. The data collected was analyzed by the measures of central tendency and represented in pie chart, histograms and bar graphs

#### 5.2 Discussion

From the literature review in chapter 1, Boella M. J Human Resource Management in hospitality industry, 5th Edition 1992 Stanley Thrones publisher, United Kingdom reiterated that incentives stimulate performance. They could be offered in order to focus on the employee's attention on business objectives of the employer ie to stimulate and promote extra productivity. Ideally, from the analysis of table ii in chapter 4, a case in which performance was recorded after instant rewards given to teachers, the students scored above average with a mean mark of 62%. However, from.... a case there were totally no rewards for teachers, there was a serious lapse in academic performance by students.

In this case, the mean mark scored by 50 students of form 4 was 32%. This research study revealed that rewards for teachers was the most important prerequisite to good performance of students in schools

This research study from the questionnaires distributed to the respondents showed that intrinsic motivation. From personal interviews, it was not easy to establish whether a teacher was intrinsically motivated

According to Douglas McGregor theory X Workers have to be pushed, closely supervised and threatened with punishment. This theory reiterated that Workers had to be rewarded, coerced, intimidated and punished.

From the advanced statistical analysis of data in chapter four this theory was supported was supported Students performed above average in cases where Teachers were constantly rewarded. The reverse was also noted to be true. This research study showed that for quality grades and high performance by students in schools to be achieved, teachers must be constantly motivated

### **5.3 Conclusion**

From the research study, it was evident that there existed a notable relationship between a teacher motivation and academic performance of students in the subject handled by the same teacher. It was note-worthy that rewards given to teachers boosted their morale and this subsequently improved student's performance, Verbal praises have noted to be almost trivial as compared to material rewards, promotion and financial rewards. From the study, it was found out that when teachers were rewarded, they worked harder and this motivation disinterested learners to learn and also preserved and fostered the enthusiasm of those who were already interested in learning. Therefore, extrinsic motivation plays a significant role in determining the performance of students in academics

### **5.4 Recommendations**

The government, through the TSC, should work closely with heads of schools (both primary and secondary) in order to ear mark industrious teachers for promotions.

Prize giving ceremonies should be held in schools on termly basis to reward teachers and students for their performance.

The government and the heads of schools should over-rely on intrinsic motivation as opposed to intrinsic motivators

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## APPENDICES

### Appendix A: Questionnaire

You are kindly requested to answer the following as precisely as possible. Put a tick on box where applicable

1. Name.....optional

2. Sex                      Male                           Female  

3. Marital status              Single                         Married  

4. Level of education      Graduate                         Diploma     
                                    Untrained  

5. Who is your employer    TSC                           BOG       
                                    Volunteer  

6. Terms of payment        Permanent                         Temporary  

7. Your experience in teaching    0-2 yrs                         2-4 yrs       
    4-6 yrs                           More than 6 yrs  

8. How long have you taken in the current station?

3 yrs                         4 yrs                           More than 4 yrs  

9. Please indicate the subjects you teach.....

10. Have you ever handled candidate class?    Yes                      No  

If yeas, how many times?    1 yr       2 yrs       3 yrs  

More than 3 yrs

11. How many students/ candidates you have taught got

B+  B  B-

12. Have you ever awarded for the good performance? Yes  No

If yes, what exactly were you given (specify).....

13. Are you housed by the employer? Yes  No

14. Does your school/ principal offer any incentives for the extra lesson taught?

Yes  No

15. Do you eat/ get subsidized meals in the school? Yes  No

16. Have you ever been promoted either internally or externally because of your performance? Yes  No

17. Does the school organize prize giving day? Yes  No

If yes which categories of people received the prizes? Best subject

Teachers who performed well  Students

18. What kind of incentives/ findings benefits would you recommend for the school toward for best performance subjects?.....

19. Have you ever received recommendation letter of appreciation for the good performance. Yes  No