

**MOTIVATION AND ACADEMIC PERFORMANCE OF STUDENTS
IN SCHOOLS IN MAKUENI DISTRICT IN KENYA**

BY

**MUNUVE PATRICK MUSYOKA
BED/21316/81/DF**

**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF BACHELOR OF
EDUCATION OF KAMPALA INTERNATIONAL
UNIVERSITY**

DECEMBER 2010

DECLARATION

I **MUNUVE PATRICK MUSYOKA** hereby declare that this topic entitled motivation and academic performance of students of St John's secondary school in Makueni district Kenya is entirely my own original work, except where acknowledge and that it has not been submitted before to other university or institution for higher learning for the award of a degree.

Signed


MUNUVE PATRICK MUSYOKA

BED/21316/81/DF

Date 14. 12. 2010

APPROVAL

This report has been submitted for examination with my approval as a university supervisor.

Signature 

MABONGA ERIC

Date 15/12/2010

ACKNOWLEDGEMENT

My greatest sincere thanks go to my school mates who allowed and assisted me to access the relevant books in the school library. I would also like to thank Supervisor who willingly spared his time keenly guide me through all the phases of research method.

Mr. Nzioka Stephen the headteacher, Malivan A.I.C Boarding, and Abedneco Katundu and Boniface. N. my friends.

My brothers Duncan Kioko, Mark, Julius and Urbanus.

TABLE OF CONTENTS

| | |
|--|------|
| Declaration | ii |
| Approval..... | iii |
| Dedication..... | iv |
| Acknowledgement..... | v |
| Table Of Contents | vi |
| List Of Acronyms | viii |
| Abstract..... | ix |
| CHAPTER ONE | |
| INTRODUCTION | 1 |
| 1.0 Background of the study..... | 1 |
| 1.1 Statement of the problem..... | 4 |
| 1.2 Purpose of the study..... | 4 |
| 1.3 Objectives of the study | 5 |
| 1.4 Significance / justification of the study..... | 5 |
| CHAPTER TWO | |
| LITERATURE REVIEW | 6 |
| 2.0 Introduction..... | 6 |
| 2.2 How the methods of motivation used contribute to performance in an organization..... | 8 |
| 2.2. Maslow's need theory..... | 10 |
| 2.2.2 McClelland. Achievement Motivation Theory..... | 11 |
| 2.2.3 Herzberg motivation factors..... | 11 |
| 2.2.4 Douglas Mc Gregor Theory x..... | 12 |
| 2.3 Suggestions on how to enhance motivation in the school / organization | 13 |
| CHAPTER THREE | |
| METHODOLOGY..... | 14 |
| 3.0 Introduction..... | 14 |
| 3.1 Research design | 14 |
| 3.2 Area and population of the study | 15 |
| 3.3 Sample | 15 |
| 3.4 Instrumentation..... | 15 |
| 3.5 Data collection procedure..... | 16 |
| 3.6 Data analysis procedure..... | 17 |
| CHAPTER FOUR | |
| DATA PRESENTATION AND ANALYSIS..... | 18 |
| 4.0 Introduction..... | 18 |

| | |
|--|----|
| 4.1 Characteristics of teachers..... | 18 |
| 4.2 Subjects, grades obtained and the motivation type received | 20 |
| CHAPTER FIVE | |
| CONCLUSION AND RECOMMENDATION | 24 |
| 5.0 Introduction..... | 24 |
| 5.1 Summary | 24 |
| 5.2 Conclusion | 26 |
| 5.2.1 Teachers' personal information | 26 |
| 5.2.2 Grades obtained by the students at Kenya Secondary Certificate of Education (K.C.S.E)..... | 26 |
| 5.2.3 Categories of prizes given to teachers and students | 27 |
| 5.2.4 Government participation | 27 |
| 5.2.5 Types of motivation given for good performance | 27 |
| 5.2.6 Contribution of motivation to academic performance..... | 28 |
| 5.3 Recommendations..... | 28 |
| 5.3.1 Orientation on school motivation policy | 28 |
| 5.3.2 Government participation | 28 |
| 5.3.3 Teachers' Service Commission (TSC) participation | 29 |
| 5.3.4 PTA and BOG participation | 29 |
| 5.3.5 Sources of fund for motivation | 29 |
| 5.3.6 Areas to award prizes on..... | 30 |
| 5.3.7 Types / methods of motivation which directly enhance performance | 30 |
| REFERENCES..... | 31 |
| APPENDICES | 32 |

LIST OF ACRONYMS

| | |
|------|-------------------------------------|
| BOG | Board of Governors |
| DEO | District Education Officer |
| HRM | Human Resource Manager |
| HOD | Head of Department |
| MOE | Ministry of Education |
| PTA | Parents Teachers Association |
| KNEC | Kenya National Examinations Council |
| TSC | Teachers' Service Commission. |

ABSTRACT

The study set out to determine the relationship between motivation and academic performance of students of St John's Malivani, in Makueni district Kenya. A number of schools were motivating their teachers and students to stimulate the performance in national examinations. Despite this, the performance of some schools in national examination were extremely very poor.

The research question was on the characteristics / personal information of the teachers, subjects taught grade attained. The school previous performance, types of motivation offered by the school management, and suggestions on how to enhance motivation in schools.

Data for the study was obtained through structured interview, questionnaires and observations were used to gather information and how they influenced performance in the school.

A sample population of 10 teachers and 80 students were investigated. The survey led to certain conclusions; first teachers experience in teaching and long stay in the school was a strong factor for the teacher to enable them to perform well in their work.

There were still no quality passes at national examination with most of the students obtaining B plain. This could not enable the students to pursue quality courses at the university or a middle level college. Subjects in which students obtained high / better grades were taught by experienced teachers and to some extent these teachers had a kind of motivation for good performance. So in a way motivation contributed to good performance to some extent.

There was little government participation in the motivation of teachers. The bulk work of motivating the teachers were left to parents who were already over burdened by school fees.

Since they started appreciating the effort of teachers and students by motivating them the school mean grade improved progressively. This means that motivation contributed to good performance.

Based on foregoing conclusion certain recommendations were presented. First, the government through the Ministry of Education should take an active part in teachers through the provision of staff houses. This would enable the teacher to participate fully in his work without the worry of traveling home. Teachers Service Commission (T.S.C) should develop a scheme of promotion on value added. This should make teachers to be sure of what they expect when they perform well in their job and a teacher joining the school should properly be oriented on motivation policy. This would make the teacher to adopt well to the school system. Lastly cash award has an immediate impact on the teachers than any form of incentives. It should therefore be considered as more popular type of motivation among teachers.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

This chapter outlined reasons why the study was undertaken. It also talked about the processes and stages of motivation and the role of motivating to an organization such as schools.

Most schools in Kenya have a common practice of motivating its staff and students every year. This is normally done to appreciate the good work done by the staff in national examinations, extra curriculum activities such as games / sports and sometimes internal exams as well.

Schools offer many types / methods of motivation. They are offered by various school management such as Board of Governors (BOG), Parents' Teachers Association (PTA) as well as Teachers' Service Commission (TSC) which is the teachers' employer. Motivation methods include awarding of good performance in examination which is an incentive for teachers to enable them to continue working hard. These takes the form of cash wards as well as material awards such as wall clocks, pressure lamps, umbrellas, radios, television sets, gas cookers, dinner sets or tea sets. Some schools offer subsidized rental houses in the school compounds, school with means of transport such as bus offer free transport to teachers when they are going to transact any form of personal business in major towns. Schools also offer free lunches and breakfast. An extra lesson taught at a free time is paid in some schools. Some school heads recommend teachers who perform well in their duties for promotion as head teachers or deputy head teacher or head of department (HOD). Able schools organize trips / tours for teacher to other towns / places both in Kenya and also outside the country such as Uganda and Tanzania.

The students are offered award in the form of books, school bursary funds, bags, watches when they do better in school and national exams. These are intended to stimulate them to perform better in national exams which in turn intrinsically motivate the teachers to work harder and attain job satisfaction. Brighter students motivate the teachers to perform well.

These incentives and fringe benefits were intended primarily to motivate employees / teachers to give better performance and to encourage them to stay with employer.

The basic requirement for job satisfaction include comparatively 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 include both intrinsic and extrinsic motivation (Armstrong Michael (1999) Human Resource Management, 7th edition).

Despite giving fringe benefits and incentives to teachers, several schools do not perform as expected National Examination results of this school still fall below average. Few schools which are able to offer almost all the basic incentives and fringe benefits normally manage to perform better in national exams. Research has not established and strong any positive connection between satisfaction and performance. A satisfied workers is not necessarily a high producer and a high producer is not necessarily a satisfied worker. Armstrong Michael (1999) Human Resoruce Management, 7th edition.

A demotivated worker / dissatisfied workers can be manifested in distinct pattern of behaviour such as absenteeism, lateness, wastes, pilferage, lack of cooperation or merely sheer obstructionism. These activities limit the achievement of goals for an organization.

Motivation as a force serves three functions: it energizes or causes people to act. It directs behaviour towards attainment of specific goal and it sustains the efforts expected in reaching the goals that is the force that energizes, directs and sustains behaviour. Riggio Ronald E (1996) introduction to industrial organizational psychology. Motivation as a personal trait is a desire to achieve or succeed. To be successful you must want to be successful. Gladys Kimberet et al (1995) succeeding in the world of work 5th edition. To be motivated there must be a need to be satisfied. Here needs involve specific physiological or psychological deficiency that a person is to satisfy or compel to fulfill. Three needs are central to work motivation that is need for achievement, power and affiliation. Mc Clellands achievement motivation theory 1961 and 1975. Factors that lead to work motivation may differ from person to person depending on their particular patterns of need. An individual with a very high need for achievement are those who love the challenges to work. They are motivated by a desire to get a head to the job to solve problems.

A person with a high need for power are status oriented and are more motivated by the chance to gain influence and prestige than personally solve problems or reach performance. Individuals with needs for affiliation are motivated by cooperation rather than competitive work situation. (Riggio E Ronald 1996 introduction to industrial / organizational psychology).

A motivated worker would have a clear goal and the drive to take action requirement to achieve those goals that is goals plus needs equal – motivation. Needham Dave et al 1995 business for high awards 1st edition. Teachers are motivated by a desire to see their students perform well in exams. They strive to set goals to achieve those needs.

An individual will be motivated to perform in a manner consistent with their self images, to the extent that their self concept concerning the job or task require

effective performance in order to result in consistent cognition. Then that extent, they will be motivated to engage in effective performance. That individual will choose to find most satisfying job and tasks roles that are consistent with their self cognition to that extent one perceives the self as competent and need satisfying one would choose and find most satisfying those situations that are in balance with those self – perceptions. French Mendel 1981. The personnel management process 6th edition.

The study intends to determine the relationship between both the teacher and student motivation and academic performance of students at St John's Malivani.

1.1 Statement of the problem

The study intended to determine the relationship between motivation and academic performance of students of St John's Malivani. This was done by examining various methods of motivation.

1.2 Purpose of the study

The purpose of the study was to establish relationship between motivation and performance of students in national examination at St John's Malivani. A number of schools including St John's Malivani have come up with several ways of motivating both teachers and pupils to simulate performance in national examinations. Despite this, some schools were still doing poorly in national examinations while others were doing well even without proper motivation. Few schools which had put in place proper motivation methods, performance tended to do better than those schools which had little or no motivation at all. The question therefore is, "does motivation of teachers and students directly translate to good performance in national exams and job satisfaction for teachers? How much of motivation was needed to stimulate good performance in schools?"

1.3 Objectives of the study

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

1.4 Significance / justification of the study

The result of the study were expected to assist the school management to find the best motivation method to offer to the teachers and students so as to get better performance in national examinations. The result of the study was particularly important because the students are in direct need of quality passes in exams since the cut off point / marks needed for one to join university has been raised to A- for basic courses. These calls for improved performance in exams and this could properly be achieved when teachers were adequately motivated. The finding of the study would also help school management and the teacher Service Commission to predict future trend in the motivation methods in relation to performance in exams and identify reasons why some schools in Kenya perform poorly or below average year in year out. This could assist the school management and ministry of education (MOE) to endeavour to improve performance in schools.

Good performance could reduce rate of wastage of students who get poor grades in exams which could not enable them to join / get good course in middle level colleges. Good performance also would win parents' confidence in their children and pay school fees promptly since they would be sure that the students are going to pass their exams. It is therefore important to understand the relationship between performance and motivation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of literature on motivation. It describes the various theories and practices of motivation. The main components include the analysis of types of motivation being offered by various organizations including schools to their employees / staff. The chapter examines the relationship between motivation and individual performance in the organization. Also examine in this section are suggestions on how to enhance motivation in the school.

2.1 Types of motivation used by the organization

Well motivated employees are more productive and creative and the reverse also holds true. A motivation is the key to performance improvement. You can take a horse to the water but you cannot force it to drink. It will only drink if its thirsty so with people. They will do what they want to do or otherwise motivated to do. They must be motivated or driven to do it either by themselves or through external stimulus. Motivation is to induce others in specific ways towards goal specifically stated by the motivator. Motivation system must be tailored to the situation and to the organization. Employee motivation retrieved on 7th June 2003 from World Wide Web [http / www](http://www).

There are a number of methods of motivation which have been put in place by the organizations including schools to motivate the workers. According to Abraham Maslow's hierarchy of needs, psychological needs can be achieved by higher basic pay and overtime, bonus pay and other non – financial benefits while safety needs are achieved by allowing workers to belong to trade unions, good health and safety conditions, company pension schemes and retaining schemes. For need for belonging and social affiliation, social facilities / social club

to be provided. A personnel department is to help sort out personal problems at work, more people to work and make friends with. To ensure self esteem needs training courses to be availed to improve skills, more opportunities to take responsibility and make decision and employer to give more variety in the job. For self actualization, the organization should avail more chances for promotion that is carrier ladder to climb and opportunities to be created. Needham D and Dransfield R. (1995) Business studies, 2nd edition.

Wages and salary might act as a motivator for small business employee but large business pay according to level of production. Chambers Ian el at 1996 buisness studies, Longman 6th impression.

Fringe benefits are intended primarily to motivate employees to give better performance and to encourage them to stay with employer. Financial fringe benefits include commissions, bonuses, profits and share options. Part financial fringe benefits include pensions, meals, cars and subscriptions while non-financial benefits are holidays, sick pay, medical insurance, maternity leave, paternity leave; medical services, sports and clubs, cinema, theatre passes company / school newspapers, discount buying loans, houses purchases assistance, saving scheme, discounted / paid holidays meals in the company, long service award, Christmas bonus, birthday gifts, cards, suggestion box, language proficiency, employees introduction bonus and share option scheme.

Incentives are normally used to stimulate performance. They are offered in order to focus the employee's attention on a business or organizational objectives of employer that is to stimulate and promote extra productivity. Boella M.J (1992), Human Resource Management in the hospitality industry. United Kingdom: Stanley THomes Publishers.

Job enrichment in which there is vertical change in quality of work to be done make the worker feel that their contribution has been upgraded and are highly appreciated. Job enlargement on the other hand make the worker feel rejuvenated when asked to do additional work, Howard, J. (1998) managing more with less (first edition) Butter worth, Heineman. When employees are allowed to participate in decision making in the organization that is use of flattened organization structure in which decision can be made at all levels of organization, employee feels important and valued for their contribution in decision making process, this is a great motivator to the employee. Needham D et al (1995) business for high awards. First edition, New York.

A praise given to a staff for a job well done increases that person's esteem. Self esteem is the most energizing factor in work situation. When workers are praised, they see this as a form of recognition for their contribution. Recognition is a motivational factors and it build up intrinsic capacity to produce. Udom V.E (1998) Administration prudence a behavioural approach to manage ourselves and others, 2nd edition, London.

It is important to acknowledge an employees contribution in work place. Praise an employee for doing a good job or give credits for a useful idea. Formally they might receive a plaque or aware at a meeting of banquet. When you recognize an employee's contribution, he / she will probably perform well. You might increase the morale and motivate your employees. Meyer, C.E et al (2007) entrepreneurship and small business management, 2nd edition, Glencoe.

2.2 How the methods of motivation used contribute to performance in an organization

Although individual differences in ability undoubtedly establishes the limit on human performance, motivation is also clearly a powerful determinant of the extent to which individuals will put their activities to use. French L W (1987),

personnel management process, 6th edition London. Motivation arises from the recognition of unfulfilled need. The goal is the direction through which that need can be met. Needham D et al 1995 business for high awards, first edition, New York. Needs create wants which are desired to achieve or obtain something. Goals are then established which it is believed will satisfy these needs and wants. A behaviour pathway is selected which it is expected will achieve the goal. Armstrong, M (1999) Human Resource Management Practice, 7th Edition, New York and this is the process of motivation.

Behavioral scientist Abraham Maslow states that man is a satisfaction seeking animal motivated primarily by biological needs. Once man's biological needs are satisfied further needs emerge mainly of a social leisure. This manifest itself in the pursuit of power, status, security and other outwards signs of success. Boella; MJ (1994). Human Resource Management in the Hospitality Industry, 5th edition United Kingdom. He went ahead to say that the first need for bodily comfort is satisfied relatively simply by adequate meals and housing and the welfare status. Individual in our society therefore no longer accept working merely for food and shelter. Most people expect from their employment than being able merely to purchase food or shelter.

Physical security should very largely be assured by the state / the organization. The organization is designed to protect the community or individual from injury or diseases. If a man foes fall ill or suffers injury in the process of performing his / her duty, the state or company / organization should care for him so that he need not fear the financial consequences.

Workers need to establish satisfactory relationship with other people. When looking for staff, turn over, it should be noted that the greatest number leave in the earliest days of employment the period when relationship have not developed. On the other hand one of the main reasons why people stay in their

job when all other conditions should encourage them to leave is because of their relationship with those at work including colleagues, bosses, subordinates and customers. They are motivated by a sense of belonging to one team. This improves their performance.

Need for acceptance frequently depend on our job and way of living. Considerably and the main evidence is change of occupational status, type of housing, earning more money, obtaining a variety of other symbols such as a motor car, longer holidays, thicker carpets in the office, etc and changing from one job / occupation to another with higher social standing. There is also need to satisfy one's own ambitions and aspiration. This means making the maximum use of one's intellectual, social and manual skills. This is manifested on the desire to become chairman or wish to produce a satisfactory piece of workmanship. People would put in long hours on difficult conditioned even for low pay when intrinsic job satisfaction is high. Having satisfied all these needs, security of their continuity, satisfaction is itself another motivator. It is usually found that where job security is higher such as banking or insurance, labour turnover is lower. Job security normally leads to a stable and skilled labour force with many of the consequent efficiencies. Boella M.J (1994) Human Resource Management in Hospitality Industry, 5th edition, United Kingdom.

2.2. Maslow's need theory

Human needs are arranged in a hierarchy of importance. These needs are divided into five and range from low level biological, psychological need for security need for belonging, needs for self esteem to high level of self actualization. Bird J.B (1989) entrepreneurship behaviour, 1st edition foreman and company, New York. Human beings are never satisfied, their wants are determined by what they have for example when people are hungry or thirsty. The quest for food or water influences how they behave. However if food and water is acquired the same person will want something else perhaps a safe place

to live in or social status. A satisfied need does not cause behaviour. Once people satisfy their needs for safety, they are motivated by yet unsatisfied needs not the one they are satisfied with. Ombok A.J (1998) entrepreneurship module. Kenya Technical Teachers College, Nairobi.

2.2.2 McClelland. Achievement Motivation Theory

The theory states that three needs are central to work motivation. The needs for achievement, power and affiliation. Individuals with a very high need for achievement are those who love the challenges to work. They are 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 are status oriented and are more motivated by the chance to gain influence and prestige than personally solve particular problem or reach performance goal. Mc Clelland (1970). There is job that satisfied their need to be in charge.

People with a need for affiliation have the desire to be liked and accepted by others. They are greatly concerned with interpersonal relationship on the job and prefer working with others on a task. They are motivated by cooperative rather than competitive work situation. Mc Clelland (1961) many successful managers are high in the need for power because much of their job involves directing the activities of others. Mc Clelland and Boyatzies (1982). Mc Clelland and Burnham (1979). High achievers make more money than those with a low need for achievement, Mc Clelland and Franz 1993.

2.2.3 Herzberg motivation factors

These factors include achievement, recognition, work itself, responsibility and advancement which are strong determiners of job satisfaction with the last three being important for a lasting change of attitude. The hygiene factors which include company policy, administration, supervision, salary, interpersonal relation

and working conditions are determiners of job dissatisfaction in employee. A lack of hygiene factor equals dissatisfaction while the presence of hygiene factors equal satisfaction of individual needs. The lack of motivation factors will not cause dissatisfaction of hygiene factors are present but will lead to an absence of positive satisfaction. It means therefore that one can remove dissatisfaction and improve job performance up to a point but it takes a motivator to bring about positive job feelings and high performance. Salary, status, security and interpersonal relationship can be both satisfaction and dissatisfies. Armstrong .A (1999). Handbook of Human Resource Management London.

2.2.4 Douglas Mc Gregor Theory x

Theory x assumes that people do not like work and try to avoid it. That people have little or no ambition and will try to avoid responsibility and prefer to be led. Managers have to push people closely supervise them and threaten them with punishment to get them to produce. They must be rewarded, coerced, intimidated and punished that is stick and carrot game. He maintains that management is responsible for an organizing the element to productive enterprise that is management organize for money, materials, equipments and people in the interest of economic end. There should be process of directing the efforts of people, monitoring them, controlling their action, modifying their behaviour to fit organizational needs. That man is by nature resistant to change.

Theory Y of Douglas Mc Gregor

This theory believes that people are not by nature passive or resistant to organizational needs. People will work towards goal if they are committed to them. People become committed to goals when it is clear that achieving them will bring personal rewards. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behaviour towards organizational goals are all present in people. Management does not put them to the people. It is the responsibility of management to make it possible to

recognize and develop the human characteristics for themselves. Management is to arrange organizational conditions and methods of operation so that people can achieve their own efforts towards organizational objectives. Meyer E. C et al (2000) entrepreneurship and small business management, 2nd edition, New York.

2.3 Suggestions on how to enhance motivation in the school / organization

There should be intrinsic and extrinsic types of motivation in any organization. Intrinsic motivation is a type of motivation is self generated. Self generated factors that influence people to behave in a particular way / direction include responsibility, freedom to act, scope to use and develop skills and opportunity to advancement. These have a long term and a deeper impact on motivation. Extrinsic motivation is what is done for the people to motivate them. They include reward, pay, praises and promotion. Punishment such as disciplinary action and withholding pay or criticism attract and retain employees. Armstrong M (1999). Human Resource Management Practice, 17th edition.

Provide performance evaluation. A performance evaluation is a review of how well an employee does his / her job formal. Evaluations are usually done once a year. In private meeting with the employees you can evaluate the person's strength and weakness. You can also give tips to help the employee become more productive. Reward performance is important to acknowledge and reward employee's achievement usually financially. Other reward includes special assignment, job title or promotion. Meyer E. C et al (2000). Entrepreneurship and small business management, 2nd edition, Glencoe, New York.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of the study was to determine the relationship between motivation and performance of pupils / students in national examinations in St John's Malivani. This section therefore was intended to highlight the techniques / research design to be used in obtaining data. It described the area and population of the study, sample section and size of the respondents. Lastly it explained how the research instruments were developed and administered, how data analysis was done.

3.1 Research design

The design of this study was to determine the relationship between performance of students in St John's Malivani. The study used qualitative approach to explore, identify and compare the level of performance and the types of motivation being offered in the school. It involves identifying the best performed subjects and the teachers who handled the subjects in national examination and if there was any form of motivation offered to them. Students who performed well in national examination were also identified and if any motivation had been warded to them. The researcher used survey method to gather data concerning types of motivation and how they influenced performance in the school. This method enabled the researcher to collect detailed information about the study and to determine the adequacy of status by comparing it with established standards. Thus the researcher determined the relationship between performance and motivation in the schools.

3.2 Area and population of the study

The target population of the study was teachers and students of St John's Malivani in Makueni district, Kenya. There were a total of 315 students and 20 teachers in the school teaching 12 subjects and co-curriculum activities. At least six teenagers were chosen to represent the number of teachers and ten students to represent / care for best performing students. The teachers chosen must have handled the subject from one to four and must have been in the school for at least two years.

The list / name of the best performing students were got from examination department in the school. This was the reliable source of sample framework since it is dealing with examination results analysis.

3.3 Sample

In order to meet the objectives of the study, a random was used to select teachers and students in St John's Malivani. A sample of 10 teachers and 80 students were chosen. This technique was used to give a proper representation of teachers and students in the school. The subjects used included Mathematics, English, Kiswahili, Chemistry, Physics, Biology, History, Geography, Religious Education, Business Studies and Agriculture. These were the core subjects being taught in the school. The researcher personally interviewed / talked to every teacher before starting the research. This was to enable the researcher to ascertain that they were the actual target population to be studied.

3.4 Instrumentation

The semi-structured interview guide was used to collect data from the teachers and students. This is because the interviewer had the advantage of adaptability necessary to elicit in depth response and to establish higher objectivity. Multiple cues were used to ensure that the interviewer is much as consistent as possible

with each interviewee and control the length of each interview. This was to avoid fatigue and waste of the respondent time.

The researcher also used questionnaires for the teachers who might not have time for the interview. This was to enable them to answer questionnaire at their own pace. The questionnaire was made up of closed and open questions for the teachers and students. There were spaces for the respondents to write their names, gender and other social economic background. This was to form the first section. The second section consisted of rating questions focusing subjects being taught and the grades attained and the type of motivation offered by the school management based on the Likert method of summated ratings. The purpose of this was to illicit different indications in performing and motivation. The observation schedule was also used to get information / performance which could not be got through interviews and questionnaires. It consisted of examination results analysis, prize giving day programme and a visit to school canteen sick bay / dispensary and the staff room. It included checklist and rating scale. A letter was to be attached to interview and questionnaire schedule seeking permission to have a research done in the school.

3.5 Data collection procedure

Prior to conducting the study, the questionnaire was pilot tested on a sample of 5 teachers and 20 students. This was to help identify potential and problem areas and clarify the respondent interpretation of each question. The questionnaire was then revised on the result of the pilot study. A timetable for the interview with the teachers and students were prepared by the researcher. Respondents were allocated / identified by the researcher and an interview was arranged for the later as per the timetable. Each interview lasted for approximately 30 minutes. However, much time was spend discussing the respondents' problem upon conclusion of each interview. A permit for data collection was obtained from the district education office and the school

principal. The permit was to inform the teachers about the study and also to seek their cooperation. The researcher went through the school administration records such as teacher register and student register for the purpose of sampling after which the researcher wrote an introductory letter to the respondent. Informing them about the purpose of the study and also to seek their consent for participation with a return slip for their consent. Questionnaires were collected after the agreed time so as to give the teachers and students enough time for filling in them.

3.6 Data analysis procedure

The data on the performance of teachers and students, respondents, personal data, type of motivation, impact of motivation on performance, subjects students sit for / examined in and the suggestions on how to provide motivation in school were analyzed using descriptive statistics such as frequency, percentages, table or charts and the findings were printed. The next chapter presents the findings / data presentation and analysis of the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The information collected from the teachers and students were in three categories characteristics / personal information of teachers and students. Subjects taught and grade attained. Types of motivation offered by the school management and the suggestion on how to enhance motivation in schools.

4.1 Characteristics of teachers

Table 4.1: Age distribution

| AGE | FREQUENCY | PERCENTAGE |
|----------|-----------|------------|
| 20 - 25 | 1 | 10% |
| 26 – 30 | 4 | 40% |
| 31 – 35 | 2 | 20% |
| Above 35 | 3 | 30% |
| Total | 10 | 100% |

From the table it is clear that majority of the teachers were in the age bracket 25 – 30 years which represent 40% of sample population. This was followed by those in age bracket above 35 which was accounted for 30%.

Table 4.2: Marital status

| STATUS | FREQUENCY | PERCENTAGE |
|---------|-----------|------------|
| Single | 2 | 30% |
| Married | 6 | 60% |
| Widowed | 1 | 10% |
| Total | 10 | 100% |

Most of the teachers were married or shown in the above table by 60%. Those who were single represented 30%.

Table 4.3: Level of education

| LEVEL | FREQUENCY | PERCENTAGE |
|--------------|------------------|-------------------|
| Graduate | 6 | 60% |
| Diploma | 2 | 20% |
| Untrained | 2 | 20% |
| Total | 10 | 100% |

Majority of the teachers are graduates as shown on the table above representing 60%. The number of untrained and diploma teachers are the same representing 20% each.

Table 4.4: Teacher employer

| EMPLOYER | FREQUENCY | PERCENTAGE |
|-----------------|------------------|-------------------|
| TSC | 5 | 50% |
| BOG | 4 | 40% |
| Volunteer | 1 | 10% |
| Total | 10 | 100% |

Table 4.5: Teaching experience

| EXPERIENCE | FREQUENCY | PERCENTAGE |
|-------------------|------------------|-------------------|
| 0 – 2 years | 2 | 20% |
| 2 – 4 years | 2 | 20% |
| 4 – 6 years | 3 | 30% |
| More than 6 years | 3 | 30% |
| Total | 10 | 100% |

There were only a few teachers with more than 6 years experience as shown by 30%. The rest of the teachers have less than 6 years. The least experienced teacher represented 20%.

Table 4.6: Duration at the current station

| DURATION | FREQUENCY | PERCENTAGE |
|-------------------|------------------|-------------------|
| 1 year | 1 | 10% |
| 2 years | 2 | 20% |
| 3 years | 1 | 10% |
| 4 years | 2 | 20% |
| More than 4 years | 4 | 40% |
| Total | 10 | 100% |

Majority of the teachers have stayed in the school for four years above. This is shown by 20% and 40% respectively.

4.2 Subjects, grades obtained and the motivation type received

Among the population sample studied, it was observed that teachers handle almost two subjects in form one to four. The following are the subjects taught at form four level English, Kiswahili, Mathematics, Physics, Chemistry, Biology, History, Geography, Religion, Agriculture and Business Studies.

All the teachers under study had handle candidate class that is form four classes. Studies got various grades in various subjects.

Table 4.7: Overall grade attained by the student

| GRADE | FREQUENCY | PERCENTAGE |
|--------------|------------------|-------------------|
| A | 1 | 5% |
| A- | 3 | 15% |
| B+ | 4 | 20% |
| B | 7 | 35% |
| B- | 5 | 25% |
| Total | 20 | 100% |

Only 5% of the students got grade A. Most of the students got B which is represented by 35%.

Table 4.8L: Types of motivation offered to students

| TYPE OF MOTIVATION | FREQUENCY | PERCENTAGE |
|---------------------------|------------------|-------------------|
| Geometrical set | 4 | 20% |
| Text books | 2 | 10% |
| Merit certificate | 3 | 15% |
| Suite case / bags | 2 | 10% |
| Exercise books | 4 | 20% |
| Cash | 5 | 25% |
| Total | 20 | 100% |

At least every student who performed well in examinations was awarded by a present. 25% got cash award.

Table 4.9: Teachers housed by the school

| HOUSES | FREQUENCY | PERCENTAGE |
|-------------------------|------------------|-------------------|
| Subsidized | 2 | 20% |
| Free | 1 | 10% |
| Stay outside the school | 7 | 70% |
| Total | 10 | 100% |

Majority of the teachers were not housed by the school. This is shown by 70%. This motivates them to perform better than their counter parts who pay rent and transport for the selves.

Table 4.10: Promotion due to performance

| TYPE OF PROMOTION | FREQUENCY | PERCENTAGE |
|--------------------------|------------------|-------------------|
| Internal | 1 | 10% |
| External | 5 | 50% |
| None | 4 | 40% |
| Total | 10 | 100% |

50% of teachers have received promotion to the next grade due to good performance in examination by the TSC 40% of teachers were not promotion because they were still not yet employed by the Teachers' Service Commission.

Table 4.11: Number of trips / tour organized by school to various places in Kenya.

| NUMBER OF TRIPS | FREQUENCY | PERCENTAGE |
|------------------------|------------------|-------------------|
| 1 st | 2 | 20% |
| 2 nd | 4 | 40% |
| 3 rd | 4 | 40% |

Tour the school organized for the same number of teaches who performed well. This is shown by 40%.

Table 4.12: Types of motivation received by the teachers for their performance

| TYPE OF MOTIVATION | FREQUENCY | PERCENTAGE |
|---------------------------|------------------|-------------------|
| Cash | 2 | 20% |
| Wall clock | 3 | 30% |
| Set of cups | 2 | 20% |
| Merit certificate | 1 | 10% |
| Pressure lamp | 2 | 20% |
| Total | 10 | 100% |

Wall clock was received by a big number of teachers as it is shown by 30%. At least every teacher receives an award for a good performance depending on the category of the award being offered. Categories awarded presents included best performing subjects, most improved subjects, best language, best humanities, best performed sciences, best mathematics teacher and the number of As got, number of Bs got. These formed the basics for awarding performance and there was different awards for every category.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.0 Introduction

A major purpose of this study was to obtain data to develop and establish the relationship between motivation and performance of students of St John's Malivani in Makueni district in Kenya. The study provided the profile of motivation and performance in the school. These included, teachers' personal information, subject taught and grades obtained in K.C.S.E, types of motivating given to teachers and students due to good performance, categories of prizes given to teachers and students and the suggestion on how to enhance performance.

5.1 Summary

One of the main goals of education programme in the school is to enable the students pass national examination and be a formidable citizen in future. A good performance in examinations one of the key means through which students work / contribute towards the achievement of this goal.

Performance in national examinations in most schools has been poor. A big number of students fail to meet the pass mark for admission into public universities, middle level colleges as well as teacher training colleges and medial training colleges. This has contributed towards a big wastage of people who can not towards country development. There has been a call from policy makers, parents and teachers, general public to find ways of improving performance in national examinations. One the other hand, due to dynamism of societal changes and the low level of income in society, there is still need for frequent study and subsequent review on ways and means of conducting motivations in schools and finding out how it relates to performance.

This study looked at how motivation and performance were related to St John's Malivani. A surface method was used on a random sample population taken from teachers and students.

This focused on teachers personal information, level of training / education, experience in teaching, grade obtained in national examination, subjects taught, forms of motivation received, categories of prizes given and suggestions on how to enhance motivation in schools.

The responses of questions were analyzed using descriptive statistics as frequency, percentages and tables. This describes the qualitative data collected.

Various forms of motivation received by the teachers included pressure lamps, umbrellas, wall clock, tea sets, dinner sets, hand bags / suit cases, television sets, merit certificates, cash money, promotions, tours / trips to places within the country and outside, free lunches and breakfast and subsidized rental houses and transport means. Grades considered included A, A-, B+ and B. Students received exercise books, merit certificates, mathematical sets and text books. Teachers also felt that they should be consulted when decision is being made concerning the school especially those toughing on the performance of student this is similar to finding of.....

An incentive in the form of cash award was given to teachers that offered an extra lesson. Letters of appreciations were written to teachers who performed well in their school in their subjects. The categories of prizes given ranged from best performed subjects, most improved subjects, best languages, best sciences and mostly best humanities and best applied subjects. All teachers were given general awards performance subsequently improved in the successive years since the motivation were given for the first time.

5.2 Conclusion

The purpose of this study was to determine the relationship between motivation and performance of students in national examinations at St John's Malivani. Based on the finding of this study, the following conclusion was reached.

5.2.1 Teachers' personal information

From the study it is evident that most of the teachers at the age of 25 years and above. Majority of them were married. Most of the teachers were permanently employed by Teachers' Service Commission (TSC) and had a long experience in teaching of four and above years. Majority of the teachers have stayed for a longer period in the current station that is St John's Malivani four years and above. They were therefore able to give the correct information about permanent and academic performance at the school.

There was therefore a low staff turn over. This is in agreement with the finding of M.J Boella (1994) that the main reason why people stay in their job when all the other conditions should encourage to leave was because of their relationship with those at work including colleagues, bosses, subordinates and customers.

5.2.2 Grades obtained by the students at Kenya Secondary Certificate of Education (K.C.S.E)

There were fewer quality grades obtained by the students. Most of the students got B and above in the national examination. This could not still enable them to pursue university education in large numbers. Most of them qualify for middle level colleges which offer diploma and certificate courses. Wastage of student was a bit reduced compared to the previous years.

Subjects in which students obtained high grades were taught by experienced teachers and in one way or the other had received a kind of motivation for good performance.

5.2.3 Categories of prizes given to teachers and students

At least every teacher who presented candidate for the national examination received a present categorized as general prizes. This was for recognition of their efforts towards the result of that particular year. Other categories such as best performed subjects, most improved, best languages, best sciences, best grades such as As in a subject were allocated cash award. Teachers could get as much as they could depending on the number of As students got in their subjects. All these areas of awards encouraged the teachers to work harder so as to be awarded at most in all categories. Students preferred to be awarded with items such as text books, mathematical sets and exercise books which can help them pass exams. The awards for good performance was not confined to form four only. All other students in form one and two and three who performed well in internal exams as well as local joint exams were recognized by a present / prize. This was meant to enable them to improve in their performance in examination.

5.2.4 Government participation

It was the Ministry of Education was not taking part in motivating of teachers for good performance. It was in rare cases where teachers, deputy head teachers or head of departments (HOD) because of good performance. Any form of motivation given to teachers and students was donated by the parent that is PTA and Board of Governors.

5.2.5 Types of motivation given for good performance

Motivation types given to teachers varied from merit certificates to household items. Every year teachers wanted / proposed different items from what for good performance. The proposal of items was unlimited and teachers were given the awards which the school could afford, otherwise some were beyond the schools financial capability.

5.2.6 Contribution of motivation to academic performance

Since the school started appreciating the effort of teachers and students by motivating them, the school mean grad improved progressively. Most of the subjects continued to register improvement. Even if there was a drop in performance it was minimal. The number of students joining university also increased every year.

5.3 Recommendations

Based on the findings and conclusion of this study, the following recommendations are offered.

5.3.1 Orientation on school motivation policy

When a teacher is newly posted to the school, he / she should be properly oriented on the school motivation policy and given time to adjust to the school. This would enable the teacher to adapt well to the school system. This means that the new teachers should be given guidelines of what is expected of him / her by the subject heads of departments and be allowed to his suggestions towards the guidelines. In access both the school and the new teacher would be learning from each other.

5.3.2 Government participation

Government through the Ministry of Education should take an active role in motivating teaches. This can be through the provision of staff houses in the school which would enable the teacher to reside in the school. A teacher residing in the school would deliver; perform his duty without much fear or stress of traveling home which might be far apart.

Government should supplement parents' efforts in the provision of learning facilities such as text books, building library and laboratories. Teachers would be motivated to perform when the required facilities are provided.

5.3.3 Teachers' Service Commission (TSC) participation

A scheme of promotion on merit / on value added should be developed by the teachers' employer (TSC). This would make teachers to be sure of what they expect when one performs well in his job. It will also create competition among teachers hence improvement in their work. TSC should ensure that there are enough teachers posted to school to handle the student. This creates fair competition among the subjects. It would be in order when the teachers are transferred after staying at least 5 years in station. This would avoid the situation where teachers become complacent or composed the performance in the school. TSC should also organize for teachers in the form of seminars and workshops to update teachers' skills and knowledge in their areas of specialization. Harmonization of remuneration on medial allowances, house allowance and salary would make teacher feel contented with their profession and guide against high staff run over.

5.3.4 PTA and BOG participation

Since parents are the direct beneficiary of the good performance, they should contribute voluntarily towards motivation of teachers and students. They should actively be involved in deciding on what to award to teachers and students. Whatever little they contribute should be announced to the teacher and student. This would make them honoured and recognized. Board of Governors (BOG) should organize team building workshops to lay strategy on how to improve or to maintain good performance. They should be encouraged voluntarily to contribute towards motivation of teachers since they are the school managers who should ensure that the school performs well.

5.3.5 Sources of fund for motivation

Motivation fund should come from the government since parents are already over hardened by school fees. Government should establish a kitty for motivation of teachers in any way. Parents should contribute the fund but voluntarily.

5.3.6 Areas to award prices on

These would include performance in both local joint exams and national examinations. This would stimulate a steady trend in performance in school. The others to award one most dedicated teacher, all round teachers, and most disciplined students and co-curriculum activities such as drama, music, sports and athletics. Non teaching staff should not be forgotten when awarding prices because they indirectly contribute towards good performance.

5.3.7 Types / methods of motivation which directly enhance performance

Cash award would have an immediate impact on the teachers than any other form of incentives. This is because the teacher is able to put it any use of his / her choice. Teachers should be involved / consulted when decision is to be made concerning their department / subject. This makes them feel that their role in school management is recognized. Merit certificates are a permanent testimony of good performance. They should therefore be given to a teacher who can show them to their employer for promotion cases. When school performs well in national exams, tours and trips should be organized within and outside the country to give teachers refreshing mood, relaxation and reflection onto the future challenges.

REFERENCES

Armstrong, M. (1999). Human Resource Management. Seventh edition.

Boella, MS (1994). Human Resource Management in Hospitality Industry. Fifth edition.

Chambers, I, Hall and Squires, S (1996). Business Studies. Sixth edition.
Longman French, L. W (1987). The Personnel Management Process. Sixth edition.

Howard J. (1995). Managing more with less. Fifth edition. Butter Worth Heinemann.

Kimbrel, G. Vineyard BS (1995). Succeeding in the world of work. Fifth edition. London.

Meyer, C. E and Kathleen, A.R (2000). Entrepreneurship and small business management, second edition, New York.

Needham D. Dranfield R. Havis R. Coles M. (1995). Business for high award, 1st edition, New York.

Needham D and Dranfield R (1990). Business Studies, 3rd edition, New York.

Reggio R.E (1996). Introduction to Industrial Organization Psychology, 2nd edition. London Longman.

Udom, U.E (1998). Administration prudence. A behavioural approach to managing ourselves and others, 4th edition.

APPENDICES

APPENDIX I: QUESTIONNAIRE

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

1. Name (optional)

2. Sex

Male

Female

3. Age

20 – 25

26 – 30

31 – 35

Above 35

4. Marital status

Single

Married

5. Level of education

Graduate

Diploma

6. Who is your employer?

TSC

BOS

Volunteer

7. Your experience in teaching

0 – 2 years

2 – 4 years

4 – 6 years

More than 6 years

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

- 1 year
- 2 years
- 3 years
- 4 years

9. Please indicate the subject you teach

.....

10. Have you ever handled candidates class?

Yes No

If yes how many times?

- 1 year
- 2 years
- 3 years
- More than 3 years

11. What is your highest mean grade you ever got?

.....

12. How many students / candidates you have taught got?

- A
- B
- B+
- B
- B-

13. Have you ever been awarded for the good performance?

Yes No

If yes, what exactly were you given (specify)

.....

14. Are you housed by the employer / school at subsidized cost?

Yes No

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

Yes No

16. Do you eat / get subsidized meals in the school?

Free meals

In the school

17. Have you ever even promoted either internally or externally because of your performance?

Yes

No

18. Does the school organize prize giving day?

Yes

No

If yes which categories of people receive the prizes?

Best subject

Teachers who performed well

Students

General award

19. Have you ever received recommendation / letter of appreciation for the good performance?

Yes

No

20. Has the school organized a tour / trip for teachers after a good performance to any place in or outside the country?

Yes

No

21. Are students also given award / prize for good performance?

Yes

No

22. What is the school mean grade compared to your previous years

.....

23. Does your principal consult you when making any decisions for the school?

Yes

No

24. What kind of incentives / benefits do you recommend for the school to award to best performing teachers / students?

.....