

# **MOTIVATIONAL FACTORS AFFECTING EMPLOYEES' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA NORTH SUB COUNTY, KENYA**

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**Received:** 4<sup>th</sup> November 2015

**Accepted:** 10<sup>th</sup> November 2015

Full Length Research

**Available Online at:** [http://www.iajournals.org/articles/iajhrba\\_v1\\_i5\\_140\\_161.pdf](http://www.iajournals.org/articles/iajhrba_v1_i5_140_161.pdf)

**Citation:** Situma, R. N. & Iravo, M. A. (2015). Motivational factors affecting employees' performance in public secondary schools in Bungoma north sub county, Kenya. *International Academic Journal of Human Resource and Business Administration*, 1 (5), 140-161

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## **ABSTRACT**

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Consequently, the study investigated the effects of motivational factors on the performance of public secondary school employees in Bungoma North Sub-County. Specifically, the objectives of this study was to find out the level of motivation; the effect of intrinsic and extrinsic motivation on the performance of teachers, principals and non-teaching staff. Stratified sampling was used to select schools for study. By stratifying secondary schools as either county or Sub County, it facilitated comparison of motivators and teacher performance in each category of schools. A total of 163 respondents were targeted by the study constituting 30% of the total teacher population in the Sub-County. This constitutes 63 teachers, 88 non-teaching staff and 12 principals. Purposive sampling technique was used to sample principals and non-teaching staff while simple random sampling technique was used to sample teachers. Questionnaires and interview schedules were used as instruments for data collection. The researcher administered the instruments to the respondents who were given ample time to respond to the questions. This ensured achievement of a

good return ratio and helped respondents to get a chance to seek clarification on items which proved difficult. The instruments of the study were tested in two schools which did not participate in the actual study to ensure clarity of the final instruments for the actual data collection. Furthermore, expert opinion from supervisors may help to check on the content validity of the instruments. The percentage number of respondents according to variables such as; sex, age, type of motivation and performance were computed and presented using frequency tables, means and standard deviation. The effect of intrinsic and extrinsic motivation on the performance of teachers was established using Pearson Product Moment statistical method. Qualitative data was organized according to themes identified from research questions and analyzed using content analysis. Data from interviews and discussions was recorded, organized, interpreted and presented and discussed. The expected findings of the study informed stakeholders and policy makers in designing motivation effective packages for teaching staff in Bungoma North Sub County, Kenya and the rest of the world.

**Key Words:** *Salary, Allowances, Job satisfaction, Promotion, Employee Performance, Motivational Factors*

## **INTRODUCTION**

Employees are the most important resource in every institution. Through their individualized professional competence, they provide valued products and services. Finer (2000) notes that employee's performance level never exceeds 50% of an individual capacity to perform

particularly when not effectively motivated. Motivation involves the energy and drive to learn, work effectively, and achieve potential (Martin, 2003). The motivation of an employee in a school is, therefore, very important as it directly affects the students. In order for employees to maintain a high level of professional performance, they must assume personal responsibility for their own performance, growth and development (Alam, 2011). Organizations have to obtain and utilize human resources effectively. Organizations, therefore, need to design its human resource management in ways that fit into the organization's structure as this will make the organizations achieve their goals and objectives.

The management of human resources in Africa in general and Kenya in particular is rather challenging as most organizations have difficulties finding proper human resources. Although such events are expected to have affected the morale of teachers to perform, detailed studies examining the effect of motivation on performance of teachers are still scanty. Employee motivation is viewed as a variable which has a strong impact on organizational performance (Gardner, 2005). The extent to which employees are able to motivate their students depends on how motivated they are (Atkinson, 2000; Bernaus, Wilson, & Gardner, 2009; Guilloteaux & Dornyei, 2008). High motivation may enhance school employees' efficiency and effectiveness leading to improved performance (Kusereka, 2003). Employees' low motivation may lead to apathy, reduced performance, request for transfers to other schools, increased value on material rewards, hostility to school officials, and working for promotion to other positions with better prospects (Frederick, 2001).

Often, a person has the desire and ambition to get something done or achieve a certain goal, but lack the push, the initiative and the willingness to take action. This is due to lack of motivation and inner drive. Motivation strengthens the ambition, increases initiatives and gives direction, courage, energy and the persistence to follow organisational goals. A motivated person takes action and does whatever it needs to achieve organisational goals (Osei, 2011). According to Creech (1995), motivation is typically defined by psychologists as a stimulation that causes the creation of aroused, sustained and directed behavior. This behavior in turn leads individuals to work and perform towards goal achievement. Several authors had also studied on the principle concept behind motivation. Kreitner (1995) for instance, has defined motivation as the psychological process that results to a directional and purposeful behavior.

Motivation is also defined as the tendency to behave in an appropriate manner to attain certain needs (Buford, Bedeian & Lindner, 1995). Motivating employees to complete their work correctly and on time is one of the major tasks of management. Changing an employee's perception of his place within a company is sometimes an effective way of improving organizational behavior constructively. Employees who perceive that they have a greater control over their work lives will likely be more motivated to excel within the organizational structure (Brachmann, 2007). However the scenario is worrying globally as many organizations find it hard to effectively motivate their employees. Teacher motivation has become an important issue

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given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mertler, 1992).

Motivation guide people's actions and behaviours toward achievement of some goals (Analoui, 2000). In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well-being (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. Teachers' job performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation (Hornby, 2000).

In this respect, teacher performance connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teacher's participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance in this study was measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others. Available evidence, however, reveals that the teaching force has expanded rapidly in only a relatively few countries.

Many factors influence the performance of teachers in Kenyan secondary schools. According to Kusereka (2003), the primary factor that contributes to good performance of teachers is strong motivation. Motivated teachers are often associated with producing motivated students with high achievements (Atkinson, 2000). Thus, in order to bring change to an educational system, factors that enhance teacher motivation are essential. Planning for such improvements would require the researcher to know the existing state of teacher motivation and motivational factors affecting teachers' performance. The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Highly motivated employees perform better, thus enhancing their professional growth through training and experience. A sense of identity and distinctiveness also increases translating into professional growth. How employees behave at work, is not simply a result of random influences.

Behaviour is caused and so is its reoccurrence. To date education remains the most important index in measuring development of a nation (Human Development Journal 2007). Its linkage to other indicators of development like socio-economic status, health, mortality rate, technology

and poverty reduction are clear. Education is credited with developing the full potential of people to lead productive lives. Fundamentally, education enlarges people's choices in life through capacity building and transforms people by making them more receptive (Ndegwa, 2001). In view of the above, the Kenyan government has continued to invest immensely in education with over 40% of the country's resources being spent on education (Economic Survey 2010). High school education spends a substantial part of this allocation. Its importance is seen in it being the bridge between primary education and higher learning. Charged with the responsibilities of this monumental duty, is the high school teacher.

The government is the employer of all public high school teachers through the Teachers Service Commission (T.S.C.) a corporate body established under the Kenyan law and enshrined in the constitution. Its mandate includes all human resource functions comprising employment and deployment of teachers, remuneration, performance appraisal, promotion and transfer, registration, interdiction and termination of service, advisory services and any other practices that are necessary to facilitate the teacher services in schools. In particular, the commission is in charge of managing the professional conduct of high school teachers. However, evidence documented by the school's inspectorate department in the Ministry of Education (2010) indicates a lapse in the teaching fraternity's work, professional conduct and work performance. Therefore the purpose of this study was to find out how motivational factors affect employee performance in public secondary schools.

### **STATEMENT OF THE PROBLEM**

Motivation occupies a central position in the execution of any human task or endeavor, the teaching-learning process is no exemption (Adeyemi&Oyetade, 2011). This view has been supported by many studies. Obameta (1995), contributing to ways of improving the quality of performance in school says: "what is desired is to make teachers more dedicated and effective by way of motivating the teaching force". Despite the gains of motivation, low teacher motivation is being reflected in deteriorating standards of professional conduct, including serious misbehavior in and outside of school, and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

The diversity of today work force presents school managers with problems of substantial magnitude. Huge differences among teachers in every institution and work group means that there is no one best way to deal with them (Sansone, 2000). An approach that motivates some teachers to perform well misses the mark with others. This is evident in Kenya where in recent times the teaching labour front has been plagued with a plethora of industrial unrests agitating for better incentives and working conditions. Fundamentally, education enlarges people's

choices in life through capacity building and transforms people by making them more receptive (Ndegwa, 2001). In view of the above, the Kenyan government has continued to invest immensely in education with over 40% of the country's resources being spent on education (Economic Survey 2010). It is therefore clear that effective learning is not likely to take place when the teachers who are the major actors in the teaching learning situation are not sufficiently motivated. This may have adverse effects on their productivity and hence the educational standard.

The study was different from earlier studies as it addressed the effect of motivational factors and employee performance in relation to the level of employee motivation in public secondary schools, intrinsic and extrinsic motivational factors affecting employee performance in public secondary schools against the backdrop of motivational challenges in the public secondary schools in Kenya especially Bungoma North Sub-County, where KCSE performance has dwindled out of the national scene in the recent years. It was against this background that the study sought to focus on motivational factors and their effects on employees' performance in public secondary schools in Bungoma North Sub-County, Kenya.

## **OBJECTIVES**

To determine the motivational factors affecting employees' performance in public secondary schools in Bungoma North Sub-County, Kenya

## **SPECIFIC OBJECTIVES**

1. To establish the level of staff motivation among public secondary schools in Bungoma North Sub-County.
2. To establish the intrinsic motivational factors affecting employees' performance in public secondary schools in Bungoma North Sub-County.
3. To determine the extrinsic motivational factors affecting employees' performance in public secondary schools in Bungoma North Sub-County.

## **THEORETICAL REVIEW**

### **Mcgregor Theory X And Theory Y**

In his theory McGregor developed two distinct preconceived perceptions of how people observe human behaviour at work and organizational life. He believed that companies follow one of the two opposing approaches. He called these approaches theory X and theory Y. He argues that in theory X, management has the responsibility to ensure that the productive elements of the enterprise are organized such as money, materials, and people with the purpose of meeting economic ends.

People have an inborn dislike of work and tend to avoid it whenever an opportunity arises, they are inborn selfish, indifferent to the needs of the organization, peoples efforts need to be directed through motivation, controlling their actions and modification of their behaviour so as to fit organizational needs, they always need to be directed to take responsibility and have little or no ambition but above all everything they seek security. Due to the lazy inherent nature of human beings they are not able to perform well in their own initiative. In order to make people to achieve the organizational objectives they need to be persuaded, rewarded, coerced, controlled, directed or threatened with punishment. The role of management is to coerce and control employees. If management does not have an active intervention, people tend to remain passive and resistant to the needs of the organization.

On the other hand theory Y stipulates that management is charged with the responsibility to organize the elements of productive enterprise such as money, materials, equipment and people with the aim of meeting economic ends. To people work is a natural thing; they are not passive or resistant to organizational needs and are always ready to express self-direction when committed to the objectives because people are naturally not lazy. Unlike theory X people accept and seek responsibility at all times. However the only way management can ensure that people are committed is to provide them with the right conditions and operation methods to enable them achieve their goals through the direction of their efforts to meet objectives of the organization.

In the assumptions suggested in theory Y, management's role is to develop employee's potential and help them to release that potential towards the achievement of common goals. Management in accomplishing its tasks uses these assumptions as guides and this leads to a variety of possibilities which fall between two extremes. In one extreme side management can be hard or strong and on the other management can be soft or weak. Theory X is the standpoint that traditional management has taken towards the work force while many modern organizations are now taking the enlightened position of theory Y (Boeree, 2006).

### **Herzberg Et Al.'S Two Factor Theory**

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg et al. does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content

Herzberg et al. indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors.

Physiological include needs: The desire for basic necessities of life, Security Needs: The desire for protection against threats and unsafe work conditions, Esteem-Needs: The desire for status, recognition, achievement, confidence, Self-Actualization, Needs: Full potentials; self-development and the pinnacle of one's calling, Affiliation Needs: The desire for one to be loved and wanted in group. Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999: 542). Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom.

Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989). Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990; Rosenholtz, 1989).

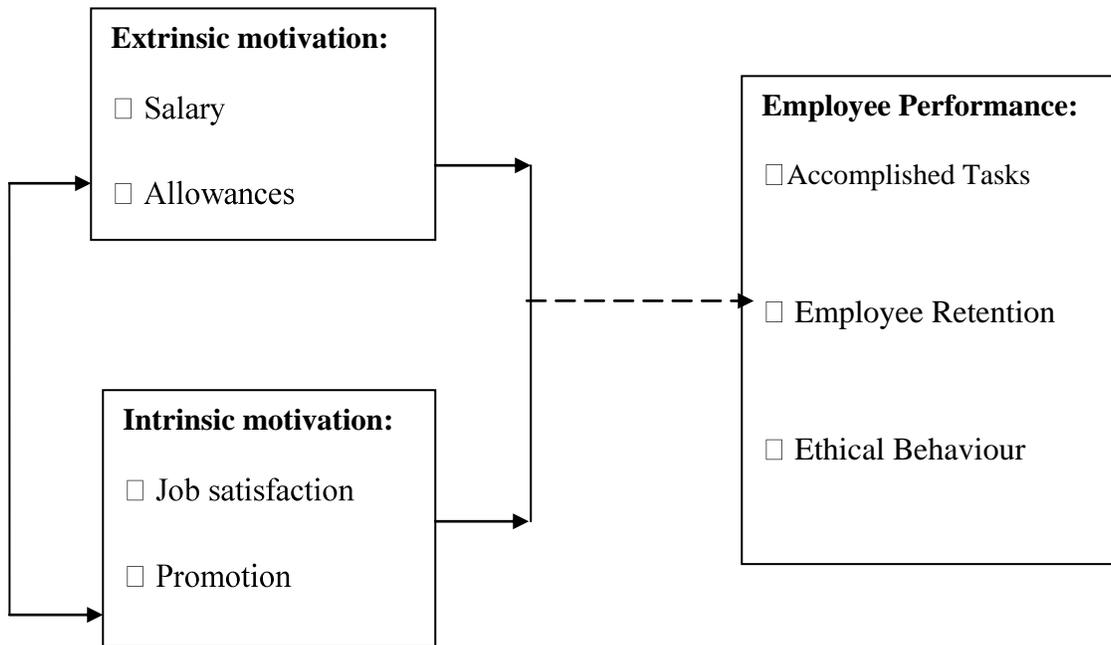
In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993). Conversely, Ukeje et al. (1992: 269) are of the opinion that however highly motivated to perform a teacher may be, he or she needs to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

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## CONCEPTUAL FRAMEWORK

*Independent Variable*

*Dependent Variable*



*Source:* Based on Herzberg's (1966) two factor theory

## EMPIRICAL REVIEW

A motivated and qualified workforce is crucial to increase productivity and the quality of the organizational services in order to achieve organizational objectives. The challenge and dilemma for many managers is how to create this type of motivation (Dieleman and Toonen, 2006). While there are many theories surrounding the notion of motivation, two distinct areas of motivation are usually mixed (Dieleman and Toonen, 2006). That is the emphasis placed on motivation to be rooted in a job and motivation to perform (Dieleman and Toonen 2006). Both are very vital and managers have to critically understand the impact of their activities in both areas (Dieleman and Toonen, 2006).

Motivation is significant because even people with the required knowledge, skills, and abilities will perform poorly if they are not motivated to devote their time and effort to work (Harris in Milapo, 2001). Workers have needs which a workplace must fulfill in order to avoid demotivation. When workers lack motivation they tend to resort to anti-work behaviours such as absenteeism, negligence of duty, late-coming, failure to meet deadlines, display of open frustration and all these factors work negatively to the performance and credibility of an organization. Organizations need to place all efforts to ensure that incentives such as intrinsic

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motivators, extrinsic motivators and performance management approaches are used in order to retain, attract, increase workers efforts, satisfaction and commitment.

### **Job Satisfaction**

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. Acha (2010 cited in Acha, 2010) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

A study in Ghana concluded that teacher morale is reasonably high (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell et al, 2004). A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

A study by Acha, (2010) revealed that the performance of teachers was average despite the fact that their motivation was inadequate. Consequently, many respondents advocated for increase in salary and other non-monetary benefits of teachers to match the increasing cost of living in Kimaanya-Kyabakuza division in particular and Uganda in general. The study concluded that it is thus fair to conclude that the majority of the teachers in primary schools in Kimaanya-Kyabakuza division were not adequately motivated. Despite this, however, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils, high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others. Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be

effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the labour process in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these survival activities. More generally, there is a widespread acceptance that you get what you pay for, which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

### **Intrinsic Motivation and Performance**

According to Ryan & Deci (2000), intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well-being. Therefore, in order to assess intrinsic motivation among teachers and how it had affected their performance, this study investigated various indicators of intrinsic motivation. These are job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one's goal in life and usefulness to the community among others. Intrinsic rewards like recognition creates role models and communicates the standards which encourage great performance (Aacha, 2010).

A study by Bennell (2004) indicates that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Bennell (2004) further noted that where private sector provision is growing rapidly with strong public approval (like in Bungoma County); this is a strong intrinsic motivator to the otherwise downward pressures on teacher status. A study by Aacha(2010) revealed that the majority of the respondents had intrinsic motivation evidenced by increased recognition, job satisfaction, career development, commanding control over other people in the community, the challenging and competitive nature of the teaching profession and having realized their goal in life which was training the nation. Consequently, a significant positive relationship between intrinsic motivation and performance of teachers was found to exist in primary schools in Kimaanya-Kabakuza division, Masaka district.

### **Extrinsic Motivation and Performance**

A study by Nyakundi(2012) determined the factors affecting teacher motivation in public secondary schools in Thika West District. The study was guided by the following objectives: to establish the effect of job satisfaction on teacher motivation in public secondary schools, to determine the effect of reward system on the motivation of teachers, to find the effect of training

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and development on teacher motivation and to determine the effect of work situational factors on teacher motivation in public secondary schools in Thika West District. Descriptive research design was used for the study. The study targeted the principals and teachers of the public secondary schools in the district. The district has 16 public secondary schools. Random sampling technique was used to select teachers while purposive sampling technique was used to select the principals. Out of the 16 schools in the district, 2 schools were used for piloting while the remaining 14 were used in the actual study.

A total of 126 respondents participated in the study (constituted 112 teachers and 14 principals). Questionnaires were used to collect data from teachers while interview schedules were used to collect data from principals. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data where descriptive statistics such as means, standard deviation, frequencies and percentages were used to describe the data. Content analysis was used to analyze qualitative data from the interview with the principals. The study found that job satisfaction affects employee motivation. This was evidenced by the fact that leadership and promotional opportunity elsewhere influence job satisfaction to a large extent as indicated by 57% and 67% respectively. The study also found that perceived fairness in teacher promotion system influence job satisfaction among teachers to a small extent and that work environment/conditions influenced job satisfaction among teachers to a large extent. It was found that the reward system affects teacher motivation.

This was evidenced by the fact that 53% of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. On the effect of training on motivation, the study found that training affects teacher motivation as indicated by 93%. The study found that 71% of the respondents strongly agreed with the statement that training improves teachers 'confidence, thus improving their performance in terms of curriculum delivery Wayne (1998) asserts that a reward in form of pay has a strong impact on the employees 'performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends.

Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees.

Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non-teaching and academic staff.

Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers (Aacha, 2010). Kavarlemo (2000) on the other hand re-affirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2007) also added that teachers need assurance of sustainability of above basics so as to continue pursuing organizational goals. Kasaija (1991) studied about the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non-monetary rewards are motivators to teachers.

Similarly, Ogomarch (1994) study agrees with this assertion, he stresses that professional allowances have great significance in motivating lecturers to do their work effectively. According to Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers. A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school.

Armstrong (1996) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Kiseesi (1998) in her study about job satisfaction of workers recommends that, salaries of the workers should be paid promptly and that promotion of workers should have a corresponding increase on the salary they earn. Therefore from the above expression, financial rewards have greater effects than non-financial rewards on the performance of primary school teachers.

According to Farrant (1997), in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Farrant's argument reflects the situation in Bungoma North Sub County where the secondary school teachers have inadequate and at times poor accommodation, limited teaching and learning facilities amidst poor supervision and inspection. In addition there

is a problem of poor remuneration reflected in inadequate salaries or low or no allowances for those teachers who are not on teachers service pay roll.

Consequently, poor working environment and low remuneration have attracted few qualified (trained) teachers in the area and have contributed to low morale of teachers in general thereby leading to their low levels of their job performance. There is no doubt that extrinsic incentives can boost performance. In a practical sense, decreased intrinsic motivation will be a concern if the extrinsic incentive is withdrawn, as the increased level of performance is unlikely to be sustained. Hamner (1987b), when considering forms of external incentive such as merit pay schemes, cautions that these systems can fail for a number of reasons including: if pay is not related to performance, if ratings are seen to be biased, if rewards are not viewed as rewarding, if there is more emphasis on satisfaction with pay than performance and if there is a low level of trust and openness about the merit raises. Some merit pay schemes may encourage poor work practices as individual employees attempt to maximize their personal gains to the detriment of the entire organization (Hickey & Ichter 1997).

## **RESEARCH METHODOLOGY**

### **Research Design**

This study adopted descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study employee motivation on student performance in public secondary schools in Bungoma County.

### **Target Population**

The target population for the study was all public secondary schools in Bungoma North Sub-County. The study targeted principals, teachers and non-teaching staff in the Sub-County. Teachers were targeted because they are the driving force of performance in their respective schools. Principals were targeted in this study as key informants to validate the responses of teachers as regards the effect of motivation on teacher performance in public secondary schools in Bungoma North Sub-County. Non-teaching staff were targeted as they provide support services to school Programmes and take charge of resources. There are 36 public secondary schools in Bungoma North Sub County. Four schools are County schools of which one is a Girls school and three are Boys schools. The rest of the schools were sub county schools and they are mixed. There are a total of 359 teachers of which 240 are males and the rest are females.

### **Sampling**

Stratified sampling was used to select schools for study because it facilitated comparison of motivators and teacher performance in each category of schools. By stratifying secondary schools according to type, it facilitated comparison of motivators and teacher performance in each category of schools. Purposive sampling technique was used to sample principals while

simple random sampling technique will be used to sample teachers. A list of all public secondary schools in Bungoma North Sub-County was obtained from Sub-County Education Office and used as the sampling frame. Stratified sampling was used to select schools for study because it facilitated comparison of motivators and teacher performance in each category of schools. Public secondary schools were categorized according to school type, hence sub-county and county schools. Out of the 36 schools in the Sub-County, 2 were used for piloting while the remaining 34 were used in the actual study. A total of 2 County schools(a Boy and Girl school) while 10 sub county schools were targeted by the study constituting 30% of the total schools in the strata respectively, 30% of the teachers were randomly selected while principals and non-teaching staff will be purposively selected. This constituted 63 teachers 88non-teaching staff and 10 principals.

### **Data Collection**

The researcher used questionnaires to collect data from 163 employees in the 12 public secondary schools in Bungoma North Sub County. A pilot study was done to enhance the questionnaire's validity, a pilot study was conducted on 70 employees in public secondary schools in Mt. Elgon Sub County. A content reliability coefficient was computed to indicate how reliable data was. A coefficient of 0.83 or more implied that there was a higher degree of reliability of the data. In this study, Cranach's alpha coefficient of internal consistency was used to determine the correlation co efficiency which was 0.84. In this study, the researcher sought help from the supervisors and lecturers in the school of HRM to judge the content validity of the questionnaire and the questions in the written task. The researcher administered the instruments to the respondents who were given ample time to respond to the questions.

### **Data Analysis**

The data collected was analyzed using the chi-square to meaningfully describe the distribution of measurements of the phenomena under study. This involved the use of observed frequencies and expected frequencies at a significance level of 0.05 and presented using tables. The chi-square model fitted the study to test the independent variables (level of job satisfaction, intrinsic motivation, and extrinsic motivation) and how they affect the dependent variable (employee performance) was computed.

## **RESEARCH RESULTS**

The study found that intrinsic motivational factors had a greater effect on the level of employee performance among principals and other employees as compared extrinsic motivational factors. The study found the result shows that intrinsic motivational factors and employee performance is not statistically significant among teaching and non-teaching staff. Therefore the results illustrate that intrinsic motivational factors does not influence teachers and non-teaching staff performance. However there was a statistical significance between intrinsic motivational factors

and principals' performance and hence intrinsic motivational factors influenced principals performance. The study found that there is a significant direct relationship between extrinsic motivational factors on employee performance.

### **Regression Analysis**

It can be deduced that from the various motivational factors affecting the level of employee performance, intrinsic motivational factors had a greater effect with a chi-square value of 1.42 for principals and 5.92 for other employees which was lower to the critical table value of 5.9914 compared to chi-square values for extrinsic motivational factors of 1.42 for principals and 9.76 for other employees which was higher than the table value of 5.9914. Kavarlemo (2000) on the other hand re-affirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival.

The calculated chi-square value for intrinsic motivation factors on (teaching and non-teaching staff) employee performance was 14.48 which were more than the critical table value of 11.0705 at a significant level of 0.05 and at a degree level of freedom of 5. The results suggest that; at  $\chi^2$  (14.48) intrinsic motivational factors and employee performance is not statistically significant among teaching and non-teaching staff. Therefore the results illustrate that intrinsic motivational factors does not influence teachers and non-teaching staff performance.

The findings of this study are contrary to other earlier findings by Ryan & Deci (2000), who asserted that intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well-being. Therefore, in order to assess intrinsic motivation among teachers and how it had affected their performance, this study investigated various indicators of intrinsic motivation. These were job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one's goal in life and usefulness to the community among others with the findings not statistically significant among teaching and non-teaching staff.

The calculated chi-square value for intrinsic motivation factors on principal's performance was 2.005 which was lower than the critical table value of 11.0705 at a significant level of 0.05 and at a degree level of freedom of 5. The results suggest that; at  $\chi^2$  (2.005) intrinsic motivational factors and principals performance was statistically significant among principals and employee performance. Therefore the results illustrate that intrinsic motivational factors influence principal's performance.

The findings are similar to earlier findings by a study by Aacha (2010) which revealed that the majority of the respondents had intrinsic motivation evidenced by increased recognition, job

satisfaction, career development, commanding control over other people in the community, the challenging and competitive nature of the teaching profession and having realized their goal in life which was training the nation. Consequently, a significant positive relationship between intrinsic motivation and performance of teachers was found to exist in primary schools in Kimaanya-Kabakuza division, Masaka district.

The calculated chi-square value for extrinsic motivational factors on (teaching and non-teaching staff) employee performance was 13.20 and more than the critical table value of 11.0705 at a significant level of 0.05 and at a degree level of freedom of 5. The results suggest that; at  $\chi^2$  (13.20) extrinsic motivational factors and employee performance is not statistically significant among teaching and non-teaching staff. The findings indicate that extrinsic motivational factors do not directly influence employee performance.

The findings indicated that prompt salary payment on the other hand influenced employee's performance. This was supported by earlier studies by Wayne (1998) which asserted that a reward in form of pay has a strong impact on the employees performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non-teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers (Aacha, 2010).

## **CONCLUSIONS**

Concerning intrinsic motivational factors and employee performance, the result shows that intrinsic motivational factors and employee performance is not statistically significant among teaching and non-teaching staff. Therefore the results illustrate that intrinsic motivational factors does not influence teachers and non-teaching staff performance. However there was a statistical

significance between intrinsic motivational factors and principals' performance and hence intrinsic motivational factors influenced principals performance.

The findings of this study are contrary to other earlier findings by Ryan & Deci (2000), who asserted that intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well-being. Therefore, in order to assess intrinsic motivation among teachers and how it had affected their performance, this study investigated various indicators of intrinsic motivation. These were job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one's goal in life and usefulness to the community among others with the findings not statistically significant among teaching and non-teaching staff.

Concerning the effect of extrinsic motivational factors on employee performance and the findings showed that there is a significant direct relationship between extrinsic motivational factors on employee performance. This was supported by earlier studies by Wayne (1998) which asserted that a reward in form of pay has a strong impact on the employees performance. Bratton (2003), agree with Wayne when they state that pay is one of the motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

Concerning the extent to which motivational factors influence employee performance and the findings showed that there is a significant direct relationship between intrinsic and extrinsic motivational factors and employee performance. This finding concurs with earlier studies by Bennell, Bulwani and Musikanga (2003) who revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

However other studies by a study by Aacha (2010) revealed that the performance of teachers was average despite the fact that their motivation was inadequate. Consequently, many respondents advocated for increase in salary and other non-monetary benefits of teachers to match the increasing cost of living. Despite this, however, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and

examination of pupils, high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others.

## **RECOMMENDATIONS**

The study recommends that motivation of employees should include recognition, responsibility, which will make the employee to love the job he/she is undertaking hence providing customer satisfaction services which intend to increase profitability in the organization. These values may include job satisfaction, challenging work, a sense of accomplishment and growth, sufficient financial compensation and other rewards and recognition the individual consider necessary and important hence if employees are properly motivated, they will make customers happy by giving them first hand services and hence improve on service delivery.

Organizations should have proper laid down employee training programs to enhance employee performance and thus increase the levels of employee performance, than a school that does not maintain. The rationale behind these recommendations may be different, but foremost it is rooted in human's growth-need. Therefore organizations with proper laid down employee motivation programs will enhance employee performance and thus increase the levels of service delivery.

Firms should adopt motivational factors like routineness and job specificity to enhance employee performance. Routineness concerns the degree to which employee's daily tasks are varied and provide opportunities for new experiences; and Job specificity deals with the clarity of the assigned tasks, their success indicators, and relative importance. The study also recommends that Conducive work flow patterns should be put in place to enhance employee performance and overall service delivery.

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