INFLUENCE OF TEACHERS' MOTIVATION ON STUDENTS' PERFORMANCE IN KCSE IN PUBLIC SECONDARY SCHOOLS IN KINANGOP SUB COUNTY NYANDARUA COUNTY, KENYA

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DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for award of degree, diploma or certificate.

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To my beloved wife Joyce Wangari and my children; Mbugua, Joan, Charleen and Mike, for the support you accorded me during time of the study.

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LIST OF ABBREVIATION AND ACRONYMS

ANOVA: Analysis of Variance

BOM: Board of Management

CDF: Constituency Development Fund

HOD: Head of Department

KCSE: Kenya Certificate of Secondary Examination

KNEC: Kenya National Examinations Council

QASO: Quality Assurance and Standards Officers

SPSS: Statistical Package for Social Sciences

TSC: Teachers Service Commission

ABSTRACT

Work place motivation is an important factor that inspires workers in any organization to pursue their goals and perform their duties effectively. However, lack of motivation among public secondary school teachers in Kinangop Sub-County has negatively affected quality of teaching and learning, leading to poor performance in national examinations. The purpose of this study was to investigate the influence of teachers' motivation on students' performance in KCSCE in Kinagop sub county, Nyandarua County. The objectives were, determining the influence of teachers' empowerment, appreciation, collaboration and self-efficacy on students' performance in KCSE in public secondary schools in Kinagop Sub-County. The study was guided by Maslow's theory of motivation, and Herzerburg's two factor theory. Triangulation design was used, which utilized both quantitative and qualitative analyses at the same time. The target population comprised 28 headteachers and 310 teachers totaling to 338 respondents. Slovin's formula was used to select a sample of 184 participants. Stratified random sampling was employed to create 8 zones based on the 8 administrative wards within the sub-County. Using simple random sampling, 2 headteachers from each ward were sampled and 168 teachers from each ward. Questionnaires were used to gather quantitative data from teachers and interview guides from headteachers. Piloting was carried out in two secondary schools in the neighboring Kipipiri sub-County, where 2 headteachers and 5 teachers were involved. Validity was determined by involving experts in the department of Educational Administration and Curriculum Studies. Reliability was established through test retest technique. Reliability index was assessed by use of Pearson's Product Moment Correlation Coefficient Method. A coefficient of $r=0.65$ was achieved indicating a high internal reliability. Credibility was ascertained through data triangulation through input of multiple analyses. Dependability was achieved through detailed reporting of procedures of data collection. Qualitative data analysis was done thematically in narrative forms, while quantitative data was analyzed descriptively using frequencies and percentages, means and standard deviation, while results were presented using tables and figures. The study found that various elements of teachers' motivation, such as empowerment, appreciation, collaboration and self-efficacy enhance the quality of teaching and learning, leading to improved students' performance in KCSE. The study established that teachers' empowerment creates positive change, since teachers gain mastery of curriculum and acquire better skills. It was found that teachers' appreciation through rewards and incentives for performance enhances work commitment, increases engagement with students, leading to improved academic performance. It was however established that only a few teachers collaborate through lesson planning. The study recommended that teachers need more opportunities of professional development, such as continuous learning, skill acquisition in areas of communication, leadership and organization, that it is important for Teachers Service Commission to establish performance based reward system.

INTRODUCTION

1.1 Background to the Study

Motivation is important in every part of a career choice. For teachers to choose the career, deliver their best in class and effect make an effect on the students' life have to be motivated. There are two types of motivation, intrinsic and extrinsic. Intrinsic motivation comes from within the person while extrinsic motivation is an external or tangible items such as pay check, trips etcetera. According to UNESCO (2017) motivation plays an indispensable function in every part of a teacher's life, since the choice of career as well as the classroom delivery.

Han and Yin (2016) define teacher motivation as the drive that moves people to do things naturally. Dornyei and Ushiaoda (2011) on the other hand define motivation as the direction and magnitude of human behaviour, this is seen as the willingness of a person to sustain and pursue the activity without considering the challenges faced while accomplishing the same. Teachers' motivation is a way of empowering and stimulating teachers in their professional job for better performance. The motivational process involves the perceptions variable, strategies and activities that are used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the teachers (Ayeni, 2015).

Teacher empowerment can be defines as the opportunity for an individual to have autonomy, choice, responsibility and participation in decision making within an

organization. Empowered teachers are able to create a positive learning environment which in turn impact on students' achievement (Squire-Kelly, 2012). According to Bogler and Nir (2012) empowerment is the actual changes in employees' professional authority, conduct, evident in their increased autonomy and involvement in broader organization issues beyond their daily routine tasks. Harpel & Andrews (2010) sees teacher empowerment as the confidence to make and the power to enact situational appropriate instructional decisions and improve the quality of student's education. Squire-Kelly (2012) found out that there are six dimensions that shows a teacher is empowered which include; decision making, processional growth, status, self- efficacy autonomy, and impact. The six dimensions had a positive impact on student's performance. A study carried out by Kimwarey, Chirure & Omondi (2014) found out that teacher empowerment is a continuous process where individual development to competence changes overtime. This study sought to establish the relationship between teachers empowerment and students performance.

Teacher appreciation elicit the feelings of hope, generosity, respect and job may become effective in modifying and improving the students conduct. Teachers praising and appreciation increases individual level of positive effects hence will results in students' gratitude which in turn affect their performance positively (Nayereh, 2014). Mucella, Melis & Ahu (2011) notes that a teacher with his teaching methods, attitudes and behaviours, provides students with a health mental and personality helps the students to perform highly in their education. This is because teachers' positive regard of their

students results in positive performance. Hence this study sought to establish the relationship between teachers appreciation on students' performance.

Teacher collaboration on students' performance is an important factor. Edvestor (2014) notes that teacher collaboration can be said to be the best thing for a school to improve. Effective teacher collaboration can also be defined as the engaging in regular routines where teachers communicate about classroom experiences in an effort to strengthen pedagogical expertise and help colleagues to try new things. This means the teachers builds consensus which drive the school to improvement, creating an environment for teachers to improve their practices, while facilitating action designed to address different students' needs. On the hand Avila (2016) found out the need for various stakeholders to collaborate to help in student's performance. This was because the study found that when there was collaboration between the stakeholders this resulted in increased student's achievement. This study did not show the various practices within collaboration that were effective in raising students' performance. Hence this study sought to establish the various collaborative practices that raised students' performance.

Teacher self-efficacy is own beliefs on abilities to effectively deliver education the requirements. Teacher self-efficacy is defined as the extent to which a teacher is confident enough to his or her ability to promote students learning (Ahmad & Marzieh, 2012). Self- efficacy highly influences ones actions efforts and ways of accomplishing tasks resulting in enhanced abilities and makes one more confident about the desired results. Khurram & Sajida, (2017) in their study on teacher self-efficacy on student

performance found that teachers with high level of self-efficacy produced better results regarding students' academic achievement. This is because these teachers are open to new teaching methods and have the ability to adopt new teaching techniques. This means that confidence that comes from within help the teacher belief in themselves hence have a positive effect on students' behavior which results in high academic performance. Seçil, Seyed, Alfiya Alexandr, Bersanov, Rashad, Boiarchuk, & Pavlushin (2018) in their study there was statistical significant relationship between teacher self-efficacy and students' academic performance in science. This means when teachers' self-efficacy is high then student display good attitude, better motivation resulting in high academic performance. This is because the teacher will be confident when imparting knowledge and student interest to learn will have an influence on the academic performance. This study wished to establish the relationship of teacher self-efficacy on students' performance.

A study by Mose (2015) in Kisii County on the effect of teacher motivation on student performance found out that intrinsically motivated teachers can perform way above the expectations of the educational stakeholders by extrinsic motivators cannot also be ignored because them determine an individual behavior. The study suggested that a study should be carried out to show the relationship between class-size, school performance since most schools that performed well in this study had large class size. Another study by Gitonga (2012) in South Imenti found out that such factors such good working conditions, professional development and good remuneration had a positive school performance. A study by Barasa (2015) in Trans Nzoia West Sub-County found

out that most teachers lacked motivation in their work and this accounted for low performance. This means that studies carried out in Kenya have looked at different factors of motivation but have not looked into the factors that elicit motivation of teachers such as teacher empowerment, appreciation, collaboration and self-efficacy on students' performance. In Kinangop Sub-County no research has been carried out regarding motivation of teachers and students performance. This study therefore is important to be carried out in Kinangop Sub-County since it will find out how motivation of teachers in terms of teacher empowerment, appreciation, collaboration and self-efficacy affects students' performance.

1.2 Statement of the Problem
Education is an important pillar of human life development that opens up immense opportunities and makes people in the society to have a better life. However, many students in public schools in Kinangop Sub County have been performing poorly in examinations and scoring below the mean score of a C+ required for university entry. According to data obtained from Kinangop Sub- County Education Office (2017), only 224 out of 2,058 candidates who sat for K.C.S.E in 2017 had attained C+ and above. The data also shows that out of 27 public schools whose students sat for the national examination between 2015 and 2017, only 4 managed to attain above a mean grade of 5.00 points. In the year 2015, the Mean for public schools in the sub-county stood at 5.06, dropped to 4.03 in the year 2016 and declined further to 3.6 in 2017.

This dismal performance in the last three years needs to be addressed if students in this region have to compete for the few opportunities in higher learning and become productive members of the society. As Barrack (1996) observed, poor student

performance is often attributed to a lack of motivating strategies that could inspire teachers in their instructional work. On the other hand Awanbor (2005) remarked that teachers should be motivated as this goes a long way in solving most of the problems faced in education system and also increases students' academic performance. These among other factors are causing absenteeism, increased cases of indiscipline, laid-back attitude and dissatisfaction among the teachers.

Further, the rate of turnover of teachers to greener pastures at earliest opportunity is on the rise as 20 teachers have already left, and those staying are embarking on frequent strikes for better conditions of service (Nyandarua Education Annual Performance Report 2013). It is against this backdrop that this study sought to investigate the influence of teachers' motivation on performance of public secondary schools Kinangop Sub County, in Nyandarua County with a view to come up with recommendations to improve teaching quality and learning so that the society can meaningfully benefit from education.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of teachers' motivation on students' performance in KCSE in public secondary schools in Kinangop Sub County, in Nyandarua County, in order to propose measurers to improve motivation of teachers leading to improved academic performance of students.

1.4 Objectives of the Study

The objectives of this study were:

i) To establish the influence of teachers' empowerment on students' performance in KCSE in public secondary schools in Kinangop Sub County

ii) To establish the influence of appreciation of teachers on students' performance in KCSE in public secondary schools Kinangop Sub County

iii) To determine the influence of teachers' collaboration on students' performance in KCSE in Public Secondary School in Kinangop Sub County.

iv) To evaluate the effect of teachers' self-efficacy on students' performance in KCSE in public secondary schools in Kinangop Sub- County.

1.5 Research Questions

The research was guided by the following research questions:

i) What is the influence of teachers' empowerment on students' performance in KCSE in public secondary schools in Kinangop Sub-County?

ii) What influence does appreciation of teachers have on students' performance in KCSE in public secondary schools in Kinangop Sub-County?

iii) To what extent does collaboration among teachers influence students' performance in KCSE in public secondary schools in Kinangop Sub-County?

iv) To what extent does teachers' self-efficacy influence students' performance in KCSE in public secondary schools in Kinangop Sub-County?

1.6 Significance of the Study

The study is significant as it may reveal important information that could be utilized by the policy makers to make effective decisions to increase teachers' motivation and hence

performance of students in secondary schools in Kinangop Sub County, Nyandarua County. It may be useful to educational planners, who might use the findings to improve their developmental and teacher empowerment plans in order to address existing gaps in human resource development as well as deficits in curriculum delivery.

The study may help School Board of Management (B.O.M) and school headteachers as well as other school communities to appreciate teachers' work environment. It might also enhance interaction between teachers, students and school leadership for better academic performance. The findings of the study may also be beneficial to future researchers as it may add to the current knowledge regarding the innovative approaches that may be required to overcome the present challenges and achieve educational goals

1.7 Assumptions of the Study

The study was based on the following assumptions:

i)   That teachers' motivation has influence on students' performance in KCSE

ii)   That teachers' empowerment appreciation collaboration and self-efficacy has influence on   students' performance in KCSE

iii)   That all participants would freely and honestly respond to all research questions

1.8 Limitations of the Study

The study may not be generalized for all schools since it was only focused on public secondary schools in Kinangop and there could be different dynamics in other settings influencing teachers' motivation. However, the researcher carried out an extensive

reportage and broad observation in data analyses and result presentation. The study was also carried out in an expansive area, with some schools located in terrains that were not easily accessible. The researcher however made use of research assistants to save on time and for convenience.

1.9 Delimitations of the Study

The study only focused on public secondary schools in Kinangop Sub-County, delimiting itself to teachers' motivation, and specifically concentrated on the influence of aspects of motivation on students' academic performance in KCSE.

1.10 Theoretical Literature Review

A Theoretical Literature review entails scholarly works, such as articles, survey books and other related writing that is connected to a specific issue, field of study or theory with a view of offering a critical review, description and summary of published work that is related to the research problem being probed (Chris, 1998).

1.11 Theoretical Framework

The study was guided by two theoretical foundations; which included Maslow's theory of motivation and Herzerburg's two factor theory. The rationale of using these theories was that they both underscore the fact that aspects of motivation such as meeting employees' financial needs, offering incentives, empowerment through additional authority or autonomy, collaboration through peer relations as well as self-actualization and self-efficacy are important factors that inspire workers towards competency.

The theories further underscore the fact that various forms of motivation are crucial in workplace as they inspire workers to work hard, thus improving their organizational commitment and subsequently improving work performance. The theories were applicable to the study as they restated the fact that deprived teachers, who provide services when their basic needs are unfulfilled, are unlikely to make meaningful contribution or commitment to their obligation or institution. The theories thus related to the issue being investigated as teachers require motivation, through empowering them to meet their basic needs, appreciating them with rewards that are commensurate to their efforts and encouraging knowledge and skill development to invigorate self-efficacy and self-actualization.

1.11.1. Maslow Hierarchy of Human Needs Theory

Abraham Maslow (1908 – 1970) came up with Neo-Human Relations, which was centered on five psychological needs of employees. Maslow argued that all needs of an individual are ordered into a hierarchy and a worker would only feel motivated once a lower level of his or her needs is fully met. Consequently, an individual employee gets motivated by the expectation of having other needs up in the hierarchy fulfilled. The theory categorizes level one needs as those at the bottom of the pyramid, which include one's needs of the lowest order and the most basic ones. This level incorporates the desire to satisfy the basic biological needs such as shelter, food, water, air and sleep. Maslow hierarchy of human needs states that organizations ought to provide the workforce with a salary that is commensurate to their living conditions.

In level two; the theory states that safety needs form the second level of needs. These are the needs that get activated when physiological needs are fulfilled. This is a category of employees' needs that reassure an individual worker of a secure and safe working environment that is devoid of any form of harm or threats. The rationale of Maslow hierarchy of human needs is that employees who render their services in a safe, secure and caring environment will do their jobs efficiently and without fear. One of the forms of safety needs is financial security. By safety being a component financial security workers do not have to worry about any potential financial uncertainty. So for institutions to make sure that their employees are motivated, they ought to make sure they are financially secure. This is usually achieved through offering decent remuneration to employees and giving awards and prizes.

On level three needs; Maslow hierarchy of human needs states that these are social needs or needs to be in a certain affiliation. This level refers to an individual worker's desire to be loved, appreciated or accepted by other people. In one's place of work, this means that the employee feel as though he or she is part and parcel of the entire group and is fully included in the work. This level emphasizes on the desire that workers have in being appreciated and accepted by others. To facilitate this and for the sake of helping workers meet these needs managers ought to encourage their workers to take part in social events, such as internal competitions, games, and other related social bonding activities.

Level four category of Maslow's theory talks about esteem needs: Here, self-esteem is described as a reflection of a person's overall subjective emotional evaluation of their own worth. It is self-judgment and the attitude that one has towards himself. This is the fourth level of needs in the pyramid Maslow's theory and it also encompasses the need for self-respect and approval of others. Institutions should therefore introduce incentive related activities such as awards and prizes in order to recognize distinguished performances of their employees. Leaders should therefore appreciate their employees by rewarding them and verbally appreciating them such as emphatically saying, "Thank you Mr. so and so for your efforts and dedication to this organization" (Lawler, 1967)

Finally, Maslow's theory describes self-actualization needs as needs that occupy the last level at the top of the pyramid. This kind refers to the desire to become everything that one can be to develop their full potential. This level of human needs is also described as workers being the best they can be and being better than what they have been or interacted with at any of their earlier stages. This is the level where the person's talents get completely utilized. However, Maslow believes that no individual worker can be fully self-actualized and that workers will always endeavor to improve and utilize their talents in new ways. This is imperative to motivation policy as workers need to be motivated to so as to fulfill their needs and aspire to advance to the next level towards self-actualization.

The needs discussed here act as a point of motivation for people to care for themselves and live a better life (Baldoni, 2012). This therefore means that self-actualized employees symbolize valuable assets to the organization as its human resource. The

rationale here is that an employee who provides services when he or she is famished can hardly make meaningful contribution to their respective organizations. In essence, the theory implies that employees must first get empowered through meeting of their basic needs before they can become productive. The basis for Maslow's hierarchy of needs entails survival necessities, such as shelter, water, food and sleep.

Then, in order of importance, employees seek assurance for safety and sound relationships, such as love, friendships and sense of belonging. Most of all, they seek statuses or achievement, and ultimately being empowered towards personal growth and fulfillment. Therefore, it is upon the organizational leaders to do all they can to make sure that physiological needs of their employees are met through personal and professional development and creation of incentives that keep them healthy both physically and mentally. The Maslow theory thus recognizes the fact that employees' empowerment, appreciation, self-actualization and ultimately self-efficacy are crucial in motivating employees towards productivity. While Maslow theory fairly addresses motivation aspects, such as empowerment, appreciation and self-efficacy, it falls short of speaking to collaboration.

In conclusion, motivation is a multifaceted concept which can either facilitate or hurt an organization based on how it is applied. It is upon the respective management to take time and learn the needs of employees for such recognition can be extremely helpful to both the workers and the organization.

1.11.2 Herzberg's Dual-Factor Theory

Herzberg's two-factor theory describes needs in terms of satisfaction and dissatisfaction. Frederick Herzberg examined motivation in the light of job content. Motivating workforce is a two-step process that first provides hygiene and then motivates (Tampu, & Cochina, 2015). One continuum ranges from no satisfaction -to-satisfaction (Herzberg 1966). The other continuum ranges from dissatisfaction to no-dissatisfaction. Satisfaction comes from motivators that are intrinsic or job content, such as performance recognition advancement, responsibility, the work itself and growth possibilities. Herzberg uses the term motivator for job satisfiers since they involve job content and the satisfaction that results from them.

Motivators are considered job turn-ons. They are necessary for substantial improvements in work performance and moving work force beyond satisfaction to superior performance (Borman, 2000). Motivators correspond to Maslow's higher-level needs of esteem and self-actualization. Dissatisfaction occurs when the following hygiene factors, extrinsic or job context, are not present on the job: pay status, job security, working conditions, company policy, peer relations, and supervision (Herzberg, 1966). Herzberg uses the term hygiene for these factors because they are preventive in nature, Cacana (2005). They will not produce motivation, but they can prevent motivation from occurring when absent. Hygiene factors can be considered job stay-ons because they encourage workforce to stay on a job. Once these factors are provided, they do not necessarily promote motivation; but their absence can create workforce dissatisfaction (Adeyomo, 2000). Hygiene factors correspond to Maslow's

physiological, safety and social needs in that they are extrinsic or peripheral, to the job. They are present in the work environment of job context. Motivation comes from the workforce feelings of accomplishment of job content rather than form the environment factors or job contexts (Cacana 2005). Motivators encourage workforce to strive to do their best. Job enrichment can be used to meet higher –level needs. To enrich a job, a supervisor can introduce new or more difficult tasks, assign individuals specialized tasks that enable them to become experts, or grant additional authority to workforce (Robbins, 2001). This supports the view that aspects of empowerment, such as staff training and autonomy contribute to workers' motivation and subsequent productivity. The rationale for using the theory is that it addresses some of the study objectives and speaks to the weaknesses of Maslow hierarchy of human needs theory. The theory recognizes the fact that empowerment of workers through approaches such as professional and personal development as well as allowing employees to have more authority in their work leads to motivation and subsequently greater productivity.

1.12. Conceptual Framework

The conceptual framework of the study was based on teachers' motivation as reflected through empowerment, appreciation, teacher collaborative and teamwork approach, and self-efficacy, which constituted the study's independent variables. Students' performance in KCSE constituted the study's dependent variables. Policy development, instructional processes and organizational structures constituted intervening variables as shown in figure 1.1.

Independent Variables   **Intervening Variables**   **Dependent Variables**

| Aspects of Teachers' Motivation |

Empowerment

- Professional development
- Decision-making

Appreciation

- Rewards
- Praises

Collaboration/ Teamwork

- Writing tests together
- Comparing tests results
- Visiting each other's classrooms
- Collaborate on lessons & think up games

Self-Efficacy

- Attitude
- Abilities
- Cognitive skills

Policy Development

Instructional Processes

Organizational Structures

Students' Performance in KCSE

Figure 1.1. Relationship between Teachers' Motivation and Students' Performance in KCSE

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1.13 Operational Definition of terms

Collaboration: Refers to teachers' working together and supporting each other for the purpose of reducing attrition and improving students' learning.

Employee performance: Is the ability of an employee to accomplish his or her mission based on the expectations of an organization.

Extrinsic motivation: Is behavior that is performed to acquire material or social rewards or to avoid punishment. The source of motivation is the consequence of the behaviour not the behavior itself.

Intrinsic motivation: What causes the performer to give maximum possible effort in his or her work for his simple satisfaction of the work well done.

Public schools: Refers to school owned by the government and benefiting from government subsidiary and staffing.

Self-Efficacy: Refers to teacher's perception regarding his or her instructional capabilities to produce preferred outcomes from student engagement and instruction.

Student's performance: Refers to the grades in all subjects that students obtain in K.C.S.E.

Teacher Appreciation: Is the efforts that school managements put in place to thank, recognize, reward and commend teachers for contributions towards the institutional goals.

Teacher Empowerment: Refers to resourcing teachers and investing them with the right to take part in the determination of school objectives and policies as well as the ability to exercise professional judgment regarding their responsibilities.

Teacher Motivation: Is the level of energy, commitment, and creativity that a
teacher brings to his or her job

CHAPTER TWO

LITERATURE REVIEW
2.1 Introduction
This chapter presents literature review from studies related to the topic of study. The

review was based on empirical review, covering what has been published on the topic of

study and the concept of students' academic performance, teachers' motivation,

empowerment, teacher appreciation, collaborative approaches and self-efficacy.

2.3.Empirical Literature Review
In Kenya, education has since independence been regarded as a great enlightening

experience and an important channel for human development. However, there have been

numerous challenges that have for a long time led to poor performance of students in

national examinations. According to Nyakundi (2012), in a study carried out in Thika

West, Kiambu County, poor performance of students in KCSE is associated with lack of

motivation for teachers. As a result teachers are reluctant to take part in school activities,

while others report to work late or even resort to sudden absenteeism. This is attributed

to lack of proper and sustained approaches of addressing teachers' dissatisfaction.

According to Mwangi (2002), in a study of teachers of Agriculture in Machakos

District, discontentment in school managements, poor remuneration, negative attitude of

teachers and headteachers, poor disciplinary policies and shortage of promotion

opportunities as well as poor career structure are some of the leadings factors of lack of

teacher motivation. To promote teacher motivation and resultant productivity, there is

need for school administrators to ensure that teachers are rewarded according to their

efforts. Nyakundi (2012) further argues that rewarding teachers plays a major role in their motivation, noting that organizations that fully conform to their well-balanced strategies of rewarding and recognition programs for their employees achieve immense progress due to enhanced productivity.

According to Ajila and Abiola (2004) lack of intrinsic and extrinsic motivation is identified as one of the leading factors that negatively affect teacher motivation. Essentially teachers who feel deprived and fail to find satisfaction in their work tend to have less commitment in their work and institutions they work for, a factor that may affect the quality of teaching and learning. According to Majanga, Nasongo & Sylvia (2010), introduction of free education in Kenya led to negative aspects such as high number of learners compared to teachers. This further led to increased workload, demoralized workforce and lack of motivation among the teachers.

Conversely, Sirima & Poipoi (2010) in a study carried out in Busia, established that secondary school teachers who reported to have low levels of job satisfaction also had low social, and psychological atmosphere in the classroom, resulting to deprived productivity, lack of effectiveness in job performance and unwillingness to stay on job longer. The studies however have not fully highlighted the influence of other factors related to motivation, such as collaboration and self-efficacy, which are some of the gaps that the study will attempt to cover.

2.3.1 Concept of Teacher Motivation

Motivation is the reflection of level of energy, commitment and creativity that teachers bring to their respective workplace. It is an emotional feature that encourages an employee to act towards a desired goal. Teacher motivation denotes the ability to stimulate teachers through various approaches, such as giving rewards to them to attain the desired goals. The individual motivation of teachers plays an important role in getting high level satisfaction (Petcharak, 2004). Motivation has also been termed as a process in which people are influenced to move onwards to perform something, especially to fulfil their needs and get satisfaction (Butkus & Green, 1999). Conversely, Kinicki & Kreitner (2001) assume that motivation corresponds to such emotional processes that cause the inspiration and determination of voluntary actions that help in attainment of goals.

According to Rutherford (1990) in a United States based research motivation is the effective agent in an organization because; motivated workers are always innovative in their work. It is task for the schools, government, students and parents to appreciate and understand the procedures necessary to have an effect on encouragement of their teachers. The majority of theorists in the area of motivation argue that, there is an unquestionable link between motivation and job satisfaction and motivation with teacher loyalty to the teaching profession (Basset-Jones & Lloyd, 2005; Chen *et al.,* 2004; Lok & Crawford, 2004; Pool & Pool, 2007). Sirota *et al*. (2005), in a major study of motivation and job satisfaction, involving 135,000 respondents from different countries

and groupings, found that organizations employing motivation strategies, that include three major things, i.e. justice, companionship and performance.

Barber & Bretz (2000) mentioned that reward management systems have major impact on organizations ability to catch, retain and motivate high potential employees and as a result getting the high levels of performance. Motivation may be achieved in different forms such as through teacher empowerment, collaboration and working together as a team and workplace appreciation.

The motivation theorists; Maslow (1946), Herzberg (1968), Alderfer (1972) and even McClelland (1988) strongly suggested specific things that managers can do to enable their subordinates become self-actualized. Based on the view that self-actualized employees have most of their lower needs met; they are therefore likely to work at their maximum creative potential. The theorists agree that by promoting a healthy workforce, providing financial security, providing opportunities to socialize and recognizing employee's accomplishments help to satisfy the employee's physiological needs, which in turn also increase their efficiency levels.

According to Aguinis (2009), employee efficiency is about behaviour or what employees do, and not what employees produce or the outcomes of their work. It is an effort along with the ability to put efforts supported with the organizational policies in order to achieve certain objectives. Campbell (1990) also defines performance as behaviour. It is something done by the employee. This concept differentiates

performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences. There are several variables that determine performance. These variables could be classified as general determinants of performance. For instance, one's qualification can go a long way to enhance his performance. When one goes through education, development and training to acquire a certain level of qualification, it will enhance his working ability all other things being equal. Also, experience is a great asset that can improve an employee's performance. The longer the number of years' experience, the higher the level of performance all other. Experience is a great asset that can improve an employee's productivity. The longer the number of years' experience, the higher the level of performance all other things being equal. Again, quality and style of supervision is a key factor (Van De Voorde & Beijer, 2015).

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the college environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in college. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration

and the overall improvement of the college. The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment. Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is very important in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for college improvement, (Demir 2011).

2.3.2 Student Academic Performance

Student academic performance is defined as the performance of skills based on what the student has learned as determined through assessment, such as standardized tests, portfolio assessment or performance assessment (Santrock, 2006). There are many factors that shape the performance of students' both inside and outside the classroom. According to Leonardo (2004), in critical social theory and transformative knowledge, attaining good academic performance and subsequently gaining quality education result from great efforts involving pedagogical interaction between a the teacher and his or her

students. He further argues that for quality learning to be attained, various aspects such as investing in teacher empowerment and learning processes must be addressed.

In a research comprising several field studies and laboratory experiments, Boggiano (1992) revealed that performance motivation positively influenced academic performance. It was found that motivational orientation predicted children's standardized performance scores (Boggiano *et- al* 1992). Children with an intrinsic motivation orientation had higher reading and math scores and higher overall performance scores compared to their extrinsic counterparts (Boggiano *et-al* 1992). There is a significant correlation between academic performance and motivation (Sikwari 2014) and motivation has impact on academic performance of secondary school students in mathematics with respect to gender (Tella 2007). Highly motivated students performed better academically than lowly motivated students (Tella 2007) and females are highly motivated compared to their male counterparts (Sikwari 2014).

Surprisingly, a research conducted by Niebuhr (1995) to examine relationships between several variables and students' academic performance, found no significant effect on the relationship with academic performance. Niebuhr (1995) suggested that the elements of both school climate and family environment have a stronger direct impact on academic performance.

Abu Bakar *et al.* (2010) examine the relationships between student's performance motivation, attitude and academic performance in Malaysia. The objective of their study

was to ascertain the relationships between performance motivation, attitude and students' academic performance. The findings of their work revealed a positive significant correlation between student attitude towards learning and performance motivation. The study also revealed that students' attitude and academic performance were correlated positively. Conversely, the finding also indicated that a low and negative correlation exist between students' performance motivation and their academic performance.

Veena & Shastri (2013) conducted a study on performance of motivation among college students. The objectives of the study were to assess performance motivation among pure science and applied science students and to examine the dissimilarities in performance of motivation among high and low achievers. Self-concept is associated with better scholastic performance test (Raju 2013). It has significant relationship between self-concept and academic performance (Sikhwara 2014; Archana & Chamudeswari 2013). Teachers must consider students' self-concept on a specific subject as an important factor for students' performance (Koutsoulis 1995) because students who have good self-concept of themselves is performing well to please themselves, their parents and to get admission into higher institutions of their choice (Raju, 2013).

According to Hijazi & Naqvi (2006), in a study conducted in Pakistan, students' performance arises from various dynamics, which include socio-economic, environmental and psychological factors. Other factors that lead to students' academic performance include students' individual characteristics, family input, school

environment and neighborhood experiences. While studies indicate that there are many factors that contribute to students' performance, one of the most significant components is teachers' involvement. According to Sutcliff (2011) in a study carried out in Georgia, United States, the teacher is the single most essential resource in student performance. On the same view, Darling-Hammond, (2000), in a study conducted in California, United States, argued that although schools as institutions contribute immensely on student's learning and performance, the greatest influence comes from the teacher. Studies indicate that teacher characteristics such as qualification and individual teacher attitude play a significant role in students'. In Nigeria, Akinsolu (2010) found that performance of students for the most part depends on the existence of qualified teachers, while on the other hand,

Wirth and Perkins (2013) opined that teachers' attitude plays a major role in determining the academic performance of students. Studies have also shown that students' attitudes can be affected by teachers' characteristics. In support of these views, Adesoji & Olatunbosun (2008) stated that student's level of performance was associated to teacher characteristics, such as training, teacher qualification and empowerment.

In Kenya, Ngugi and Mumiukha (2016) established that empowerment of various aspects in a teacher, such as good training, personal characteristics and the ability to encourage students to work hard are some of the pertinent components associated with improved student performance. In concurrence, Kosgei, Mise, Odera & Ayugi (2013) found that there was significant correlation between teacher characteristics and students

performance. The study established that teacher behavior and practices were imperative in influencing teaching and learning quality in the classroom. Concurring with these views, Njoka (2015) observed that components such as professional experience and teacher training were significant determinants of students' academic performance.

The study also established that aspects such as job satisfaction substantially contributed to teacher motivation, thus producing positive effects on teachers' job performance and ultimately enhancing quality of teaching and learning. In the same manner, Musili (2015) found that teacher's professional training and work experience were leading factors that influence student performance. The study also recommended that schools should devise ways of motivating teachers while the government through the Ministry of Education should provide more training opportunities as procedures of increasing performance. The studies that indicate that the more comfortable the teacher in his job, the more he gets committed to his work.

2.2.3 Teachers' Empowerment and Students' Performance in KCSE

Teacher empowerment is defined as a management strategy aimed at giving teachers the tools and resources they require to make confident decisions in their workplace with little or no supervision. Empowering teachers is a long-term strategy that involves intensive planning, significant time and resource investment (HRZone 2015). Teacher empowerment is also illustrated as a view of the mind-set that yields to behaviors that encourage teachers' autonomy in their work and the ability to easily find solutions to their problems, (Lee & Nie 2014). However, this type of empowerment should not be perceived as giving power or bestowing more authority in a teacher but allowing them

freedom to take part in the determination of school objectives and policies as well as to apply professional judgment in regard to what and how to teach (Singla 2017).

These studies indicate that teacher empowerment is an essential catalyst that stirs up motivation towards putting in action the existing knowledge, subsequently contributing to quality of teaching and learning. In the same notion, Adaptemy (2015) report indicated that the significance of empowerment is exemplified through its role of enhancing teacher motivation and problem-solving skills, for the ultimate purpose of teaching and inspiring students, all of which are crucial components to perfecting learning outcomes for every student. Consistent with this view, Dee, Henkin, & Duemer (2003) found that teacher empowerment enhances task motivation, resulting to higher levels of organizational commitment.

This indicates that empowerment plays a role in student performance as teachers' increased commitment is a factor of productivity. Conversely, Squire-Kelly (2012), in a study conducted in Georgia found that some dimensions of teacher empowerment, such as recognition of teacher status as experts, autonomy and involvement in decision-making had statistically substantial association with student performance. However, Marks & Louis (1997) in an earlier US based study reported mixed findings. The study found that teacher empowerment was important though not entirely a prerequisite for achieving true changes in teacher's work or their teaching practices.

On the other hand the study found that empowerment effects on classroom practice vary based on the domain of focus. The study however established that empowering teachers impacted positively on pedagogical quality and indirectly on student performance through institutional organization for instruction. Consistent with this view, the Advisory Committee on Mathematics Education (ACME 2013), in a UK based review indicated that teachers who get access to quality professional development are able to quickly adapt to the changing use of subjects such as mathematics as well as appreciate students' learning needs. The review established that teachers require empowerment through sustainable professional development in order to achieve success in students' learning and institutional reforms.

On the other hand, Lee & Nie (2014), in a Singapore survey, established that teachers' psychological empowerment through dimensions, such as autonomy, impact and meaning were related to teachers' job related outcomes, including quality teaching and improved student performance. This supports Adaptemy (2015) report, which found that for the teacher to be empowered, he or she needs to be well resourced and have necessary freedom to provide all his or her students with the education they need. The report further affirmed that without empowerment, teachers cannot fully individualize their teachings as per the needs of each of their students.

Several studies across the sub-Saharan Africa also indicate that there is correlation between teacher empowerment and student academic performance. In Nigeria, Asiyai (2016) established that teachers who benefit from professional development through

programmes, such as in-service training perceived such programmes as helpful in various ways. The teachers reported that the in-service programmes they participated in had positive effect on their teaching effectiveness. In this study teachers of both gender reported to have noticed substantial improvement in students' scores in physics, mathematics, chemistry and biology subsequent to undergoing in-service training.

Ayeni (2011) affirms this view in a study that established that professional capacity development helps teachers to overcome challenges that they face in curriculum delivery and instructional input, resulting to increased quality in teaching and ultimately improved students' academic performance. Conversely, in Ghana, Agebure (2013) established that teacher empowerment through decision making processes, such as school meetings, delegations and committee systems was influenced by their desire to acquire knowledge, venture into new instructional methods, meet their job standard and improve their students' academic performance.

In Uganda, Giacomazzi (2016) stated that teachers require professional development as they are continuous learners. He asserted that teacher motivation is important for students to achieve desired outcomes. The researcher also established that professional development is key to improving teachers' motivation, which is a vital component for achieving students' academic performance. This view validates Karabenick & Conley (2011) views in a nationwide survey, which established that teachers who benefit from professional development have enhanced mastery of teaching, which is vital for student

improvement and performance teaching, which enhances students' performance approaches.

In Kenya, studies indicate that various aspects of empowerment contribute to teacher motivation resulting to improved quality of teaching and students increased academic performance. According to Njoka (2015), focusing on teacher's professional development as a means of teacher motivation through activities such as continuing education and skill-based training had positive effects on students' academic performance. Similarly, Gitonga (2012) found that there was significant and positive correlation between teachers' professional development and students' performance in KSCE scores. On the other hand, Mutua (2016) established that professional development programmes helped increase teachers' motivation, which the study found to be a key determinant of students' performance in national exams. This agrees with Musili (2015) observation that teacher motivation is key to influencing students' performance in KCSE.

The study found that aspects of teacher motivation such as professional development influenced students' academic performance because teachers who had participated in such PD programmes and activities were capable of utilizing the acquired talents, skills and experiences better. However, the studies have not divulged whether other aspects of teacher motivation such as autonomy have any impact on student performance. The studies have also failed to divulge whether involvement of teachers in decision making

processes has any influence on student academic performance, thus some of the gaps that the researcher will seek to address.

2.2.4 Teacher's Appreciation and Students' Performance in KCSE

Workplace appreciation is one of the most practical ways of motivating workers in any institution to work harder towards their goals and organizational objectives. As a reward or incentive for performance, employee recognition is defined as an approval, acknowledgement and genuine appreciation, which may be in a formal or informal basis administered by a leader or a supervisor in managing an individual worker or a team behavior (Luthans & Stajkovic, 2018) Studies indicate that appreciation motivates employees towards job satisfaction. According to Watson (2013), in a European human resource study covering Netherlands, Sweden and Ireland, the single most driver of workplace engagement is the ability of a manager or an institution to make its workers feel that they are genuinely appreciated.

The study found that genuine appreciation motivates workers to do the best at work. This view agrees with one of the laws of psychology, which states that the best way to make someone to continue repeating a good behavior is to render positive recognition to such behavior immediately it happens (Griggs, 2009). According to Abdullah, Shonubi, Hashim & Hamid (2016), in a Malaysian based study, people have endless needs and aspirations, and organizations ought to have clear ideas and strategies of supporting employees' advancement and intrinsic ways of engaging and motivating them to pursue their organizational objectives. In a school context, various studies show that rewarding

teachers is associated with productivity in regard to improving teaching quality and learners' performance.

Extrinsic rewards, which are tangible stimuli, such as financial incentives, remuneration have been found to improve teachers' commitment to their work, which further influences students' academic outcomes. Salary According to Bishop (1987), in US based analysis, pay was found to have a direct link with teacher's efficiency, which indirectly affected learner's academic outcomes. There must be a successful extrinsic reward system to get better performance and high efficiency of the teachers (Carraher, 2006). Consistent with this view, Kuvaas (2006) observed that teachers' loyalty and organizational commitment, which are crucial to quality teaching and learning, depend upon pay and bonuses given to them. According to Alger (2014) in a Canadian based study that also compared data related to teacher incentives from around the globe, including Europe, United States, India and Africa, established that giving rewards to teachers enhanced students' academic performance. The study also established that teachers who were awarded primarily based on students' performance were more successful than those who were not or those who did not have defined expectations. This is testament that social rewards help employees to create interest for achieving institutional objective (Burke, 2002).

Reio & Callahon (2004) in a study carried out in Washington District of Columbia conclude that extrinsic rewards motivate teachers and obtain high efficiency from them. On the same view, Frey (1997) argues that pay plays an important role in motivating the

employees. He also observes that if bonuses and incentives are given to the employees, they will be satisfied and motivated and work hard to obtain the institutional goal. According to Figlio & Kenny (2007) in a national longitudinal study established that students had higher scores in schools that offered individual teachers' rewards in form of financial incentives as a result of good performance of their students. Studies have also indicated that intrinsic rewards, such as appreciation, caring attitudes from institutional heads, teacher employer bodies or line ministries impact on teachers' motivation towards influencing learners' performance.

According to (Ajila, 2004; Andrew, 2004). Loyalty of teachers is associated with rewards. On the other hand, Malhotra, Budhwar & Prowse, (2007) in a study conducted in the United Kingdom observed that intrinsic non-monetary rewards influence the loyalty of an employee more effectively than extrinsic rewards. This view affirms Reio et al (2004) observation that intrinsic rewards are used to motivate employees for higher efficiency. On the other hand, Harvey-Beavis (2003), in a review prepared for the Organization for Economic Co-operation and Development (OECD) analyzing different states and cities showed that there are several models of reward programmes.

The report indicated that merit-pay model, which is individual teacher's financial reward based on student academic performance and classroom observation, and knowledge or skill-based based compensation model, which involves individual pecuniary rewards for attained qualifications were associated with students' academic performance. According to Yamoah (2013), in a study carried out in Ghana, rewarding teachers was found to

influence teachers' performance, which was evaluated through students' academic performance. Majority of the participants in this study rated students' performance highly compared to other indicators of teacher performance such as teachers' self-perception punctuality or teachers' commitment to instructional processes.

Similarly, Narsee (2012), in a study conducted in South Africa found that monetary bonus is the most significant reward of assessing teacher motivation towards students' academic performance. This supports Bello & Jakada (2017), study assessing selected schools in Kano, Nigeria, which highly associated teachers' monetary reward with positive influence on learners' academic performance.

In Kenya, studies indicate show various aspects of teachers' appreciation and recognition have varied effects on students' performance. According to Gitonga (2012), components of appreciation like teachers' promotion and remuneration factors, including financial rewards and incentives had strong relationship with students' performance in KCSE scores. The study recommended that Board of Management (B.O.M) and Teachers Service Commission should create better promotion procedures and extrinsic reward programmes particularly those based on students' performance in KCSE. Similarly, Adhiambo (2016) established that individual pecuniary rewards extended to teachers influenced students' performance.

The study also found that school managements' use of teachers' benchmarking trips and promotions had varied extent of influence on students' academic performance. The

study found that motivating teachers leads to teachers' performance and ultimately productivity and performance of their students. In the same way, Musili (2015) found that school headteachers who offered incentives to teachers on expectation of students' academic performance resulted to sustained improved scores in KCSE performance. However, some of the above studies, such as Gitonga (2012), Adhiambo 2016) & Musili (2015) fell short of indicating whether other aspects of appreciation of teachers, such as praises or commendation have any effect on students' performance. The study by Figlio & Kenny (2007) also fell short of divulging how intrinsic rewards specifically influence students' academic performance.

2.2.5 Teachers' Collaboration and Students' Performance in KCSE

Collaboration or teamwork at workplace is defined as a cooperative process that makes people of ordinary capabilities to achieve extraordinary results (Scarnati, 2001, p.5) On the other hand, Harris & Harris (1996) illustrates teamwork as a process where members of a team with common goals or purpose develop effective and mutual relationships with view of achieving team goals. In school context, Sparks (2013) argues that learning institutions rise and fall on the quality of collaboration that takes place within their walls. He states that student improvement is highly dependent on teachers' ability to belong to membership of strong teams that form synergy in decision making and problem-solving processes.

According to Burns (2011) in a US based analysis of various schools, it was established that teacher collaboration leads to better performance of learners. The review found that

teachers who collaborated in various areas such as writing tests together, comparing test results and conducting presentations of lessons and think up games as a team had their students highly motivated, which resulted to better classroom performance. The researcher observed that one of the headteachers in the survey noted that collaboration strategies created a sense of a team within the school and teachers could work together even when they did not see eye to eye. These views support Sparks 2013, who observed that teamwork is vital in the sense that it motivates teachers to address the complex challenges that affect their work, resulting to improved quality of teaching and enhanced students' performance.

Studies indicate that the benefits of teamwork fully realized through formation of collective motivation, in the sense that the more people feel effective working together, the more they get motivated to continue working together. Affirming this view, Klassen & Durksen (2012) in a study carried in the District of Alberta, Canada, posit that key to the sense of efficacy in building collective motivation is when teachers see a positive influence on their students' academic improvement. These findings validate Bandura (1997) line of reasoning, that there is need to provide necessary means for equipping people with the belief that they can be more productive by working together as a team. According to Sehgal Nambudiri & Mishra (2017) in a study carried out in India, there is positive correlation between teacher collaborative practices and motivation.

The study suggested that school managements should give greater importance to teacher collaboration in order to enhance quality of teaching and learning and students'

academic outcomes. Despite the scarcity of data on collaboration or teamwork teaching across Africa, some studies in Sub-Saharan Africa indicate that teaching quality and academic performance can be achieved when teachers work as a team. In Nigeria, Uwameiye & Ojikutu (2008) found that teaching through teamwork is an effective way of inspiring teachers' self-efficacy. The study also noted that this form of teaching has a positive influence on students' academic performance in introductory technology and thus recommended collaborative teaching to be adopted.

In Tanzania, Makewa, Ngussa, Arego & Kuboja (2016) found that teamwork significantly and positively influenced teachers' morale, which led to increased students' academic outcome. In Kenya, Mulwa (2018) found that administrative practices, among them encouraging collaborative practices for teachers to support one another statistically and significantly predicted learners' performance. This view affirmed Orora (1997) study, in which he observed that lack of teamwork and collaborative decision-making led to poor performance in science subjects in KCSE. Similarly, Obama, Akinyi & Orodho (2015) found that schools that encouraged group work and team spirit in teaching and decision making also performed better in national exams than those that did not.

However, Mudulia (2012) contradicted these findings, in a study that established that although teachers admitted to working as a team, there was no major relationship between teamwork and student's performance in science subjects in KCSE. Despite indicating that teamwork is associated with students' academic performance, the above

studies have not revealed how specific elements of teamwork such as writing tests together, comparing test results or visiting each other's' classroom influence performance in KCSE. Based on Mudulia (2012) findings, further investigation is also required on whether teamwork has any effect on academic performance in sciences.

2.2.6 Teacher Self-Efficacy and Students Performance in KCSE

Self-efficacy is illustrated as a belief in ones' abilities to deal with various situations or challenges. An individual's abilities, attitudes and cognitive skills form the self-system, which influences how people perceive situations and how they behave in response to those situations (Bandura, 1992). According to Schunck (1991) self-efficacy in relation to academic motivation is a person's judgment of his own abilities to perform a given action. In line with this view, Ford (2012) in a study carried out in the United States found that self-efficacy was associated with students' academic performance. However, the study established that teachers with more experience had higher morale than those who did not. The study also established that younger teachers had lower belief in their ability to influence urban students towards academic performance than their older counterparts.

Conversely, Persinsk (2015) in another US based study found that despite strong indication on teacher efficacy, the results indicated that there was no relationship between teacher self-efficacy and student performance as measured through Teachers' Sense of Efficacy Scale (TSES). The researcher noted that the results were surprising since they did not agree with literature review or the relationship between United States

history of teacher self-efficacy and student performance. However, Zee & Koomen (2016), in a study integrating 40 years of teacher self-efficacy exploration carried out in the Netherlands, established that there were positive links between teacher self-efficacy (TSE) and student academic improvement.

However, Rodriguez, Regueiro, Blas, Valle, Pineiro & Cerezo (2014) in a Spanish based analysis found that the effectiveness of self-efficacy in learning differed based on the teacher's level of efficacy. The study noted that teachers with high confidence in their teaching abilities and cognitive skills had less learning-oriented students than teachers who had intermediate perception on their self-effcacy. This concurred with Eberle (2011) observation, in a study conducted the state of North Carolina, in which it was found that teachers with low ratings of self-efficacy showed no significant difference between participants end-of-grade mathematics test scores and end-of-grade math test average score.

Other studies however indicate different findings on self-efficacy as a factor of motivation to teachers and indirectly to students towards academic performance. According to Mojavezi & Tamiz (2012) in a study surveying schools in four Iranian cities, it was found that teachers' self-efficacy had significant and positive influence on learners' motivation, leading to improved academic performance. Similarly, Shahzad & Naureen (2017), in Pakistan established that teacher self-efficacy had strong impact on the students' academic performance. Similarly, Tai, Hu, Wang & Chen (2012) in Taiwan found that teacher self-efficacy combined with teacher instructional process

show a significant and positive association with learning satisfaction. The study also showed that teacher's self-efficacy, learning satisfaction and teaching process positively influence learning outcomes.

In South Africa, Hendricks & Adu, in an analysis of how self-efficacy influenced performance in mathematics in previously disadvantaged schools, found that teachers' beliefs in their abilities in teaching mathematics has significant effect on conceptual understanding of mathematics. In support of this view, Tella (2008) in Nigeria found that teacher self-efficacy was a good predictor of learners' performance in mathematics. The study however showed that some components of self-efficacy such as attitude and skills or experience did not have significant correlation with learners' performance in mathematics. The study recommended change of attitude and more training opportunities for mathematics teachers, while education authorities were urged to create programmes that could enhance teacher self-efficacy.

In Uganda, Nakato (2015) established that teachers who had high levels of self-efficacy had greater improvement in quality of teaching and learning, which influenced students' academic performance. The study suggested that authorities needed to do more to increase teachers' self-efficacy through activities, such as more delegation of roles and providing guidance and counseling support to struggling teachers. In the same view, Wossenie (2014) in Ethiopia observed that teachers who highly believed in their capabilities to teach English as Foreign Language (EFL) significantly and positively influenced students' English language scores. The study concluded that EFL teachers

had high levels of self-efficacy, which were reflected through successful instructional strategies and learners' English language improved performance.

In Kenya, Macharia, Wangeri & Dinga (2017) observed that teachers' self-efficacy was a strong driver towards modifying students' behavior. The study found that teachers felt that self-efficacy as reflected in their perceived abilities to alleviate problem behavior helped learners to overcome challenges that led to poor academic performance. The study also found that teachers perceived self-efficacy was the motivating factor that helped them to overcome obstacles and stay their course in enhancing teaching and learning quality. These findings support Yoon (2003) observation that teacher's self-efficacy is strongly associated with various meaningful educational academic outcomes. However, some of the studies have not indicated how self-efficacy influences motivation, while others have presented contradicting findings. The study by Persinsk (2015) and that by Ford (2012) gave contradicting findings, while Zee & Koomen (2016) Shahzad & Naureen (2017) as well as Wossenie (2014) fell short of indicating in what specific areas or manner that self-efficacy influences students' performance.

2.3 Summary and Identification of Research Gaps

The literature has indicated that teachers' motivation is an important factor of improving students' academic performance. The literature has shown that teachers' motivation arises from various dynamics, such as empowerment, giving of rewards, collaboration and teamwork with colleagues and self-efficacy.

The reviewed literature has however revealed several gaps of research and deficiencies in knowledge for instance, the studies by Njoka (2015), Gitonga (2012) & Mutua (2016) did not reveal whether other aspects of teacher motivation such as autonomy have any impact on students' performance. They also failed to divulge whether involvement of teachers in decision making processes has any influence on student academic performance Studies by Gitonga (2012) & Adhiambo (2016) did not reveal whether appreciation of teachers through praises or commendation has any effect on students' performance, while Figlio and Kenny (2007) failed to state how intrinsic rewards specifically influence students' academic performance. The contradiction on the role of teamwork and collaborative activities made the study by Mudulia (2012) questionable as it was not clear whether this component has any significant effect on students' performance.

In regard to the role of self-efficacy, the available literature is questionable as studies such as Persinsk (2015) and Ford (2012) gave contradicting views, while Zee & Koomen (2016) Shahzad & Naureen (2017) failed to divulge the specific impact of self-efficacy on students' performance. These therefore are the research gaps and deficiencies of knowledge on the topic of study that the researcher will seek to address.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1.Introduction

The chapter presents the research methodology that was used to conduct the study,

research design, and location of the study, target population, sampling procedure,

research instrument, and piloting of research instruments, reliability and validity of

research instruments, data collection techniques and data analysis as well as ethical

considerations.

3.2 Research Design

The study used mixed methods approach which utilized both quantitative and qualitative
methods. The design was appropriate for this study since the data that was obtained
required both quantitative and qualitative analysis. According to Creswell (2009),
quantitative method helps the researcher to ask specific questions and collect
quantifiable information from large numbers of respondents. For the purpose of this
study, quantitative data was gathered through questionnaires, while qualitative data was
collected through views of participants using interview schedules. The study used
concurrent triangulation design, in which both quantitative and qualitative data were
concurrently analyzed and given equal credence (Creswell, 2009). The design entailed
separate analysis and compilation of data in order to enable the researcher fully
understand the research problem. The two sets were subsequently merged during data
interpretation.

3.3. Location of Study

The study was carried out in Kinangop Sub-County, in Nyandarua County, which has a

population of 192, 379 in an area of approximately 934.7 $km^{2.}$ which represents a

population density of approximately 206 persons per $km^{2.}$ Kinangop sub-county is

situated on the western side of the Aberdare Mountain Ranges and has rich agricultural

terrain with reliable rainfall. Dairy farming, cash crop farming, horticulture and food crop farming are the main economic activities. There has been a culture of poor performance of students after joining secondary schools.

There have also been complaints during teacher parent forums due to laxity and increased cases of absenteeism, incidents of indiscipline and dissatisfaction among the teachers. This is in addition to rising cases of teachers taking the earliest opportunities to move to what they term as greener pastures, while those who choose to remain are ever in strikes pushing for better terms of service (Nyandarua Education Annual Performance Report 2013). Moreover, little has been done to specifically investigate the influence of teachers' motivation components, such as empowerment, appreciation, collaboration and self-efficacy on students' performance in KCSE. It is under these circumstances that the researcher was persuaded to focus on Kinangop Sub-County as the location of study.

3.4. Target Population

A population is a set of cases, objects or people in a certain area who share common observable characteristics (Flick, 2006). For the purpose of this study, the target population was composed of 28 headteachers and 310 teachers from 21 mixed, 4 boys and 3 girls' public secondary schools within Kinangop Sub-County, totaling to 338 people as reported on table 3.1.

Table 3.1 Target Population

Respondents	Target Population
Headteachers	28
Teachers	310
Total	**338**

Source: Kinangop Sub-County Education Office, 2017

3.5 Sampling Procedures and Techniques

The purpose of using a sample in a research is to make generalization of issues being investigated from within the whole population (Gray, 2004). Using Slovin's formula, n $=N \div (1+Ne^{2)}$, where n is the sample, N the total population and e the margin of error, a sample of 184 participants was selected. That is $338 \div (1+338 \times 0.05 \times 0.05) = 183.19$. Slovin's formula enables researchers to sample the research population with a high level of accuracy (Stephanie, 2013). Stratified sampling was then used to create 8 strata based on the 8 administrative zones (wards) of the Sub-County. From each zone 2 headteachers and 21 teachers were selected. The researcher then used simple random sampling to distribute the sample equally across the Sub-County. The sampling procedure made it possible for the researcher to achieve a sample of 16 headteachers and 168 teachers, totaling to 184 participants as shown on table 3.2.

Table 3.2: Sampling Grid

Categories		Sample Size	Sampling Techniques
School Headteachers	28	16	Simple Random Sampling
Teachers	310	168	Simple Random Sampling
Total	**338**	**184**	

3.6. Instruments of Data Collection

The researcher used questionnaire and interview schedules to collect data from the study participants. The instruments were developed according to the research objectives, where each of the objectives formed a section with an applicable set of questions.

3.6.1 Questionnaire

The researcher relied on a self-designed questionnaire to collect data from teachers. The questionnaire had two sections, which included participants' demographic information and close-ended questions in Likert format based on the study objectives. To assess the degree of respondents' experiences, responses were scored on the Likert scale with a range of strongly agree, which had the highest score to strongly disagree having the least score.

3.6.2 Interview Schedule

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

ended questions to collect data from school headteachers. A structured interview was preferred as it would enable the researcher to directly engage the respondents, ask probing and follow up questions and build a relationship with the respondents with a view of obtaining reliable opinion from the respondents. The interview gathered qualitative data in accordance with the research objectives. Qualitative data obtained was organized and modeled to identify common themes, following which important information was assembled in conformity with its specific themes.

3.7 Piloting of Data Instruments

Piloting of instruments was conducted in 2 secondary schools in the neighboring Kipipiri Sub-County, involving 2 headteachers and 5 teachers. Kothari (2004), states that piloting sample should consist of 10 per cent of the actual research sample. Piloting of research instruments is important because it enables researchers to pretest the instruments for the purpose of obtaining the validity and dependability of the instruments.

3.7.1 Validity of Research Instruments

Validity of research instruments is the extent to which an instrument that are relied on, measures what it is intended to, where the procedure of validating an instrument mainly focuses on reduction of error during the measurement processes (Kimberlin & Winterstein, 2008). For this study, validity of instruments was achieved through involvement of experts. In case of ambiguity in some of the items, revision was carried out on instruments to correct the deficiencies. Quality of instruments was enhanced

through replacing any vague test items with more appropriate ones. Validity of qualitative information was ascertained through data triangulation and multiple analyses.

3.7.2 Reliability of Research Instruments

Reliability of research instruments enables the researcher to evaluate the quality of measurements used for data collection (Kimberlin & Winterstein, 2008). Reliability was achieved through consultation with the supervisors for the purpose of assessing the uniformity and consistency of responses. The instruments were also assessed to identify any unclear questions and for the purpose of verifying their suitability. Research items were, where applicable, restated to ensure clarity and to make sure they were well understood. The researcher used test retest technique to ascertain the reliability. The researcher dispersed the test items two times to a group of participants. From the results, correlation coefficient was obtained by use of Pearson's Correlation method. A reliability coefficient of $r = 0.65$ was achieved, which was an indication of a high internal reliability.

3.8 Data Collection Procedures

The researcher obtained a letter of introduction and a permit from the National Commission for Science, Technology and Innovation for authorization to conduct the research. Before embarking on the study, the researcher paid a courtesy call to the County Director of Education, Nyandarua County and discussed the intention to carry out the research. The researcher then made appointments with public secondary school headteachers for interview schedule. The researcher personally administered the

interview to the respondents and through research assistants distributed the questionnaires to collect quantitative data.

3.9 Data analysis Procedures

Data analysis process started by sorting out common themes, where applicable information was identified and organized into statements that reflected specific ideas and thoughts. Data that was collected through close-ended questions was marked and coded for convenient generation of counts and computation. Scoring of quantitative data was done through 5 likert scale, where strongly agree response represented the highest score and strongly disagree implied the least score. Frequency count of questionnaire responses was done to generate the trend of respondents' information regarding the variables being investigated. Descriptive method was used to analyze quantitative data using percentages, frequencies, means and standard deviation while results were presented by use of tables. Analysis of qualitative data was done thematically and in narrative forms in accordance with the research objectives.

3.10. Logistical and Ethical Considerations

Ethics in research entails properly outlining the research subject and contents, what is expected of respondents, processes used to obtain informed consent and researcher's undertakings regarding protection of participants' privacy and confidentiality. The researcher undertook to keep confidential all private information obtained from the participants. The participants were assured that information touching on their privacy would not be shared with other people outside the research.

The respondents were also made aware that information obtained from them would only be used for the purpose of the study. They were assured of anonymity regarding their identifying information and were made aware of the nature and purpose of the study as well as the processes to be employed in data collection to help them make informed decision whether to take part in the study. The respondents were requested to fill an informed consent form to show their voluntary willingness to take part in the study.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

In this chapter, the researcher presents the demographic information of respondents and analysis as well as discussions of the findings of the study regarding influence of teacher motivation on student's performance as reflected on teacher empowerment, appreciation, collaboration and self-efficacy on students' performance in KCSE.

4.2 Questionnaire Return Rate

The questionnaire was administered to 168 teachers selected from schools in the sub-county. All the questionnaires were duly completed and retrieved. Similarly, all the other respondents in the study, that is, the headteachers were successfully sampled. Therefore, the response rate was sufficient to make conclusions since it was far above the return rate of 75% acceptable levels for making generalization for the whole population (Creswell, 2009).

4.3 Respondents' Demographic Information

Demographic information of the study respondents, such as their gender representation, age and professional training was collected and results were reported as shown.

4.3.1 Gender Representation of Teachers and Headteachers

The data on gender of teachers and headteachers was analyzed and results were presented as shown on table 4.1

Table 4.1: Gender Representation of Teachers and Headteachers

Gender	Teachers		Headteachers	
	F	**%**	**F**	**%**
Male	103	61	10	63
Female	65	39	6	37
Total	**168**	**100**	**16**	**100**

n=168, 16

From the data on table 4.1, majority (61%) of teachers were males as compared to their female counterparts at 39%. The data also revealed that majority (63%) of headteachers were males while 37% were females. The information thus shows that there were fewer females in the teaching profession compared to their male counterparts. The data also implies that the retention rate of female teachers is low compared to that of male teachers. This also denotes that the number of women who are stepping out to take leadership and responsibilities in education sector is quite low.

4.3.2 Age of Teachers and Headteachers

The data on the age of teachers and headteachers was analyzed and results were reported as shown on table 4.2.

Table 4.2 Age of Teachers and Headteachers

Age in Years	Teachers		Headteachers	
	Frequency	**Percentage**	**Frequency**	**Percentage**
20 - 35	93	55%	1	6%
36– 45	35	21%	4	25%
46 – 50	23	14%	7	44%
Above 50	17	10%	4	25%
Total	**168**	**100**	**16**	**100**

n=168, 16

The data on table 4.2 indicates that majority (55%) of teachers were between the age of 20 and 35 years, followed by 21% of those aged between 36 and 45 years, 14% of those aged between 46 and 50 and lastly 10% of those falling above 50 years of age of. On the other hand, the data indicates that most (44%) of the headteachers were between 46 to 50 years of age as compared to 25% of those aged between 36 to 45, same as those falling above 50 years of age. Only 6% of headteachers were between 20 to 35 years of age. Generally, the data implies that the age of teachers and headteachers was fairly spread across the board.

4.3.3 Professional Training of Teachers and Headteachers

The data on professional training of teachers and headteachers was analyzed and results were presented as shown on table 4.3

Table 4.3: Professional Training of Teachers and Headteachers

Qualification	Teachers		Head-teachers	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Diploma	30	18%	5	31%
Bachelors Degree	106	63%	6	38%
Post-Graduate	30	18%	4	25%
Other	2	1	1	6
Total	**168**	**100**	**16**	**100.00%**

n=168, 16

From the data on table 4.3, majority (63%) of teachers had attained a bachelor's degree as compared to 18% who had attained diplomas, same as those who had post graduate education. On the other hand, the data indicates that most (38%) of headteachers had attained a bachelor's degree, compared to 31% who had a diploma and 25% who had post graduate education. The data reveals that many teachers and headteachers have received satisfactory levels of education to handle their responsibilities.

4.3 Teacher Empowerment and Students' Performance

Regarding the first research question, the study sought to establish the influence of teacher empowerment on students' performance in KCSE. The instruments gathered the

information from teachers regarding the aspects of empowerment commonly extended

to teachers in their schools and results are as shown on figure 4.1.
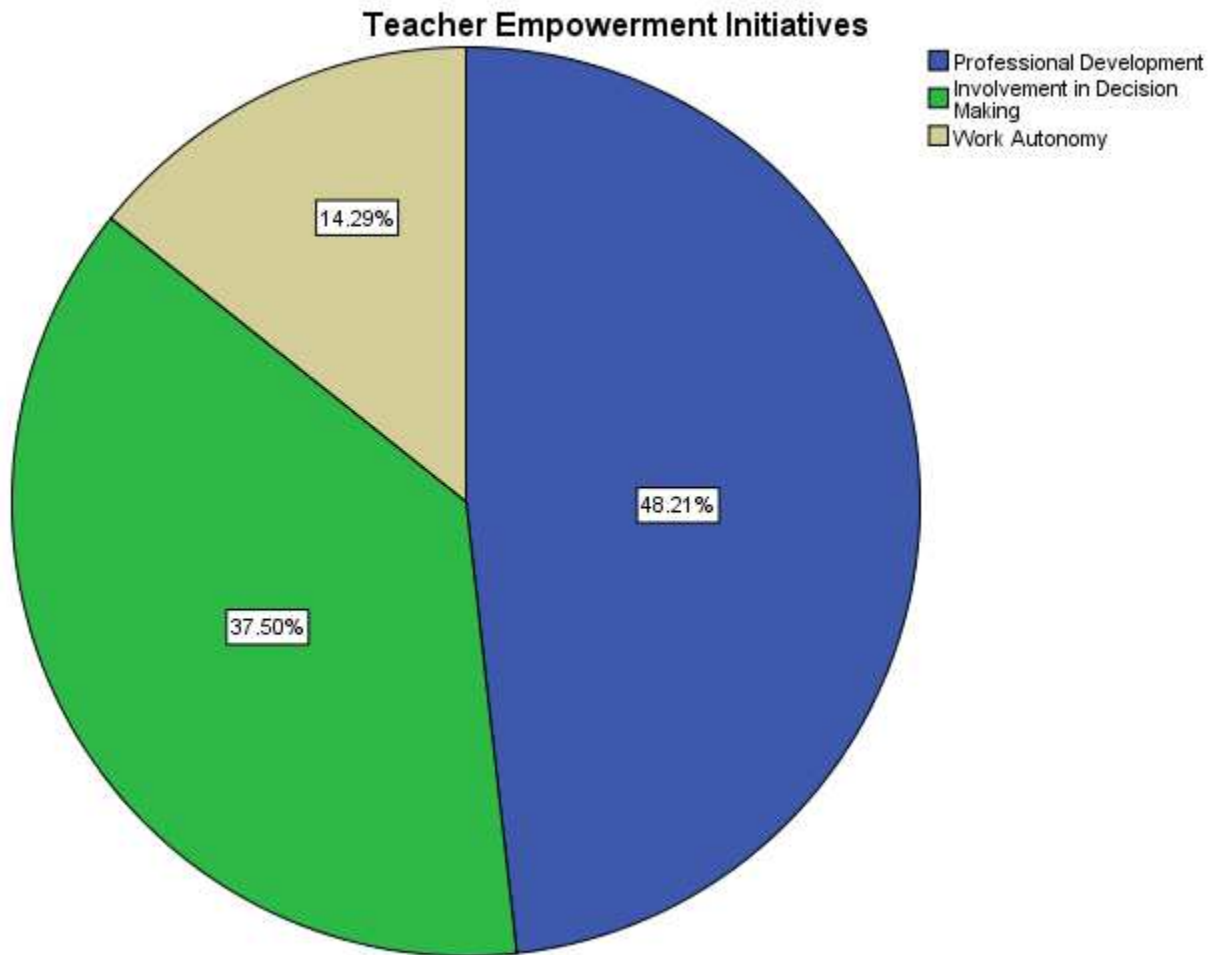
Figure 4.1: Teachers' Empowerment Initiatives

The data on figure 4.1 indicates that professional development at 48.21% was the most

common aspect of empowerment that teachers benefitted from. This was followed by

involvement in decision making at 37.5% and autonomy at the workplace at 14.29%.

At the same time data was also collected from teachers on influence of empowerment on students' performance in KCSE. Results were processed and organized and accordingly reported as shown on table 4.4.

Table 4.4: Teachers Responses on Empowerment and Students' Performance in KCSE

Statements	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
Teachers in my school benefit from professional development initiatives	51.2	43.5	3.6	0.6	1.1	4.4	0.7
In-service training programmes enhance quality teaching, influencing student's performance in KCSE	45.2	46.4	6.6	1.2	0.6	4.3	0.7
My school involves teachers in decision-making forums	42.2	36.3	15.5	3.6	2.4	4.1	0.9
Involvement in decision making motivates teachers' commitment, thus influencing students' performance in KCSE	41.1	36.9	8.3	8.9	4.8	4.0	1.1
Teachers in my school enjoy sufficient independence to deal with diverse situations in their work	35.1	44.6	10.1	6.0	4.2	4.0	1.0
Level of autonomy makes teachers more effective in teaching, thus improving students' KCSE performance	41.0	43.5	7.1	2.4	6.0	4.1	1.0

From the data on table 4.4, a simple majority (51.2%) of teachers sampled strongly agreed that teachers benefited from professional development initiatives such as on-job trainings as compared to 43.5% of those who agreed and 3.6% who were undecided. Conversely, a paltry 0.6% of them disagreed while 1.1% strongly disagreed. The results generated a mean of 4.4 and a Std. Dev. of 0.7. In response as to whether in service training programs enhanced teachers' quality in curriculum delivery, thus influencing students' performance, 45.2% strongly agreed and 46.4 agreed, while 6.6% were

undecided. On the other hand, 1.2% disagreed and only 0.6% strongly disagreed. The results returned a mean of 4.3 and a Std. Dev. of 0.7. The results thus generally indicate that professional development initiatives, such as on-job training were helpful and that they enhanced teachers' quality of teaching, positively influencing students' performance in KCSE. The findings corroborated the views by Asiyai (2016) who found that teachers who go through programs of professional development, such as on-job training found such programmes useful in their teaching effectiveness.

Teachers were also asked to respond as to whether their schools involved them in decision making. Out of those sampled, 42.2% strongly agreed and 36.3% agreed, while 15.5% were undecided. On the other hand, 3.6% disagreed and only 2.4% strongly disagreed. The results generated a mean of 4.1 and a Standard Deviation of 0.961. At the same time, teachers were asked whether involvement in decision making motivated teachers in their work consequently influencing learners' performance in KCSE. In response, many (41.1%) of them strongly agreed, 36.9% agreed and 8.3% said they were undecided. Out of those sampled in this category, 8.9 disagreed while 4.8% strongly disagreed. These results had a mean of 4.0 and a Standard Deviation of 1.1. Based on those who strongly agreed and those who agreed, the data implies that to some extent, involvement of teachers in decision making positively influenced the performance of students in KCSE. The findings affirm the views of Agebure (2013), who found that empowering of teachers through decision making processes, such as taking part in school meetings, delegations and committee systems was informed by their desire to

gain more knowledge, advance into new instructional methods, satisfy their job requirements and improve their students' learning abilities.

The respondents were also asked to respond to the statement that teachers were usually accorded sufficient independence to deal with diverse situations relating to their work. In response, 35.1% strongly agreed and 44.6% agreed, while 10.1% were undecided. However, 6.0% disagreed and 4.2% strongly disagreed. The results returned a mean of 4.0 and a Standard Deviation of 1.0. At the same time teachers were asked to respond to the view that the level of autonomy they enjoyed made teaching more effective, thus enhancing students' performance in KCSE. In response, 41% of them strongly agreed and 43.5% agreed, while 7.1% were undecided. In contrast, only 2.4% disagreed, while 6% strongly disagreed. The results generated a mean of 4.1 and a Standard Deviation of 1.0. The results indicate that there was an acceptable level of autonomy enjoyed by teachers in their work, which to some extent enhanced the performance of students in KCSE. These results lend credence to the study by Irwin, (1990), which established that, teachers' empowerment results to autonomy that helps teachers in solving their problems in a creative manner.

The researcher also carried out in-depth interviews with the headteachers sampled in the study in order to gather more information in regard to teachers' empowerment and student's performance in KCSE. The headteachers were generally in agreement that teachers' empowerment initiatives such as professional development, involvement in

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decision making and job autonomy were essential in improving students' performance in KCSE.

In reference to effect of teachers' empowerment initiatives, Headteacher HT02 emphasized,
> *"There has been positive change whenever teachers are empowered because they tend to gain mastery of the curriculum and subject content. They also acquire new teaching skills, which helps them prepare their students much better for the national examination"*.

Many interviewees observed that there had been improvement in the academic performance of students whose teachers had benefited from various empowerment initiatives. The findings were in support of ACME (2013), which found that empowering teachers with initiatives such as professional development, made it possible for them to quickly adapt to the changing use of various subjects and ultimately, appreciate students' learning needs.

From both qualitative and quantitative findings, it is evident that aspects of empowerment availed to teachers motivate them to greater commitment in their work ultimately influencing students' performance in their national examinations. That is to say, aspects of empowerment such as professional development, involving teachers in decision making and giving them enough autonomy in their work motivates them to do more, makes them more effective in their work and at the same time increases their quality of curriculum delivery, leading to improved students' performance in KCSE.

The findings from teachers and headteachers show that offering teachers' professional development programs, such as in-service training enhance such teachers' quality of teaching, resulting to students improved academic performance in the national examination. The findings further imply that being involved in decision making processes, such as taking part in school delegations and participation in official meetings motivates teachers to desire to gain more knowledge in order to satisfy their job requirement, which also helps improve their students' academic performance. The findings also indicate that empowering teachers creates positive change as teachers ultimately gain mastery of curriculum and acquire better skills, which gives them advantage during preparation of their students for assessment.

4.4 Teacher Appreciation and Student Performance in KCSE

In regard to the second research question, the study sought to find out the influence of teacher appreciation on students' performance in KCSE. Data was obtained on the aspects of appreciation commonly shown to teachers and results were as shown on figure 4.2.
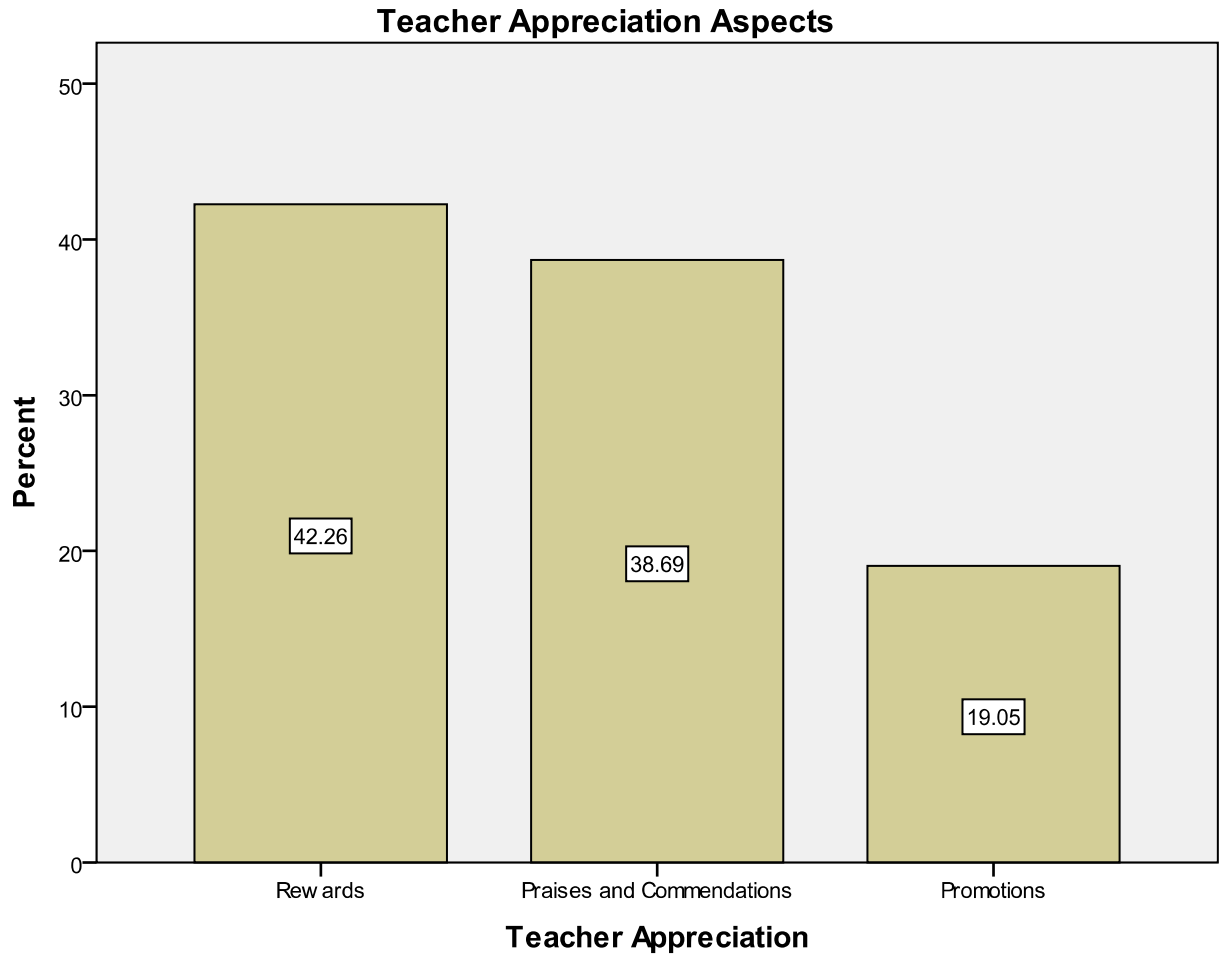
Figure 4.2: Teachers' Appreciation Aspects

As shown on figure 4.2, the data indicates that 42.26% of teachers sampled felt that

rewarding teachers was the most common form of appreciation in their institution,

followed by 38.69% who stated that praises and commendation was the most common

and lastly 19.05% who said the most common form of appreciation was teachers'

promotions. Data was equally obtained from the same group on the influence of each of

these aspects on students' performance in KCSE and results were as shown on table 4.5.

Table 4.5: Teachers Responses on Appreciation and Students' Performance in KCSE

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

As shown on table 4.5, the data indicates that most (44.6%) of teachers strongly agreed that there was an inclusive reward system in their schools that kept teachers motivated to do their work, while 35.7% agreed with the same view. Out of those sampled, 6.0% were undecided, 9.5% disagreed and 4.2% strongly disagreed. The results returned a

mean of 4.0 and a Std. Dev. of 1.1. In response to whether rewarding teachers enhanced commitment to their work subsequently improving students' performance in KCSE, 44.6% strongly agreed compared to 37.5% who agreed and 8.9%.who were undecided. On the other hand, 7.1% disagreed, while a paltry 1.8% strongly disagreed. The findings had a mean of 4.1 and a Std. Dev. of 0.9. From those who strongly agreed and those who agreed, the data implies that generally teachers received rewards as a form of appreciation and that such rewards motivated them to do their work. These results lend credence to the study by Carraher, (2006), in which it was established that successful extrinsic reward system is crucial for enhancing teachers' efficiency and teaching quality.

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

management offered praises and commendation as a way of motivating teachers, which resulted to enhanced students' performance in KCSE.

Respondents were also asked to rate the statement that teachers' promotions and job advancement initiatives motivated them towards quality teaching, In response, most (46.4%) of the teachers strongly agreed and 33.3% agreed, while 5.4% were undecided. Conversely, 6.0% of the respondents disagreed, while 8.9% strongly disagreed. The findings generated a mean of 4.0 and a Standard Deviation of 1.2. At the same time, the respondents were asked to rate if teachers' promotions were associated with students' enhanced performance in KCSE. In response, most (40.5%) of the teachers strongly agreed and 35.1% agreed, while 11.3 were undecided. On the contrary, 8.9% of them disagreed while 4.2 strongly disagreed. The findings generated a mean of 3.9 and a Standard Deviation of 1.121. From those who strongly agreed and those who agreed, the results thus imply that there was improved students' performance arising from teachers' promotions and job advancements. These findings were in support of Adhiambo's (2016) study, which established that, teachers' promotions, as a form of appreciation had significant levels of positive influence on students' academic performance.

The researcher also conducted a detailed interview with headteachers for the purpose of gathering qualitative data on influence of appreciation on students' performance in KCSE. Just as in descriptive findings, the interviewees generally concurred with teachers that the forms of appreciation extended to teachers in their schools, such as

giving of rewards, praises and commendation and promotions positively influenced students' performance in KCSE.

> *HT09 observed: Appreciating teachers in different ways motivates them to put more time and efforts in their work, prepare lessons well and deliver the content satisfactorily even as they motivate their students through positive words of encouragement.*

These findings also support Alger (2014) comparative analysis covering Canada, Europe and parts of Africa, which established that rewarding teachers enhances students' academic performance.

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

The findings from teachers and headteachers attest to the fact that showing appreciation to teachers enhances their efficiency and quality of teaching and learning. This also denotes that promotions create job satisfaction, self-assurance and organizational commitment for more desirable outcomes in students' academic performance. The findings also affirm that appreciation shown to teachers in the learning institutions whether in form of rewards or other incentives for good performance, including praises

and commendations as well as promotions and job advancements increases engagement and motivates teachers to commit more to their work. The fact that teachers begin to feel the sense of approval makes them to commit to institutional goals resulting to improved quality in teaching and ultimately enhanced students' performance in national examinations.

4.5 Teachers' Collaboration and Students' Performance in KCSE

On research question three, the study sought to find how teachers' collaboration among themselves influences students' performance in KCSE. Data was collected regarding the commonly used teacher collaboration activities and results were as reported on figure 4.3.
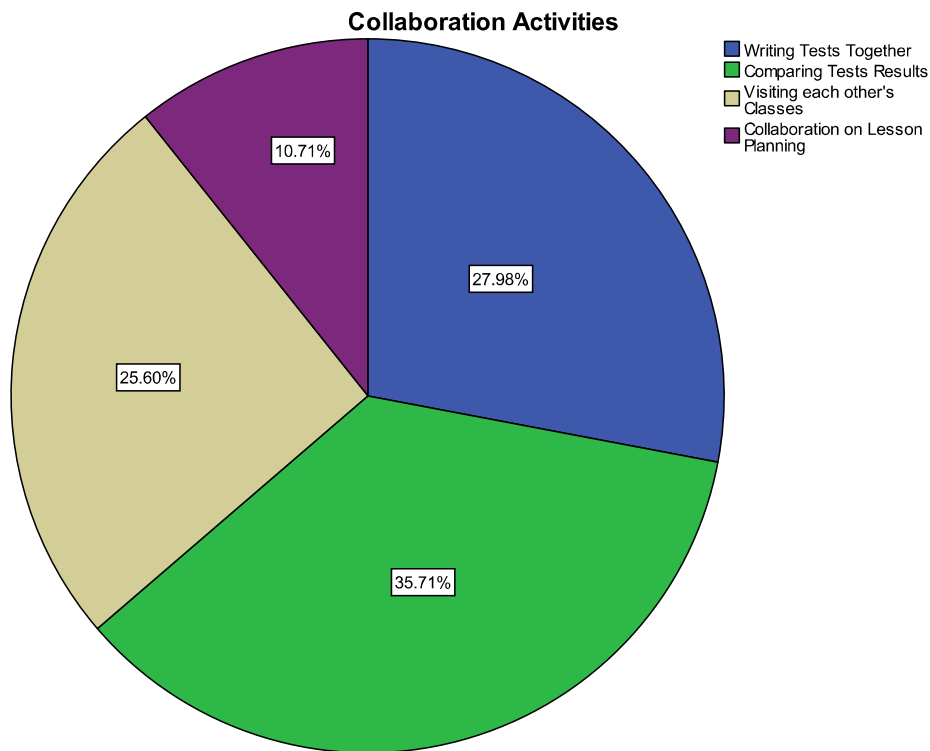
Figure 4.3 Teachers' Collaborative Practices

As shown on figure 4.3, the data indicates that 35.71% of teachers who were sampled in this study felt that comparing tests results was the most preferred collaboration activity among the teachers, followed by 27.98% who preferred writing tests results, 25.6% who chose visiting each other's classes as the most common form of collaboration and lastly 10.71%, who chose collaboration in lesson planning.

Data was also obtained regarding the influence of teacher collaboration activities on students 'performance in KCSE. Results were as reported on table 4.6.

Table 4.6: Teachers on Collaboration and Students' Performance in KCSE

Statements	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
Teachers in my school collaborate by writing tests together	45.2	38.1	7.7	6.5	2.4	4.1	0.9
Writing tests together enhances teachers' motivation, influencing students' performance in KCSE	34.5	48.2	10.7	4.8	1.8	4.0	0.8
Teachers collaborate by visiting each other's classroom, working together as a team	35.1	44.0	13.1	4..8	3.0	4.0	0.9
Visiting each other's classroom contributes to students' improved performance in KCSE	39.9	36.9	10.1	7.7	5.4	3.9	1.1
Teachers in my school have collaborative approach in lesson planning.	29.2	39.9	11.9	12.5	6.5	3.7	1.1
Collaboration in lesson planning enhances teaching and learning, improving student performance in KCSE	36.9	31.5	13.7	11.9	6.0	3.8	1.2

n=168

The data on table 4.6 indicates that most (45.2%) of the teachers sampled strongly agreed that they collaborated with their colleagues by writing tests together, while 38.1% agreed and 7.7 said they were undecided. On the contrary, 6.5% disagreed with the same view, while 2.4% strongly disagreed. The findings returned a mean of 4.1 and a Standard Deviation of 0.9. In response to proposition that collaboration through writing tests together enhanced their motivation, resulting to improved student's performance in KCSE, 34.5% of the respondents strongly agreed, compared to 48.2%

who agreed and 10.7% who were undecided. On the other hand, 4.8% disagreed compared to 1.8% who strongly disagreed with this view. The results had a mean of 4.0 and a Standard Deviation of 0.8. From those who strongly agreed and those who agreed, the data implies that majority of the respondents generally concurred that collaboration of teachers through writing tests together had positive influence on students' performance in KCSE. The findings were in support of Burns' (2011) study, which revealed that teacher collaboration activities, such as writing tests together led to improved academic performance of learners.

Teachers were also asked the extent to which they agreed with the view that teachers regularly collaborated by visiting other's classroom and working together as a team. The response shows that 35.1% strongly agreed and 44% agreed, while 13.1% were undecided. On the contrary 4.8% disagreed while 3% of them strongly disagreed. The findings generated a mean of 4.0 and a Standard Deviation of 0.9. At the same time, respondents were asked to rate the view that visiting each other's classroom and working together as a team made teaching more enjoyable, thus leading to improved students' academic performance. The response shows that 39.9% strongly agreed and 36.9% agreed as 10.1% said they were undecided. On the other hand, 7.7% disagreed with this view while 5.4% strongly disagreed. The results generated a mean of 3.9 and a Standard Deviation of 1.1.

The results generally indicate that teachers' collaboration through visiting each other's classroom positively influenced students' performance in KCSE. These findings affirm the views of Klassen & Durksen (2012) that key to the sense of efficacy in building

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collective motivation is when teachers see a positive influence on their students'
academic improvement. Respondents in this category were also asked to what extent
they agreed with the view that teachers in their schools had collaborative approaches in
lesson planning. In response, only 29.2% of them strongly agreed and 39.9% agreed,
while 11.9% were undecided. On the other hand, 12.5% disagreed and 6.5% strongly
disagreed. These results had a mean of 3.7 and a Standard Deviation of 1.1. Based on
the number of the respondents who either strongly agreed and those who agreed, it is
apparent that teachers do not collaborate enough in lesson planning

At the same time, respondents were asked to state how much they agreed to the view
that teachers' collaboration in lesson planning enhanced teaching and learning, thus
improving student performance in KCSE. Out of those sampled, 36.9% strongly agreed
with this proposition and 31.5% agreed, while 13.7 were undecided. Conversely, 11.9%
disagreed and 6.0 strongly disagreed, with these results generating a mean of 3.815 and
a Standard Deviation of 1.221. These results imply that teachers' collaboration in lesson
planning, to some extent, positively influenced student's performance in KCSE. This is
based on the fact that teachers' collaborative lesson planning enhanced quality of
teaching and learning, resulting to improved academic performance. These findings
further corroborate the findings by Sehgal Nambudiri and Mishra (2017) affirmed that
there is positive correlation between teacher collaborative practices and motivation. The
findings also lend credence to Burns (2011) views in a study of various schools, which
established that teacher collaboration leads to better academic performance of students

The researcher further held in-depth interview with headteachers with a view of getting more information on the issue being investigated. Most of the headteachers sampled were positive about the effect of teachers' collaboration in their schools. The interviewees generally concurred that teaching through collaboration brings on board strengths of different levels of skills and complementation, motivating teachers to greater commitment for the benefit of students.

> *HT 13 reckoned: "Teaching through collaboration helps students to perform better in national examination because teachers get to handle the topics they are more comfortable with. This makes the students to benefit from different strengths and the areas that one teacher is weak in does not have to affect his or her students since they complement each other's skills.*

These findings imply that collaboration, benchmarking or working together as a team raise raises teachers' motivation, thus making them get more committed to their work, enhancing teaching quality thus enhancing students' academic performance. The findings support Akinyi, Obama & Orodho (2015) affirmation that schools that encouraged group work and team spirit in teaching and decision making also performed better in national exams than those that did not.

The findings from both teachers and headteachers show that teachers' collaboration among themselves influence students' performance in KCSE. In particular, teachers' collaborative activities, such as writing test together, visiting each other's classrooms and working together in lesson planning motivate the teaching staff to commit more to their work, enhancing students' academic performance. These findings are testament to the fact that working as a team with a common objective foment effective mutual relationships and complementation, making team member to achieve team goals.

The findings point to the fact that teachers' collaboration motivates, making teaching more enjoyable, which results to improved students' academic performance in national examinations. The collaborating activities not only create a sense of effectiveness but also foster collective motivation, making teachers to instill positive influence on their students', which ultimately results into improved performance in KCSE. The findings indicate that collaboration, benchmarking and working as a team gives students greater advantage of drawing from teachers' multifaceted and combined strengths. However, the study's quantitative findings indicated that only a few teachers collaborated in lesson planning.

4.6 Teachers' Self-Efficacy and Students Performance in KCSE

In regard to research question four, the study sought to establish the influence of teachers' self- efficacy on students' performance in KCSE. Data was collected in respect to the aspects of self-efficacy common to teachers and results were as shown on figure 4.4.

Aspects of Self-Efficacy
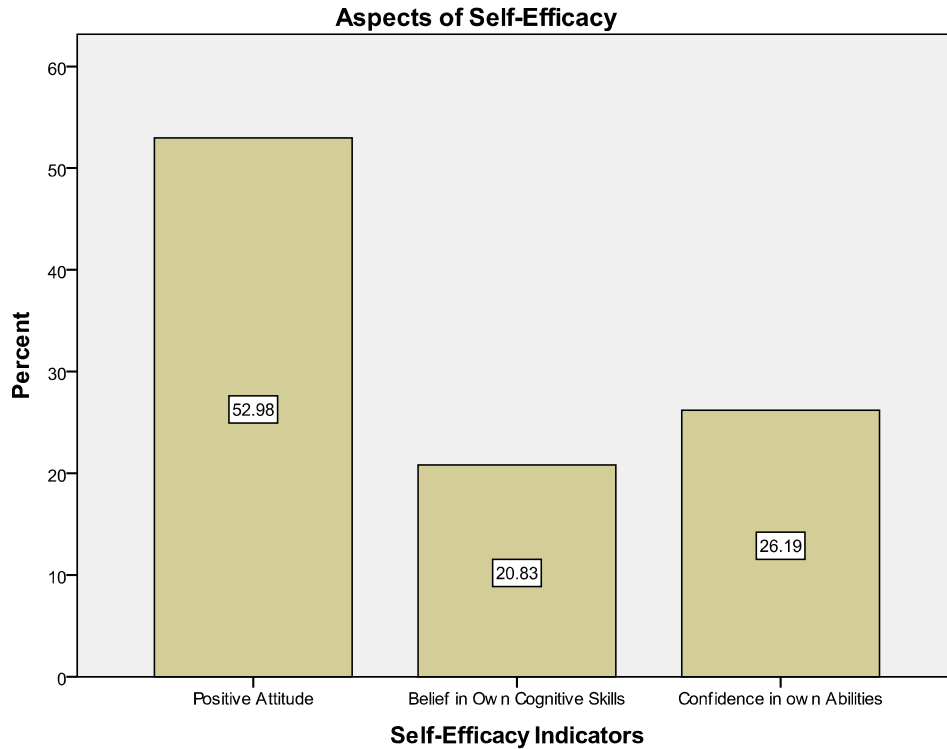
Figure 4.4: Teachers' Aspects of Self-Efficacy

The data on figure 4.4 shows that majority (52.98%) of teachers sampled in this study felt that positive attitude was the most common aspect attributed to their self-efficacy, followed by confidence in one's abilities at 26.19% and lastly belief in one's cognitive skills at 20.83%. Data was also obtained on influence of each of the said aspects on students' performance in KCSE and results were as shown on table 4.7.

Table 4.7: Teachers Responses on Self-Efficacy and Students' Performance in KCSE

Statements	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
Teachers have a positive attitude at work, which motivates them towards achieving their teaching objectives	53.6	35.1	6.0	2.4	3.0	4.3	0.9
Positive attitude enhances teachers work commitment, positively influencing students' performance in KCSE	44.1	44.6	7.7	3.6	3.0	4.1	0.9
Teachers always demonstrate high confidence in cognitive skills	27.4	44.6	22.0	3.6	2.4	3.9	0.9
Teachers high confidence in cognitive skills enhances students' performance in KCSE	37.5	43.5	7.7	8.3	3.0	4.0	1.0
Teachers demonstrate great confidence in their own abilities to meet their teaching objectives	41.7	33.9	12.5	4.2	7.7	3.9	1.1
Confidence in teachers' own abilities boosts teaching quality, enhancing students' performance	43.4	29.8	13.1	6.0	4.8	4.0	1.1

From the data on table 4.7, majority (53.6%) of teachers sampled in this study strongly agreed that positive attitude enhanced their work commitment, which positively influenced students' performance in KCSE. At the same time 35.1% agreed with the same view, while 6% were undecided. However, 2.4 of them disagreed and 3% strongly disagreed. The results generated a mean of 4.3 and a Standard Deviation of 0.9. Respondents were also asked to rate the extent to which they agreed with the view that positive attitude enhanced teachers' commitment to their work, positively influencing students' performance in KCSE. In response, 44.1% strongly agreed, 44.6% agreed and 7.7% said they were undecided. On the other hand, 3.6% of the respondents disagreed with this view compared to 3% who strongly disagreed. The results generated a mean of 4.1 and a Standard Deviation of 0.9. These findings support the fact that positive attitude enhanced teachers' organizational commitment, thus translating to improved quality of teaching and learning and consequently improved students' academic performance. The findings thus lend credence to Bandura (1992) views that a workers' argument among other virtues, such as one's abilities and cognitive skills constitute a self-system that influences one's perception and influences how they perceive or respond to situations or challenges facing them.

Teachers were also asked to respond to the view that teachers always demonstrated confidence in their own cognitive skills. In response, only 27.4% strongly agreed, compared to 44.6% who agreed and 22.0% who said they were undecided. On the contrary, 3.6% of them disagreed while 2.4 strongly disagreed. The results generated a mean of 3.9 and Standard Deviation of 0.9. From these findings and based on the low

rating of those who strongly agreed and high percentages of those who disagreed or strongly disagreed, it is clear that teachers did not sufficiently demonstrate confidence in their own cognitive skills. Asked if teachers' confidence in cognitive skills enhanced students' performance in KCSE, 37.5% strongly agreed, compared to 43.5% who agreed and 7.7% who said they were undecided. On the other hand, 8.3% of them disagreed with this view while 3% strongly disagreed. The findings generated a mean of 4.0 and Standard Deviation of 1.0. While these findings had poor response in terms of those strongly agreeing, the results imply that teachers' high confidence in their own cognitive skills positively influenced students' academic performance in the national examination. These findings affirm Mojavezi & Tamiz (2012) study, which found that teachers' self-efficacy had significant and positive influence on learners' motivation, leading to improved academic performance.

Respondents were also asked to rate the extent to which they agreed with the view that teachers demonstrated great confidence in their own abilities to meet their teaching objectives. In response, 41.7% of teachers who were sampled in this study strongly agreed, compared to 33.9% of them who agreed and 12.5% who were undecided. On the contrary, 4.2% of them disagreed and 7.7% strongly disagreed, with these results generating a mean of 3.9 and a Standard Deviation of 1.1. Lastly, in response to whether teachers' confidence in their own abilities to perform their duties enhanced students' academic performance, 43.4% of them strongly agreed and 29.8% agreed, while 13.1% were undecided. On the other hand, 6% disagreed with this perception, while 4.8% strongly disagreed with the same. The findings generated a mean of 4.0 and a Standard

Deviation 1.1 Based on those who strongly agreed and those who agreed, the findings imply that generally, teachers' actually demonstrated confidence in their own abilities and that to some extent, their confidence had positive outcomes in students' performance in KCSE. The findings also support the views of Schunck (1991) who observed that self-efficacy in relation to academic motivation is a person's judgment of his own abilities to perform a particular action.

The researcher also conducted comprehensive interview with headteachers with view of collecting qualitative data in respect to influence of teachers' self-efficacy and students' performance in KCSE. Just as in descriptive findings, the interviewees generally concurred that aspects of teachers' self-efficacy, such as positive attitude, belief in one's cognitive skills and confidence in one's abilities inspired teachers' motivation, leading to greater organizational commitment and improved delivery of curriculum content, thus enhancing students' performance in their national examination. The headteachers were emphatic that teachers in their schools demonstrate self-efficacy efficacy in various ways, including having the right attitude, working with less supervision and commitment to their work. The interviewees commonly agreed that these dimensions of self-efficacy made teachers to do more in their work, leading to enhanced students' performance in KCSE.

> HT07 observed: "*Teachers demonstrate self-efficacy in various dimensions, such as having the right attitude, being innovative in devising ways of problem-solving and demonstrating great confidence in their work. These qualities inspire teachers to do more and influences students to similarly work harder. Moreover, a teacher who is always confident or positive in what he or she does tend to pass these qualities to his or her students, making them to work hard towards improved academic performance.*"

The findings support Zee & Koomen (2016) study, which established that there was positive relationship between teacher self-efficacy (TSE) and student academic improvement.

From the quantitative and qualitative findings, it is apparent that teachers' self-efficacy as an indicator of teachers' motivation influences students' performance. In essence, aspects of self-efficacy, such as having positive attitude, believing in one's cognitive skills and having confidence in one's abilities enhance teachers' work and organizational commitment, leading to quality of content delivery and ultimately students improved academic performance. This therefore points to the fact that teachers' aspects of self-efficacy such as beliefs in own abilities and own cognitive skills influences students' conceptual understanding. This implies that self-efficacy inspires teachers to go out of their way, which also inspires students to work equally hard, leading to their improved performance. However, the quantitative findings revealed that only a small number of teachers demonstrated high confidence in their own cognitive skills.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents a summary of research findings, conclusions arrived at in the study and recommendations for practice and areas that require further investigations.

5.2 Summary of Research Findings

This section gives a summary of the research findings in accordance with the objectives, which were to determine the influence of teachers' empowerment, teachers' appreciation, teachers' collaboration and teachers' self-efficacy on students' performance in KCSE in public secondary schools.

5.2.1 Teacher Empowerment and Students' Performance in KCSE

The study established that teachers' empowerment motivates teachers to greater commitment in their work, which ultimately enhances students' performance in their national examinations. It was established that aspects of empowerment, such as offering teachers opportunities for professional development, involving them in decision making forums and allowing sufficient autonomy in their work motivates them to devote themselves more to their work leading to improved content delivery.

The study found that this makes teacher more effective in their work and at the same time increases their quality in curriculum delivery, leading to improved students' performance in KCSE. It was further established that empowering teachers creates positive change as teachers ultimately gain mastery of curriculum and acquire better skills, which gives them advantage during preparation of students for assessment.

5.2.2 Teacher Appreciation and Students Performance in KCSE

The study established that teacher appreciation enhances teaching quality thus positively influencing students' performance in KCSE. It was established that forms of appreciation such as offering rewards, praises and commendations as well as promotions and job advancement motivate teachers leading to improved content delivery and ultimately enhanced students' performance in KCSE. The study established that appreciating teachers through rewards and related incentives for their performance augments their work commitment and increases engagement with students, which leads to improved academic performance. The study further established that appreciating teachers gives them sense of approval thus inspiring them to pursue institutional goals, which enhances efficiency and quality of teaching and learning.

5.2.3 Teachers' Collaboration and Students' Performance in KCSE

The study found that collaboration of teachers among themselves influences students' performance in KCSE. Specifically, collaborative activities, such as writing tests together, visiting each other's classrooms and working together as a team in lesson planning motivates teachers towards devoting more to their work, increasing teaching and learning quality, translating to improved students' performance in national examinations. The study established that by working together as a team, teachers develop effective interpersonal relationships and get to complement each other towards reaching team objectives. The study also established that collaboration among teachers benefits the students as they gain immensely from teachers' synergy and combined skills. However, the study also established that only few teachers collaborated through lesson planning.

5.2.4 Teachers' Self-Efficacy and Students' Performance in KCSE

The study established that teachers' self-efficacy, which is an indicator of teacher' motivation influences students' performance in KCSE. It was found that aspects of self-efficacy, such as positive attitude, belief in one's own skills and confidence in one's abilities positively influence students' performance. The study revealed that teachers' positive attitude, belief and confidence in themselves inspire their dedication to work and promotes organizational commitment. The study found that this enhancement results to improved content delivery, consequently enhancing students' conceptual understanding. The study also found that positive attitude, belief in own skills and confidence in own skills cause teachers to devote themselves more in content delivery, thus inspiring students to work hard. The study however found that many teachers did not demonstrate high confidence in their own cognitive skills.

5.3 Conclusion

Based on the above findings, it is apparent that all factors remaining constant, various elements of teachers' motivation may enhance teaching and learning quality leading to improved students' performance in KCSE. These elements include teachers' empowerment, appreciation, collaboration and self-efficacy. The study thus concludes that empowerment of teachers through opportunities of continuing education such as in-service training, involvement in decision making and work independence or autonomy may motivate teachers towards greater organizational commitment. The study also concludes that empowerment is likely to make teachers more devoted to their work,

which may lead to improved content delivery and resultantly enhanced students' performance in the national examination.

The study concluded that teachers' appreciation through offering rewards, praises and commendations as well as promotions is essential for students' performance in KCSE. The study has concluded that giving rewards and incentives to teachers for performance may enhance work commitment and increase engagement with students, leading to improved academic performance.

The study concluded that teachers' collaboration, through team activities, such as writing tests together, visiting each other's classrooms and working together in lesson planning is important for students' performance in KCSE. The study concluded that working as a team may help teachers build effective interpersonal relationships and help complement their abilities, thus benefitting students who may gain from the collective skills.

The study has also concluded that teachers' self-efficacy may inspire teachers' motivation, enhancing organizational commitment, and ultimately enhance students' academic performance. The study has concluded that all factors remaining constant, teachers' self-efficacy may lead to improved quality of teaching and ultimately enhance students' performance in KCSE.

5.4 Recommendations

Based on the above findings and conclusions reached, the study recommends the following:

i)   On teachers' empowerment, the study established that aspects such as professional development, involvement of teachers in decision making and allowing them sufficient autonomy influences enhance students' performance in KCSE. It is imperative for the Ministry of Education to have teachers get more exposed to opportunities for professional development, such as continuous learning, skill acquisition in areas of communication, leadership and organization as these are essential areas in regard to quality of teaching mentoring and guiding students.

ii) In regard to teachers' appreciation, the study found that giving rewards to teachers enhances organizational performance. There is need for school managements to establish continuous processes of appreciating and commending teachers in order to encourage greater commitment and efficiency in content delivery. The Teachers' Service Commission (TSC) should also come up with a teacher reward system such as merit-based promotions

iii) On collaboration, it is important for teachers to adapt or devise more specific collaborative practices, and where possible, focus on specific areas for each set of collaborative practices.

iv) There is need for school managers to develop ways of building teachers' self efficacy, such as establishing short term training programs, use of peer models or organizing learning opportunities that can raise teachers' motivational orientations.

5.4.1 Recommendations for Further Research

i).   A study could be conducted to assess the relationship between teacher autonomy and competence in curriculum delivery.

ii).   A study may be carried out on the impact of teacher collaboration in lesson planning on students' academic performance.

iii).   Further research may be required on specific benefits of teachers' beliefs in their own cognitive skills and collaboration through lesson planning on students' performance.

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APPENDICES
APPENDIX A: LETTER OF INTRODUCTION TO THE RESPONDENTS

Daniel Wambugu

Machakos University

P.O. Box 136-90100

Machakos

0722924323

Dear Respondent

RE: PERMISSION TO CONDUCT A RESEARCH

I am a post graduate student of Machakos University pursuing a Master's Degree in Education Administration. I am conducting a research on the influence of teachers' motivation on students' academic performance. You have been selected to participate in the study as a respondent.

All respondents are requested to participate fully and answer all questions with honesty. All information shared will be purely used for the purpose of the study and no information touching your identity will be disclosed. The findings of the study will be made available to you upon if requested for.

Thank you in advance

Yours faithfully,

Daniel Wambugu
E55/1060/2014

APPENDIX B: INFORMED CONSENT FORM

Dear Respondent

I am a post graduate student pursuing a master's degree in Education Administration. I am conducting a research on the influence of teachers' motivation on students' academic performance.in KCSE in public secondary schools in Kinangop Sub-County. I therefore request for a moment of your time to answer a few questions. I assure you that your privacy and confidentiality will be maintained and your name or contact information will not be referenced in any of the study materials. No other persons will have access to your information except the researcher. Taking part in the study is purely voluntary and you may choose to withdraw at any stage of this study. Participation is entirely by your choice and no form of payment will be given to any participant. Please sign the form below as a way of showing you freely choose to take part in this study.

Participant

-----------------------------------   -------------------- --------------------

Code of Participant   Signature   Date

Researcher:

---   ---------

Name of the Researcher   Signature   Date

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

The researcher is a post graduate student pursuing a master's degree course in Education Administration at Machakos University, carrying out a research on Influence of Teachers' Motivation on Students' Performance in KCSE in Public Secondary Schools in Kinangop Sub-County. The information obtained from you will be accorded high levels of confidentiality and will not be used for any other purpose out of this study.

Section A: Demographic Information

Instruction: Please provide the most appropriate answer by ticking or filling in the spaces provided**.**

1. Kindly indicate your gender

Male [   ]   Female [   ]

2. What is your age?

18 – 35 years [   ]   36 – 45 years [   ]   46 – 50 years [   ]   above 50 years [   ]

3. What is your highest level of education?

Diploma   [   ]   Degree   [   ]   Post-graduate   [   ] Other (specify)……………………

Section B: Empowerment and Students' Performance in KCPE

1. Specify indicators of teachers' empowerment initiatives that are common in your school

- Professional development

- Involvement in decision making

- Work autonomy

- Other (specify) ……………………………………

2. Rate the extent to which you agree with the following statements about empowerment and student's performance in KCSE

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**--Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Teachers in my school benefit from professional development initiatives, such as teacher on-job trainings					
In-service training programmes increase teacher's quality of curriculum delivery influencing student's performance in KCSE					
My school involves teachers in decision-making forums					
Involvement in decision making motivates teacher's commitment to their work thus influencing student's performance in KCSE					
Teachers in my school are accorded sufficient independence to deal with diverse situations in their work					
Level of autonomy and freedoms makes teachers more effective teaching, which helps improve students' KCSE performance					

Section C: Teacher Appreciation and Students' Performance in KCSE

1. Tick aspects of teachers' appreciation that are commonly practiced in your school

- Rewards

- Praises and commendations

- Promotions

- Other (specify)...

2. Rate the extent to which you agree with the following statements regarding teachers'
appreciation and students' performance in KCSE

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree   **SD**--Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
There is an inclusive reward system that keeps teachers motivated to do their work					
Rewarding teachers enhances commitment to their work, resulting to improved students' performance in KCSE					
Praises and commendations by school management motivates teachers to greater innovation in curriculum delivery					
Teachers' motivation through praises and commendation influences students' performance in KCSE					
Teachers' promotions and job advancement incentives motivate teachers towards quality teaching					
Teachers promotions are associated with improved students' performance in KCSE					

Section D: Collaboration and Teamwork on Students' Performance in KCSE

1. Please identify teachers' collaboration and teamwork exercises that are common in your school

• Writing tests together

• Comparing tests results

• Visiting each other's classroom

• Collaboration on lesson planning

• Other (specify) …………………………………

2. How would you rate the following statements regarding collaboration and teamwork activities on students' performance in KCSE?

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree   **SD**--Strongly Disagree

Test Items	SA	A	U	D	SD
	5	**4**	**3**	**2**	**1**
Teachers in my school collaborate by writing tests together					
Teacher collaboration by writing tests as a team enhances their motivation, thus influencing students' performance in KCSE					
Teachers usually collaborate by visiting each other's classroom and working together as a team					
Visiting each other's classroom and working as a team makes teaching more enjoyable thus contributing to students' improved performance in KCSE					
Teachers in my school have collaborative approach in lesson planning.					

Teachers' collaborative approach in lesson planning enhances teaching and learning, thus improving student performance in KCSE					

Section E: Self-Efficacy and Students' Performance in KCSE

1. Tick ways in which teachers in your school manifest self-efficacy

• Positive attitude

• Belief in own cognitive skills

• Confidence in own abilities

• Other (specify) ………………………………………….

2. Please rate the extent to which you agree with the following statements regarding teacher self-efficacy and students' performance in KCSE

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree   **SD**--Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Teachers always have a positive attitude in their work, which motivates them towards achieving their teaching objectives					
Positive attitude enhances teachers work commitment positively, influencing students' performance in KCSE					
Teachers always demonstrate high confidence in cognitive					

skills					
Teachers' confidence in their cognitive skills enhances their teaching skills and relationships with students, resulting to students KCSE performance					
Teacher demonstrate great confidence in their own abilities to meet their teaching objectives					
Teachers' confidence in their own abilities to perform their duties enhances student's performance					

Thank you

Daniel Wambugu

APPENDIX D: INTERVIEW GUIDE FOR HEADTEACHERS

Dear respondent,

The researcher is a post graduate student pursuing a master's degree course in Education Administration at Machakos University, carrying out a research on Influence of Teachers' Motivation on Students' Performance in KCSE in Public Secondary Schools in Kinangop Sub-County. The information obtained from you will be accorded high levels of confidentiality and will not be used for any other purpose except for this study

Section A: Demographic Information

1. Gender

………………………………………..

2. What is your age?

………………………………………….

3. What is your highest level of education?

…………………………………………..

Section B Teacher Empowerment and Students' Performance in KCSE

1. What would you say are the indicators of teachers' empowerment in your schools?

………………………………………………………………………………………

………….…………………………………………………………………………..

2. In what manner has teachers' empowerment influenced performance of students in the national examinations?

3. What percentage score would you attribute to the following aspects of teacher empowerment in relation to students' KCSE performance in the last three years?

a) Teachers' attitude   ……………………………………

b) Teachers' confidence in cognitive skills   ………………………………….

c) Autonomy ………………………………………………………………………..

Section C: Teachers' Appreciation and Performance of Students in KCSE
1. In what ways are teachers appreciated or recognized for their performances in your school?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

2. In what ways would you say appreciating teachers influences students' performance in your school?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

3. In your own assessment, what rating in percentage would you attribute these aspects of teacher appreciation compared to students' performance in the last three years?

a) Rewards..

b) Praises and commendations....................................

c) Promotions..

Section: D: Teacher Collaboration and Students Performance in KCSE

1. What are some of the common activities of collaboration and teamwork exercised by teachers in your school?

…………………………………………………………………………………………

…………………………………………………………………………………………

2.. What influence does teachers' teamwork and collaboration have on students' academic performance in national examinations?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………….

3. In percentage, to what extent would you compare the following dimensions of teamwork and collaboration in regard to students KCSE performance in the last three years?

a) Writing tests together……………………………….

b) Comparing tests results……………………………..

c) Visiting each other's classroom…………………………

Section E: Teacher Self-Efficacy and Student Performance in KCSE

1. If at all, how would you say teachers demonstrate self-efficacy in your school?

…………………………………………………………………………………………

…………………………………………………………………………………………

2. In what ways do teachers dimensions of self-efficacy influence students' performance in KCSE?

3. What percentage rate would you give to these aspects of teachers' self-efficacy in relation to student's performance in KCSE in the last 3 years?

a) Positive attitude………………………….

b) Belief in own cognitive skills………………………

c) Confidence in own abilities………………………

Section F

1. What is the mean of KCSE of the last three years?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Thank you,

Daniel Wambugu

APPENDIX E: RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION, NYANDARUA COUNTY

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Email: cdenyandcounty@yahoo.com

Cell phone: 0722887223
When replying please quote

COUNTY DIRECTOR OF EDUCATION,
NYANDARUA COUNTY,
P.O. BOX 197 - 20303
OL KALOU.

REPUBLIC OF KENYA

CDE/NYA/GEN/19/VOL.I/ 104   30th August, 2018

Daniel Wambugu Kihara
Machakos University
P.O. BOX 136 – 90100
MACHAKOS

RE: RESEARCH AUTHORIZATION

Following your request to carry out   research on **"Influence of teacher motivation on student performance in KCSE in Public Secondary schools in Kinangop Sub-County, Nyandarua County".** I am pleased to inform you that you are hereby granted permission to carry out your research for the period ending **17th August, 2019.**

You are advised to report to the **Sub-County Director of Education-Kinangop** before commencing on the research project.   A copy of your findings must be submitted to this office after completion of your research.

We wish you all the best.

COUNTY DIRECTOR OF EDUCATION
NYANDARUA
P. O. Box 197 - 20303,
OL-KALOU

HELLEN NYANG'AU
COUNTY DIRECTOR OF EDUCATION
NYANDARUA COUNTY

APPENDIX F: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MR. DANIEL WAMBUGU KIHARA
of MACHAKOS UNIVERSTY, 0-10300
KERUGOYA,has been permitted to
conduct research in Nyandarua   County

on the topic: INFLUENCE OF TEACHER
MOTIVATION ON STUDENT
PERFORMANCE IN KCSE IN PUBLIC
SECONDARY SCHOOLS IN KINAIIGOP
SUB-COUNTY, NYANDARUA COUNTY

for the period ending:
17th August,2019

Applicant's
Signature

Permit No : NACOSTI/P/18/82168/24231
Date Of Issue : 18th August,2018
Fee Recieved :Ksh 1000

Director General
National Commission for Science,
Technology & Innovation

APPENDIX G: RESEARCH AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/82168/24231**

Date: **18**th **August, 2018**

Daniel Wambugu Kihara
Machakos University
P.O. BOX 136 – 90100
MACHAKOS.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of teacher motivation on student performance in KCSE in public secondary schools in Kinangop Sub-County, Nyandarua County"* I am pleased to inform you that you have been authorized to undertake research in **Nyandarua County** for the period ending **17**th **August, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyandarua County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyandarua County.

The County Director of Education
Nyandarua County.

APPENDIX H: RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER, NYANDARUA COUNTY

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT

Telegrams: ……………………..
Fax No. 020-2196509
Email. cc.nyandarua@interior.go.ke

COUNTY COMMISSIONER
NYANDARUA COUNTY
P.O. BOX 3
OL KALOU

CTY/CORR.3/3 VOL.1/207

30th August, 2018

Daniel Wambugu Kihara
Machakos University
P.O. Box 136 – 90100
MACHAKOS

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of teacher motivation on student performance in KCSE in public secondary schools in Kinangop Sub-County, Nyandarua Country"* I am pleased to inform you that you have been authorized to undertake research in Nyandarua County for the period ending 17th **August, 2019**.

You are advised to report to the Deputy County Commissioner Kinangop Sub County before embarking on the research project.

ANNE K. MITEMA
FOR: COUNTY COMMISSIONER
NYANDARUA COUNTY

cc
Deputy County Commissioner
KINANGOP SUB COUNTY

APPENDIX I: MAP OF KINANGOP SUB-COUNTY