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Teacher Motivational Strategies on Students' Academic Performance in Day Secondary Schools in Saboti Sub-County, Kenya

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Abstract
Teachers motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Consequently, the purpose of this study was to investigate the influence of teacher motivation strategies on the students' performance in day secondary schools of Saboti Sub-County, Trans Nzoia County, Kenya. Specifically, the study sought to establish how staff development, recognition, advancement and incentives influence students' academic performance in day secondary schools. This study was conducted in 20 day secondary schools. The study was limited to the information the respondents gave. Simple stratified sampling technique was used for sampling with each stratum being represented by a sample size using the Kreijcie and Morgan table of sample determination.The data collection instrument was the questionnaire which was tested for validity and reliability before being used in the study. Structured questionnaires were administered to the teachers and head teachers of the day secondary schools in Saboti Sub-County. Data was analyzed using Statistical Package for Social Science (SPSS).The findings of the study were that most teachers lacked motivation in their work and this accounts for the low performance in these schools. Motivation strategies such as recognition, training and development, incentives and career advancement were minimal in the schools. The study recommends that a variety of motivational strategies be consistently employed by the Teachers Services Commission to enhance teachers' morale and subsequently students' academic performance.
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INTRODUCTION

1.1 Background of the study

Teacher motivation in developed countries is due to the fact that teachers are provided with good quality teacher training and development hence they have opportunities to further improve their training (Evans 2000). They work in acceptable physical school contexts.

In the United States use of monetary performance incentives is often based upon the level or growth of students' test-score performance. Nonetheless, pay-for-performance is relatively rare and existing plans are often small-scale and short-lived. In contrast, Mexican public school teachers have been eligible for large financial awards since 1993 that are based upon student test scores, among other factors. Negative job related attitudes among teachers do correlate with promotions to some extent. It is the perception of the inequity in promotions which results in the dissatisfaction and de-motivation of teachers.

The search for collegiality is a motivating factor for teachers in the developing world as well. Most motivating strategies in the developed world today is the existence of a community of practice in schools. According to Sergiovanni (2004), teachers are motivated when they are able to share a common body of knowledge. This can only happen when teachers have forums for discussions and training and development programmes.

On the other hand, in developing countries, such as, South Africa, Albania, Zambia, Malawi, Papua New Guinea, the North African Region, East Africa, West Africa and the Middle East are similar to the factors pertaining in Kenya. (Belle 2006:32). Determining factors relating to teacher motivation in developing countries will thus shed light on the situation in Kenya.

Since aspects of determining teacher motivation are diverse and impact on the whole ethos, the researcher will be able to examine the extent to which they are relevant to the study in the Kenyan context, specifically in the day secondary schools of Saboti Sub-County of Trans Nzoia County.

1.2 Statement of the problem

The level of motivation of teachers remains central in the teaching job performance debates. However, teachers are demotivated to teach in such schools. In such schools, teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered methods. It is this situation that has prompted the researcher to conduct a study to establish the various motivational strategies and how they influence students' academic performance in day secondary schools in, Saboti Sub-County of Trans-Nzoia County.

1.3 Purpose of the study

The purpose of the study was to investigate motivational strategies influence on students' academic performance in day secondary schools in Saboti Sub County, Trans Nzoia County.

1.4 Research objectives

To determine the influence of recognition of teachers on students'academic performance in day secondary schools in Saboti Sub-county, Trans-Nzoia County.

To explore the influence of teacher development on student academic performance County in day secondary schools in Saboti Sub-County, Trans-Nzoia County.

To examine the influence of advancement and growth of teachers on the student academic performance in day secondary schools in Saboti sub-county, Trans-Nzoia.

4. To determine the influence of teachers' incentives on the student academic performance in day secondary schools in Saboti Sub-County,Trans-Nzoia County.

1.5 Research questions

To establish how teacher recognition influences student performance in day secondary schools in Saboti Sub-County, Trans-Nzoia County.

To establish how teacher development influencesstudent performance in day secondary schools in Saboti Sub-County, Trans-Nzoia County.

To establish how advancement and growth ofteachers influence student performance in day secondary schools in Saboti Sub-County, Trans-Nzoia County.

To establish how incentives toteachers influence student performance in day secondary schools in Saboti Sub-County, Trans-Nzoia County.

1.6 Significance of the study

This study was of importance in this era of Education For All (EFA). Kenya needs motivated teachers in the education sector so that performance is enhanced at this level.

The study is of importance to the policy makers and secondary school administrators as it identifies major strategies that motivate the behavior of teaching staff towards their job performance. It has in particular identified strategies that will help to improve teacher morale and working conditions, at the same time counter the factors that lower the teachers' motivation.

1.7 Delimitations of the study

The study was carried out in day secondary schools in Saboti Sub-County of Trans-Nzoia County. The schools were selected for study because of the decline in teacher performance as reported by the annual results of Kenya Certificate of Secondary Education(KCSE) examination.Regarding its content and scope, the study will investigate whether motivation of teachers affected their morale and job performance in day secondary schools and subsequently students' academic performance in such schools.

1.8 Basic assumptions

The basic assumptions of this study are that the respondents will fill the questionnaires on time to enable for analysis of data.

1.9 Limitations of the study

The study was carried out during the rainy season and this influenced the schedules for data collection. The sample size was appropriately determined to minimize errors related to the limitation identified.

LITERATURE REVIEW

2.1 Introduction

Although literature on teacher motivation in the developing world is scarce, a review of relevant psychological theories offers important insights into teacher motivation in a developing country context. First, basic needs must be met before teachers can be motivated to fulfill their higher-order needs of self-actualization and professional goal attainment. Second, once the more extrinsic (or external) basic needs and environmental factors are adequately met, more intrinsic (or internal) factors more powerfully motivate teacher effort, performance, and professional conduct in the long run. These insights, complemented with a review of empirical studies on teacher motivation in developing countries, yield a framework of analysis for teacher motivation strategies.

2.2 Concept of Motivation

Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. There are three major components to motivation: activation, persistence and intensity. Activation involves the decision to initiate a behavior, such as enrolling in an education class. Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more education courses in order to earn a degree although it requires a significant investment of time, energy and resources. Intensity is the passion in which an activity is undertaken or reinforced.

2.3 Motivation of Teachers and students' Academic Performance

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem, which is seriously compounded by political interference.

In Kenya, information about the teachers' job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities. Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in primary schools of Busia District Kenya.

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance.

Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher - centered practices.

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

2.4 Training and development of Teachers and students' Academic Performance

While teachers may dislike external controls on their teaching decisions and behavior, nearly all teachers appreciate external professional support. To improve teacher motivation, Bennell and Akyeampong (2007) highlight the need for more attractive career structures and more opportunities for teacher professional development would lead to improved student performance. In-service training (INSET) in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg 2009). Teachers do appear to be confident in their own abilities (Bennell and Akyeampong 2007), but feel they need the external support,tools, and training to allow them to excel in their work, and opportunity to progress up the career ladder.

Professional development also enhances teacher motivation through an important and related channel: observed student achievement. Teacher job satisfaction has been found to be correlated with high-performing students (Michaelowa 2002), and teachers in a variety of developing countries have been seen to become more motivated when witnessing their effort pay off in the form of improved student performance. Teacher Professional Development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their teaching skills and therefore become motivated.

2.5 Growth and Advancement of Teachers and students' Academic Performance

It is clear from the many employee satisfaction surveys and exit surveys we have done that career growth and development are among the primary reasons why employees decide to stay or leave where they work. However, benchmark norms suggest that many employers are not taking sufficient action to fully develop their employees and to help them successfully build their careers, which can lead to the unnecessary turnover of valuable employees.

This applies to teachers too.

In-service training of teachers can be divided into degree and non-degree education. Degree education includes not only the – top-up education for in-service teachers without qualified certificates but also the – upgrading education for in-service teachers with qualified certificates. The non-degree education for in-service teachers is the main part of continuing education. This has been the key to teacher training embraced by teachers to meet the ever increasing societal expectations. Schools are encouraged to establish partnerships with teacher education and in-service training institutions to create chances for teachers both in and out of schools.

2.6 Incentives of Teachers and students' Academic Performance

Few studies have credibly identified the causal effect of merit pay programs that reward individual teachers – or groups of teachers – for the test score performance of theirstudents.

Glewwe, Ilias, and Kremer (2003) randomly assigned 50 Kenyan primary schools to a treatment group eligible for monetary incentives (21-43% of monthly salary). The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. Only when these basic needs have been met is it possible for „higher-order" needs, which are the basis of true job satisfaction to be realised. This was according to (Bennell and Akyeampong (2007). Teacher salaries are generally low, especially in Africa. Corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers required before they can focus on improving their work.

Eberts, Hollenbeck, and Stone (2002), comparing means across two schools, found that individual incentive programs for teachers were associated with a significant fall in dropout rates but were unrelated to student achievement.

Lavy (2004) analyzed a second Israeli program that awarded performance bonuses to individual teachers.

Ultimately, program participation appears to have increased student outcomes. The Mexican program that is subject of this paper differs in several respects. First, it has been implemented for over a decade and the majority of eligible public school teachers have participated in the program. It is one of the few large-scale merit pay programs in any country.Second, it provides incentives to individual teachers, rather than the group-based incentives that are the subject of much of the empirical literature. Third, its incentives are nonlinear (i.e., they are awarded if teachers' assessment scores fall above a cut-off). This point is more than an institutional curiosity.

RESEARCH METHODOLOGY

3.1 Research Design

A research design is the structure of research that is said to be the glue that holds all the elements of the study together. Kothari (2004) describes it as – the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure ‖. In this study, a descriptive survey design was used. The research design discussed the motivational strategies and how they affect performance in day secondary schools in Saboti Sub-County of Trans Nzoia County.

3.2 Target Population

Target population refers to a group of individuals, objects or items from which samples are taken for analysis (Kothari 2004). In this study the target population is 30 day secondary schools and the teachers in the targeted day secondary schools, the Board of Management members for the schools and the DEO in Saboti Sub-County ,Trans -Nzoia County.

3.3 Sample Size and Sampling Procedure

3.3.1 Sample Size

A sample is a set of respondents selected from a larger population for the purpose of a survey. (Kothari 2004) confirms that a sample size is part of the population that will take part in the study. A sampling frame has the property to identify every single element and include it in the sample. For this study, the sample frame that was used was a list of representative population. The sample size for this study was identified from the Kreijcie and Morgan tables.

Respondents	Target population	Sample size
Head Teachers	**30**	**28**
Teachers	**400**	**196**
Total	**430**	**224**

Table 3.1: Sampling Frame

Using Kreijcie and Morgan (1970) tables, the sample population will be 430 as the population is 224.

3.4 Data Collection Instruments

The questionnaire was used for the purpose of data collection as the data to be collected was quantitative and this was the most preferred instrument. A questionnaire is a document that consists of a number of questions that is written or typed in a definite order or a form or set of forms.

3.4.1 Validity of the Instrument

Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. Kothari (2004); there are three types of validity. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. The researcher ensured that the questions in the questionnaire are framed in such a way that they bring out the answers to the research questions.

3.4.2 Reliability of the Instrument

Reliability of the instrument refers to a measure of how consistent the results from a test are. In this study, reliability was achieved by doing test re-test on the study sample in the pilot study. The following were ensured during this process. All the initial conditions were kept constant and the same test was administered to the same subjects. The respondents were then given three weeks before the same test was administered again to the same respondents. Correlation was done on the scores from both testing periods to determine the coefficient of reliability. A high coefficient of 0.8 was gotten and this implied that the instrument yielded data with high test re-test reliability. This was done on all the sub groups of the population and it was ensured that the results were consistent hence reliability of the instrument.

3.5 Methods of Data Analysis

The quantitative data was analyzed using statistical methods to get the measures of central tendency, standard deviation and regression analysis. Bar graphs, tables, frequencies and percentages were used. A statistical analysis and data management software package SPSS was used for ease of analysis.

FINDINGS OF THE STUDY

4.1 Characteristics of respondents

Information about background characteristics of respondents in day secondary schools in Saboti Sub-County is presented in this section. The researcher found it necessary to analyze. It includes gender, age education level and, teaching experience. In the first instance, the study was conducted among 224 (100%) respondents from 20 day secondary schools in Saboti Sub-County. Of the 224 questionnaires that went out to the respondents, only 200 were considered for use in the study as the other 24 were discarded.

4.1.1 Gender of respondents

The study found it necessary to analyze the gender of respondents as there was need to demonstrate the heterogeneity of the respondents.

Description	Principals	%	Teachers	%
Male	15	54	98	57
Female	13	46	74	43
Total	**28**	**100**	**172**	**100**

Table 4.1 Gender of respondents

Table 4.1 indicates that male principals were 15(54%) while the female principals were 13(46%). This implied that the sample size was representative of both gender and that they would view the teachers' motivational needs from different angles. On the other hand, 98 (57%) of the respondents were male teachers while 74 (43%) were female teachers. This implied that both sexes were adequately represented in the study and that the difference in sex of teachers implied that they had to be motivated differently.

4.2 Distribution of respondents by age

The researcher found it necessary to analyze the age distribution of respondents. This was necessary because different ages are motivated in different ways and by different things.

Table 4.2 Age bracket of respondents

Description	Principals	%	Teachers	%
18-30 years	-	-	40	23.25
31-40years	06	21.43	83	48.25
41-50 years	08	28.57	40	23.25
50 and above	14	50.00	9	05.25
Total	**28**	**100**	**172100**	

Regarding the age of respondents, Table 4.2 indicates that 06 (21.43%) of the principals were in the age group of 31– 40 years while 08 (28%) of the respondents were41 – 50 years of age. Another 14 (50%) of the respondents were 50 years and above. This implied that the principals had different years of experience and had therefore had different experiences with the teachers; more so if they had worked in different stations. This would form a good basis for comparison of the motivation strategies. On the other hand, the teachers age distribution showed that while 40 (23.25%) were between 18- 30 years, 83(48.25%) were between 31-40 years while another 40(23.25%) were between 41-50 years. Only 9(5.25%) were 51 years and above. This implied that the teachers in different stages of their teaching career and hence different levels of achievement which required different levels and kinds of motivation. Whereas others were in the parenting ages, others were near retirement age. On the other hand, it can also be generalized that since all were adults, they probably had similar ways of being motivated.

4.3 Education level of respondents

The study found it necessary to analyze the education level of respondents as education level is a factor in motivation. It is also a form of achievement which determines levels of achievement.

Description	Principals	%	Teachers	%
Diploma	03	10.71	30	17.44
B.Ed. Degree	16	57.15	113	65.70
Masters	08	28.57	10	05.81
Others	01	03.57	19	11.05
Total	**28**	**100**	**172**	**100**

Table 4.3 indicates that the principals had the following qualifications; 03(10.71%) had diplomas, 16(57.15) had degrees in education, 08(28.57 had Masters Degrees while 01(03.57%) had other qualifications which were most likely PhD holders. On the other hand, amongst the teachers, they had the following qualifications: 30(17.44%) had diploma qualifications, 113(65.70%) had degree qualification while 10(05.81%) had Masters qualification. The rest who accounted for 19(11.05) had other qualifications which could be either PhD or KCSE. This implied that the respondents with the same level of education would expect to be motivated in the same way. Failure for the principal to do this would bring dissatisfaction and this would implicate on the performance of the learners. The academic status also implied that there were teachers with higher qualifications than the principal and this would also influence the motivation of teachers.

4.4 Teachers recognition and students' academic performance

The researcher found it necessary to analyze recognition of teachers in day secondary schools in relation to students' improved academic performance. The use of recognition as a motivation strategy was to be analyzed to show its contribution to student improved academic performance.

Table 4.4 Recognition in day secondary schools of Saboti Sub-County

Statements	SA F (%)	A F (%)	UD F (%)	D F (%)	SD F (%)	Total
Parents reward teachers in this school.	14 7	30 15	31 15	73 37	52 26	200 100
Teachers often get rewards for good student performance.	28 14	55 28	27 13	56 28	34 17	200 100
Teaching gives me recognition and respect from the community	24 12	51 26	15 8	71 36	39 19	200 100

125 (63%) of the respondents disagreed with the form of recognition where teacher give awards to teachers. 44 (22%) of the respondents agreed to the same whereas 31 (15%) were undecided whether there was such form of recognition in the schools.

Table 4.5 Recognition techniques used in day secondary schools

Statements	SA F (%)	A F (%)	UD F (%)	D F (%)	SD F (%)	Total
Public recognition e.g. on parade for good academic performance and co-curricular Activities	50 (24)	28 (14)	17 (9)	61 (31)	44 (22)	200 (100)
Verbal recognition by head teachers to teachers on good performance.	20 (10)	41 (20)	22 (11)	65 (33)	52 (26)	200 100
Principal recommends for emulation by other colleagues on any best practices used to ensure good performance	24 (12)	39 (19)	21 (11)	65 (33)	51 (25)	200 100
Certificates are awarded as a form of recognition for good performance	30 (15)	48 (24)	17 (8)	60 (30)	45 (22)	200 100

105 (53%) of respondents disagreed that their schools exhibited public recognition for teachers. However, another 78 (38%) agreed that their schools exhibited public recognition of teachers on good performance. This accounts for low performances due to low public motivation. 114 (59%) disagreed to there being verbal recognition despite high or low performance and therefore low motivation.

Only 61(30%) of the respondents agree to have verbal recognition. Another 21 (11%) were undecided on whether it was present in their schools or not. On recommendation for emulation by the principal for good performance, 116 (58%) disagreed while only 63 (30%) agree of its existence. 78 (39%) agreed to awarding of certificates on good performance while 105 (52%) disagreed with the same. This may

also have influenced the performance of students due to lack of recognition. This implied that none of the methods above was used in motivation and that it contributed to the lack of teachers not influencing improved performance amongst the students in day secondary schools. These findings agreed with those of Magendri Perumal (2011) who found out that employee recognition programs may include cash prizes or additional paid vacation days as part of the reward for being recognized as a premier contributor to the company.

4.5 Teacher recognition and students' academic performance

Recognition had a strong significance in the motivation of teachers. However, there was little recognition of day secondary school teachers and therefore explains the low performance in these schools. 125 (63%) of the respondents disagreed with the form of recognition where teacher give awards to teachers. 44 (22%) of the respondents agreed to the same whereas 31 (15%) were undecided whether there was such form of recognition in the schools. Another 90 (45%) disagreed on getting any awards on good student performance. However, 79 (40%) agreed to get rewards on good student performance. On being asked whether teaching gave the teachers recognition and respect in the community, 110 (55%) had negative answers whereas 75 (37%) gave a positive answer. 105 (53%) of respondents disagreed that their schools exhibited public recognition for teachers. However, another 78 (38%) agreed that their schools exhibited public recognition of teachers on good performance. This accounts for

low performances due to low public motivation. 114 (59%) disagreed to there being verbal recognition despite high or low performance and therefore low motivation.

4.6 Teacher training and development and students' performance

Teacher training and development has a direct relationship to student performance hence,the need to analyze the same so as to find out if training and development exists or not. Low levels of training and development would account for the low academic performance amongst the students.

Table 4.6 Teacher training and development opportunities

Statements	SA F (%)	A F (%)	UD F (%)	D F (%)	SD F (%)	Total
Enabling teachers to move with changes in science and technology	28 (14)	21 (11)	16 (8)	44 (22)	91 (45)	200 100
Updating teachers in line with changes in the Curriculum	62 (31)	87 (44)	27 (13)	17 (8)	07 (4)	200 100
Attending workshops and seminars in your subject area	25 (12)	25 (12)	10 (5)	63 (32)	77 (39)	200 100

As much as we are in the technology era, 135 (67%) of respondents felt demotivated as they are not enabled to use and move with changes in technology in their schools. On the other hand, 49 (25%) were enabled to use and move with technological changes but 13 % were undecided on the same. On the contrary, 149 (75%) agree to have regular updates on changes in curriculum. However, it is evident that this alone is not motivating enough to influence good performance amongst the students. Only 50 (25%) agree to attend workshops and seminars in their specific subject area. 140 (71%) on the other hand disagree to attending workshops and seminars in their subject area. This implied that when it came to professional development, the teachers were not motivated enough. These findings differ with those of Bennell and Akyeampong (2007) who found out that the need for more attractive career structures and more opportunities for teacher professional development. Other findings also reveal that In-service training can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg 2009). Consequently, the lack of training and professional development amongst the teachers in day secondary schools may explain why there was marked low performance amongst day secondary schools. This is true as shown by findings in a study where coaching teachers to set expectations for students, better manage the classroom, and apply new teaching methods can be very effective in motivating teachers (Mendez 2011).

4.7 Teacher training methods and techniques

It was necessary to analyze the training methods and techniques were important as they further emphasized the lack of the same. This was therefore a critical pointer to the low levels of Improvement in the academic performance of students in day secondary schools in Saboti Sub-County.

Staff training and development and students' academic performance

To increase the knowledge but also to help them improve their way of working. This ultimately leads to improved student performance and more motivated teachers. In Saboti Sub-County, few teachers attend trainings hence the low levels of motivation. It is necessary for employees to keep updating their knowledge base all the time. 135 (67%) of respondents felt demotivated as they are not enabled to use and move with changes in technology in their schools. On the other hand, 49 (25%) were enabled to use and move with technological changes but 13 % were undecided on the same. On the contrary, 149 (75%) agree to have regular updates on changes in curriculum. Of the training methods available in schools, 147 (74%) disagreed while 45 (22%) strongly disagreed to being encouraged to use creativity skills in teaching. The training offered by TSC is far in between and 135 (68%) of respondents disagree to having regular trainings organized by TSC. However, 57 (29%) attend in service courses.135 (68%) lack time off to attend classes so as to develop their skills.

Table 4.7 Methods of training and development available to teachers

Statements	SA F (%)	A F (%)	UD F (%)	D F (%)	SD F (%)	Total
Teachers are encouraged to develop creativity skills in their teaching.	19 (9)	26 (13)	8 (4)	68 (34)	79 (40)	200 100
TSC organizes in service courses for teachers on a regular basis.	25 (13)	32 (16)	7 (3)	66 (33)	70 (35)	200 100
Teachers get time off to attend classes to develop their skills further	30 (15)	22 (11)	13 (6)	65 (33)	70 (35)	200 100

Of the training methods available in schools, 147 (74%) disagreed while 45 (22%) strongly disagreed to being encouraged to use creativity skills in teaching. The training offered by TSC is far in between and 135 (68%) of respondents disagree to having regular trainings organized by TSC. However, 57 (29%) attend in service courses.135 (68%) lack time off to attend classes so as to develop their skills. This is demotivating to teachers and may contribute to poor student academic performance. This agrees with the findings of (Ramachandran and Pal 2005), who found out that low-quality training that fails to give teachers the tools to overcome their classroom challenges. It also agrees with Methodological Guide for the Analysis of Teacher Issues (2010). Who found out that when teachers do pursue their post-classroom ambitions, their independent study to increase their qualifications can lead to increased absenteeism. Consequently, it was necessary that the teachers be supported to improve their professional standing which may eventually translate into the students performing much better due to improvements.

4.8 Teachers' growth and advancement and students' academic performance

Growth and advancement in itself is motivating. Depending on whether it is practiced fairly or not is another reason why its analysis was critical in finding solutions to the low performance amongst day secondary school students of Saboti Sub County**.**

Table 4.8 Availability of growth and development opportunities

Statements	SA F (%)	A F (%)	UD F (%)	D F (%)	SD F (%)	Total
There is room career advancement	90 45	63 31	13 7	20 10	14 7	200 100
The promotions are fair and just	13 7	20 10	10 5	90 45	67 33	200 100

153 (76%) disagree that there is room for career advancement hence motivation to the teachers. However, 34 (17%) agree to having room for career advancement. 157 (78%) disagree that BOM have a say in teacher performance yet they are always in contact with the teachers and may know their professional strengths.33 (17%) agree to having the BOM as having a say in their promotions. on the other hand, 140 (70%) of the respondents disagree to the fairness of the promotions offered in their schools. This is highly de-motivating to the teachers leading to poor work attitudes and consequently poor academic performance of students. These findings agree with findings of (Garner, 2006) who found out that the increased demand for change in the nature, the purpose and the mode of delivery of professional development in teacher education is particularly challenging due to the growing disparities in wealth within the country and the unevenness of the teaching force profile. This is because most day secondary schools are found in rural areas and the poor urban dweller. This is clear of the disparities between the rich and the poor. Also, teaching is considered a low cadre career where earnings are low and therefore most teachers lack self-motivations which unless further training opportunities are availed, they may not perform at their best.

4.9 Advancement and growth of teachers and students' performance.

Advancement for most teachers is in the form of promotions and continued learning. Most teachers in Saboti Sub-County are not motivated this is because they feel that promotions that happen in schools are not justified. 33 (17%) agree to having the BOM as having a say in their promotions. on the other hand, 140 (70%) of the respondents disagree to the fairness of the promotions offered in their schools. Only 90 (45%) agrees to have special facilities such as offices and a computer 118 (59%) disagrees to the same. Promotion goes with authority and hence a

difference in facilities would be more motivating and hence contribute towards improved students' academic performance. New responsibilities are also motivating as they signify growth. This is due to the ability to handle more challenges 90 (45%) of respondents agreed to new responsibilities against 99 (49%) who agreed on the same. 133 (66%) of respondents agreed to new positions being used as a promotion technique in their schools. All this are pointers to a lack of motivation and hence the poor student performance.

4.10. Promotion methods and techniques

For good management of the growth and management strategy of motivation, there has to be proper methods and techniques. This facilitated this analysis for clarity and emphasis about growth and development amongst the teachers in day secondary schools in Saboti Sub-County.

Description		SAA	UD	D	SD	Totals
Special facilities such as own office and laptop	Frequency	5040		1260	58	200
	Percentage	2520		630	29	100
New responsibilities e.g. head of sports department	Frequency	57	42	11	50	40 200
	Percentage	28	21	6	25	20 100
New position such as director of Studies	Frequency	90	43	8	30	29 200
	Percentage	45	21	4	15	15 100

Table 4.10 Promotion techniques for day secondary schools In Saboti Sub-County.

Regarding the methods and techniques of promotion in day secondary schools of Saboti Sub-County, only 90 (45%) agrees to have special facilities such as offices and a computer 118 (59%) disagrees to the same. Promotion goes with authority and hence a difference in facilities would be more motivating and hence contribute towards improved students' academic performance. New responsibilities are also motivating as they signify growth. This is due to the ability to handle more challenges.90 (45%) of respondents agreed to new responsibilities against 99 (49%) who agreed on the same. 133 (66%) of respondents agreed to new positions being used as a promotion technique in their schools. Another 59 (30%) refuted the same was used in their schools. However, based on the persistent low performance, new positions were not motivating enough to influence good student academic performance. This implied that the promotions were not fair and that the people who are always with the teachers hence know their capabilities are not allowed to have a say in their promotions. Findings in other studies have also shown that, how fairly they believe promotions are made and the degree to which they believe that talent and merit decide who advances within your organization influences the improvement on performance (Schmidt 2005)

4.11 Teacher Incentives and students' academic performance

Incentives given to teachers in day secondary schools were analyzed to show if they indeed existed and if they had any impact on the students' academic performance. The respondents were asked to agree or disagree if incentives were present in their schools. Below is the analysis of the same.

SA F	A F (%)	UD F (%)	D F (%)	SD F (%)	Total
There are award travels to different areas and other schools on good performance of students	32 16	33 16	21 11	60 30	54 27	200 100
Teachers get extra bonuses for extra lessons or good performance	22 11	31 15	10 5	70 35	67 34	200 100
Teachers have free meals in schools	12 6	26 13	9 4	80 40	73 37	200 100

Table 4.11 Incentive methods available for day secondary schools in Saboti Sub-County.

From the table above, 32 (16%) respondents agreed to have trips to other places on improved performance.60 (30%) disagree while 54 (27%) strongly disagreed. Only 21 (11%)strongly agreed to get bonuses for extra teaching agreed to getting bonuses for extra teaching while a total of 137 (69%) disagreed to the same. 153 (77%)of teachers lack housing in the school. Only a total 38 (19%) agreed to have housing within the school compounds. A total of 153 (77%) agreed to have meals in school. Only 33 (16%) disagree to having meals in schools. This implied that the incentives were unavailable in most cases and where they were available they were not adequate and therefore it was hard to influence any improvement in the students' performance. This is coupled with teachers' low salaries hence making it difficult for them to perform at their best levels. These findings agree with the findings of (Bennell and Akyeampong (2007). Who said that only when these basic needs have been met is it possible for "higher-order" needs, which are the basis of true job satisfaction, to be realized ‖. Bonuses were nonexistent in the day secondary school. However, these can actually help to boost student performances. This was as found out by, Muralidharan and Sundararaman (2009) who found out that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers.

4.12 Influence of teacher incentives on academic performance of students

Lack of incentives is demotivating to the teachers. Teachers who are demotivated will contribute to poor performance of students. In this study, the teachers in day secondary schools were demotivated as most of them traveled long distances to come to their work stations yet the school still did not offer free lunch to them. 32 (16%) respondents agreed to have trips to other places on improved performance.60 (30%) disagree while 54 (27%) strongly disagreed. Only 21 (11%)strongly agreed to get bonuses for extra teaching agreed to getting bonuses for extra teaching while a total of 137 (69%) disagreed to the same. 153 (77%)of teachers lack housing in the school. Only a total 38 (19%) agreed to have housing within the school compounds. A total of 153 (77%) agreed to have meals in school. Only 33 (16%) disagree to having meals in schools.

4.13 Conclusions of findings

Findings on teacher motivation in Saboti Sub-County indicates widespread low or decreasing levels of motivation, resulting in low student performance. This agreed with the findings of Bennell and Akyeampong (2007) find that sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia. The documented causes of low teacher motivation, what this report will refer to as "threats to teacher motivation" can be divided into eight interconnected Categories, Workload and Challenges. There are increasing classroom challenges and demands placed on teachers, but the following seven motivational supports teachers' need to face these challenges and demands.

Remuneration and Incentives: Teacher salaries are generally low and irregularly paid.

Recognition and Prestige: Social respect for teachers has fallen in many countries.

Accountability: Teachers often face weak accountability with little support.

Institutional Environment: Teachers face unclear and constantly changing policies as well as poor management.

Voice: Teachers rarely have an opportunity for input into school management and ministry policy.

Learning Materials and Facilities: Teachers have few or poor learning materials and poor facilities.These seven categories are motivational supports which give teachers the energy, incentives; purpose, etc. to tackle their workloads with sincere effort and professionalism. The seven motivational supports are divided into two types.

The study recommends that a variety of motivational strategies be consistently employed by the Teachers Services Commission to enhance teachers' morale and subsequently students' academic performance.

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