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Influence of Teacher Motivation on Learner Academic Achievement in Migori County, Kenya

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Abstract:

Education is a fundamental human right which promotes acquisition of knowledge and skills for development. Despite efforts by policy makers, administrators, teachers and learners to improve learner achievement, performance remains poor (MOEST, 2012). The purpose of this was to establish the influence of teacher motivation on promoting student's academic achievement in public secondary school education. The study adopted concurrent triangulation research design. The target population for this study was 184 public secondary schools, 1233 teachers, and 73,385 learners. A sample involving 56 public secondary schools whereby 56 principals, 370 teachers and 398 learners was drawn from target population. Purposive sampling was used to get 56 schools, simple random sampling was used to get 370 teachers and stratified random sampling technique was used to get 398 learners. Data for the study was collected by the use of three different questionnaires and three different interview schedules. Validity of questionnaires was tested during the pilot study in Homa-Bay County which is neighboring Migori County. Split Half reliability test which is a measure of internal consistency was used. All pre-testing procedure for Reliability of instruments was based on reliability coefficient of 0.79 indexes. The data collected was summarized and analysed qualitatively and quantitatively. Inferential statistics was used whereby Correlation, Regression and Chi-square tests were used to gauge influence of teacher motivation on student academic achievement. The research revealed that teacher motivation had no significant influence on learner academic achievement in secondary schools Therefore, the study concluded that administrators should put in place measures to enhance teacher Motivation. In conclusion, institutional managers should design proactive processes that can inculcate positive support for teacher motivation.

Keywords: Motivation, learner achievement, administrators, policy

1. Literature Review

Motivation is a process which starts with needs which set up drives which help in acquiring incentives/goals. Drives are action oriented while incentives are those things that alienate needs. According to Marques, (2010), motivation is what people need to perform better and can work if the right person, with right skills, right qualification, right drive, and right experience are placed in charge of the task at hand. Research conducted by Guajardo (2011) in Low Income Countries (LICs) south of the Sahara advanced that work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. Financial motives are likely to be dominant among teachers in LICs where pay and other material benefits are too low for individual and household survival needs. Only when these basic economic needs have been met is it possible for 'higher-order' needs. A study conducted in Cameroon by Mbua, (2003) emphasizes importance of motivation when he says,

"Generally speaking, neither regulations nor resources; neither innovations nor programme reorganizations, can significantly alter school performance if teacher motivation systems fail to energize and shape teacher behaviors in a way that link educational programme requirements to learners' learning needs. The variable motivation and job satisfaction are very important and are major concerns in all organizations or institutions."

Further, Guajardo (2011) in his study of save the Children accepted a general and more comprehensive definition of teacher motivation as the willingness, drive or desire to engage in good teaching. There is a wide range of views about teacher motivation in Africa, most of which are country specific. In addition, Topkaya&Uztosun, (2012) adds that there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many LICs are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. Consequently, Broekman, (2013) suggests that standards of professional conduct and performance are low and falling in many LICs.

According to Jordan (2006), Incentives for teachers in the public education system that may enable them to perform well are frequently weak due to ineffective incentives and sanctions. Low pay forces large proportions of teachers to earn secondary income from private tutoring (moonlighting) and other activities. Poor human resource management

also seriously de-motivates employees. This research will critique role of teacher motivation on learners' academic achievement.

According to a study conducted by Alarm and Farid, (2011) noted that motivation of teachers is crucial as it affects the learners' directly. This fact is supported by Marques, (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Job satisfaction is a decisive factor that determines the general efficiency of an institution. Lack of job satisfaction among teachers causes absenteeism from school; Lack of job satisfaction also causes aggressive behavior towards colleagues and learners; early exit from teaching profession and psychological withdrawal from work. Therefore, poor motivation of teachers by institutional managers would also have the same results as lack of job satisfaction.

In the United Kingdom (UK), a study conducted by Serve and Bolin, (2002) revealed that teacher motivation was low due to work overload, poor pay and low perception by society. Similar findings in other developed countries confirmed presence of low teacher motivation which was attributed to intrinsic factors. The level of influence of teacher motivation arising from comfortable workload, acceptable pay and improved perception on learners' academic achievement are yet to be establish.

A study conducted in Malaysia by Yunus, Wan-Osman & Ishak, (2011) indicated that factors such as achievement and student motivation are influenced by the quality of the relationship that the learners' and teachers have with each other. From their findings, the respondents were aware of its importance and roles in their duty as teachers. From the above awareness the study confirmed that the relationship between student and teachers improved student behaviors and motivation to learn as well as academic achievement.

A survey conducted by Roger, (2011) in countries where teachers earn higher pay for higher performance achieved higher competence in mathematics, science and reading. Fifteen-year-old learners in countries that can pay teachers based on their performance achieve at higher level in mathematics, reading and science, even when compared only to learners from the same continent.

The study results show that,

"Learners' in countries that permit teachers' salaries to be adjusted for outstanding performance score approximately one-quarter of a standard deviation higher on the international mathematics and reading test than learners' in countries without performance pay"

In addition, Abbas, & Khurshid, (2013) advanced that there is need for use of more than one motivational technique in classroom environment. The study proposed that novelty technique, competition technique, and aspiration techniques were ranked high in classroom environments. Further, the study by Abbas and Khurshid, (2013) also suggested that use of positive reinforcement whereby teachers praised learners had positive influence on academic achievement. Words like well done, keep it up, good, very good, fair, and neat were important motivational techniques. However, the study was silent on how teachers could be motivated to motivate learners further.

In a wide study conducted on teacher motivation in Southern Asia and Sub-Saharan Africa, Paul & Kwame, (2007) indicated that with respect to motivation patterns, argued that working in rural schools is more difficult and thus more demotivating than in urban schools due to poor living and working conditions. The finding from the countries studied showed that teachers in rural schools were disadvantaged. This study indicated that teachers in urban settings were better placed to enhance academic achievement.

In a study conducted in Papua New Guinea by the New Guinean, (2002) reported that motivation in high and secondary school teacher were fragile. Failure to meet teacher needs and expectations such as recognition, achievement, better terms, and working conditions of service such as salary resulted to low motivation of teachers. The study brought in issues of teacher salary which has been debatable because some schools of thought have advanced that money is not a motivator.

In Kenya, a study by Kasyoka (2015) indicated that focusing on management plans; tactics and policies have not been well conceptualized. Studies available tend to focus on learners' discipline, teachers' motivation and academic performance in public schools. In support, Ocham, (2012) in his studies agreed that teacher motivation was found to boost morale in enhancing learners' performance. However, there is lack of knowledge on influence of head teachers. Further, on Teacher motivation, a study by Wenzare, (2012) suggested that the principal must have proactive motivation strategies for staff and learners to enhance academic achievement. They are expected to use supervisor-teacher responsive methods by moving away from traditional methods of control and authoritarianism. The traditional methods of inspection instilled fear on teachers and lowered their morale. Teacher management approaches should therefore be sources of inspiration for teachers and their learners.

A study conducted by Nyantika, (1996) on factors leading to poor performance in Kenya Certificate of Secondary Education (KCSE) in Magombo Zone Nyamira District showed that lack of rewards for teachers to boost their morale and clan politics was to blame for poor performance in KCSE. This research brought in issues of external forces that negate motivation. However, the study by Nyantika did not offer proposals on how to counter influence of clan politics. Despite being an old research, its findings may be important for institutional managers to understand external forces that may interfere with teacher motivation and in actuality affect learners' academic achievement.

A study conducted by Onyambu, (2014) noted that intrinsic motivation that encouraged teachers to work included being recognized, being recognized is a potential for professional growth in school, and a good internal relationship with colleagues. Also, the research concluded that when teachers developed good interpersonal relationship with learners', there was bound to be improvement in academic achievement. Onyambu, (2014) confirmed that ranking high on extrinsic motivators were job security and adequate pay.

A study conducted in Bungoma, Kenya by Juma, (2011) noted that learning environment and teacher motivation upon knowledge development relatively need attention in our schools. Human resource as a factor of production is affected by adequacy and quality as reflected by the level of training and level of motivation. Equally, Majanga, Nasongo and Sylvia (2010) in a study conducted in Nakuru Municipality, Kenya, argued that FPE has created increased class sizes, shortages of teachers, heavy teacher workload and lack of teacher motivation. These factors have affected adequacy and quality. The two studies suggest that management strategies be put in place to improve adequacy and quality to improve institutional production.

In a study conducted by Matoke, (2015) in Masaba South, the researcher indicated that school management should come up with strategies which should be geared towards improving teaching and learning environment. Teachers when in satisfactory environment like offices, sizeable classrooms, laboratories and well-equipped libraries in a quality state will always be motivated to work hard for better Kenya Certificate of Secondary Education (KCSE) results. These variables always go a long way in motivating teachers and enable the learners to acquire knowledge which will improve academic achievement in schools.

A study conducted by Barasa, (2015) found out that in order to increase knowledge there is need for a more motivated teaching force. Findings in the area of study noted that few teachers attended training hence there was low level of motivation of teachers. Teachers felt demotivated despite regular updates on emerging issues on the curriculum. Teachers were further demotivated because they felt that some of the promotions were unfair, and unjustified. In summary, the research indicated that teachers who are not motivated negatively influenced academic achievement. Teacher motivation incorporated teacher job satisfaction and teacher work environment as related variables. This section considered level of teacher motivation, teacher motivation processes, whether money is a motivator, salary brackets which may motivate teachers in supporting learners' academic achievement. The section analysed data on indicators of teacher job satisfaction, teacher's dissatisfaction, other motivators analysed were class enrolments, staff quarters and barrier to staff development. Finally, inferences were made whether teacher motivation had influence on learners' academic achievement.

1.1. Teacher Motivation

The variable teacher motivation was used in this research to find out whether teachers were motivated to teach and enhance learner achievement. Preliminary data analysis showed that 72.22 percent of principal respondents noted that teachers were not motivated to undertake their professional duties of teaching. Only 23.95 percent of the principals noted some level of motivation among teachers. However, 1.85 percent of the principals did not respond to this question.

1.2. Learners View on Their Teachers

Several questions were put to learners to gauge their interaction with teachers. This interaction would enable the researcher gauge level of motivation of teachers. At a scale of 1-5 the learners gave their views as in the shown-on figure 1 to figure 6. According to figure 1 to figure 6, an analysis of a mean of 2.5 or less established that it was indeed true that the item of interaction was purposeful in the sampled institutions. Further, a mean of 2.6 to 3.5 indicated that the issue was not purposeful for the sampled institutions. Lastly, a mean of above 3.5 indicated that the item of interaction needed management intervention to improve delivery.

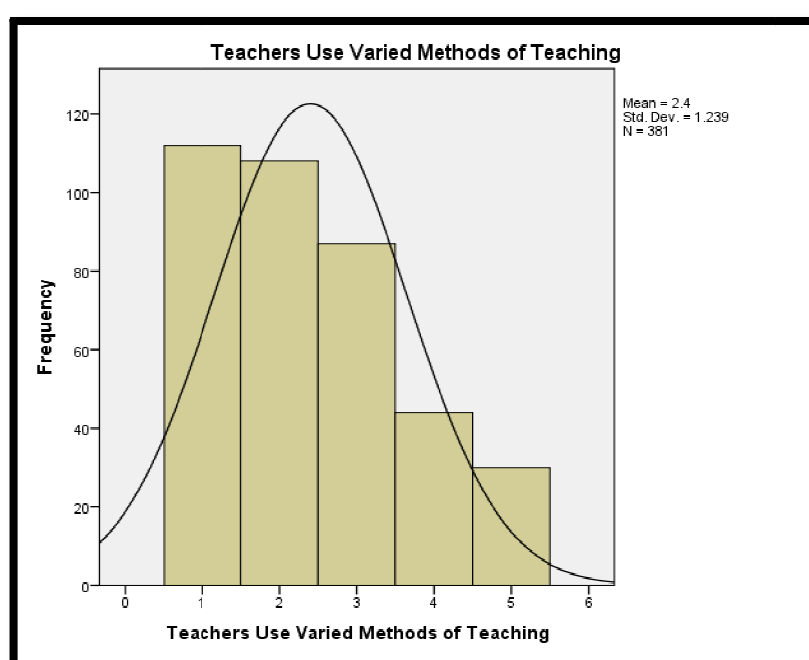


Figure 1

In Figure 1, learners were given an opportunity to respond whether it was true or not true that teachers used various methods of teaching in their classrooms. Figure 4.6 indicated a Mean of 2.4, Standard Deviation of 1.239, whereby 307 (80.6 percent) of learners rated their teachers on a scale of 1-3, It was noted that teachers in the sampled schools used various methods in their institutions.

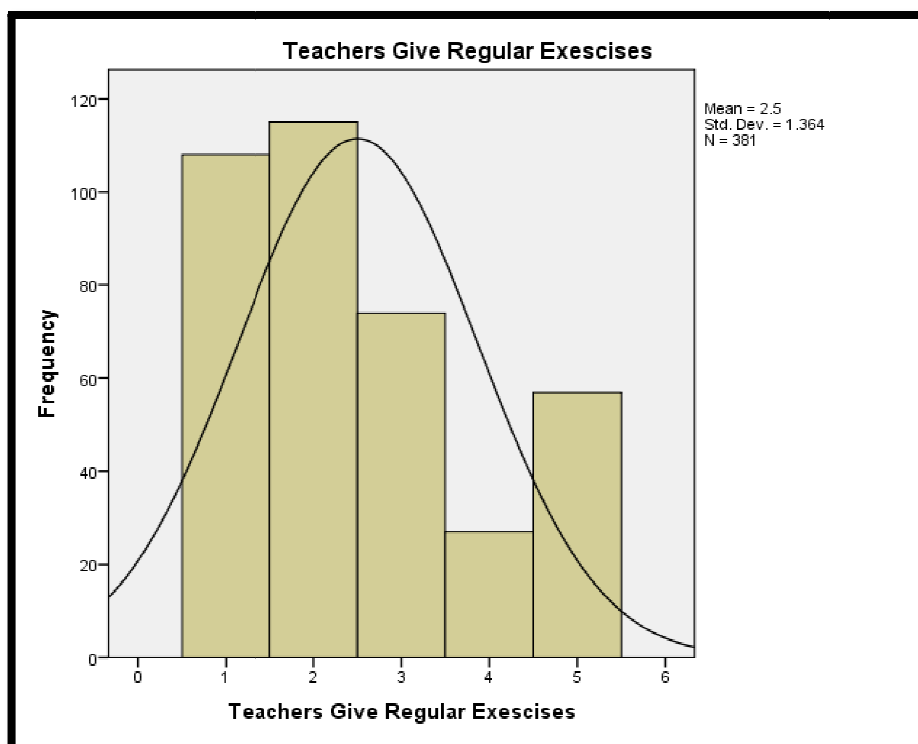


Figure 2

In Figure 2, learners were given an opportunity to respond whether it was true or not true that teachers gave regular exercises. Figure 2 showed a Mean of 2.5, Standard Deviation of 1.364, whereby 297 (78.0 percent) of learners rated their teachers on a scale of 1-3, It was noted that teachers in the sampled schools gave regular exercises.

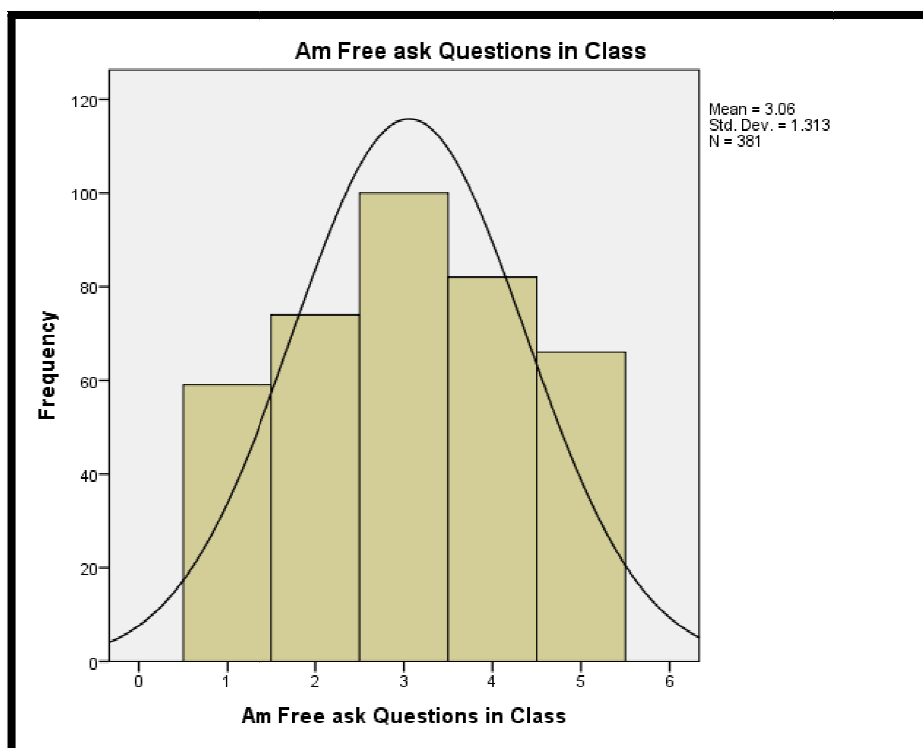


Figure 3

In Figure 3, learners were given an opportunity to respond whether it was true or not true that learner respondents were free to ask questions. Figure 3 indicated a Mean of 3.06, Standard Deviation of 1.313, whereby 248 (65.1

percent) of learners rated their teachers on a scale of 3-5, It was noted that teachers in the sampled schools did not give learners' opportunity to ask questions as often as they wished.

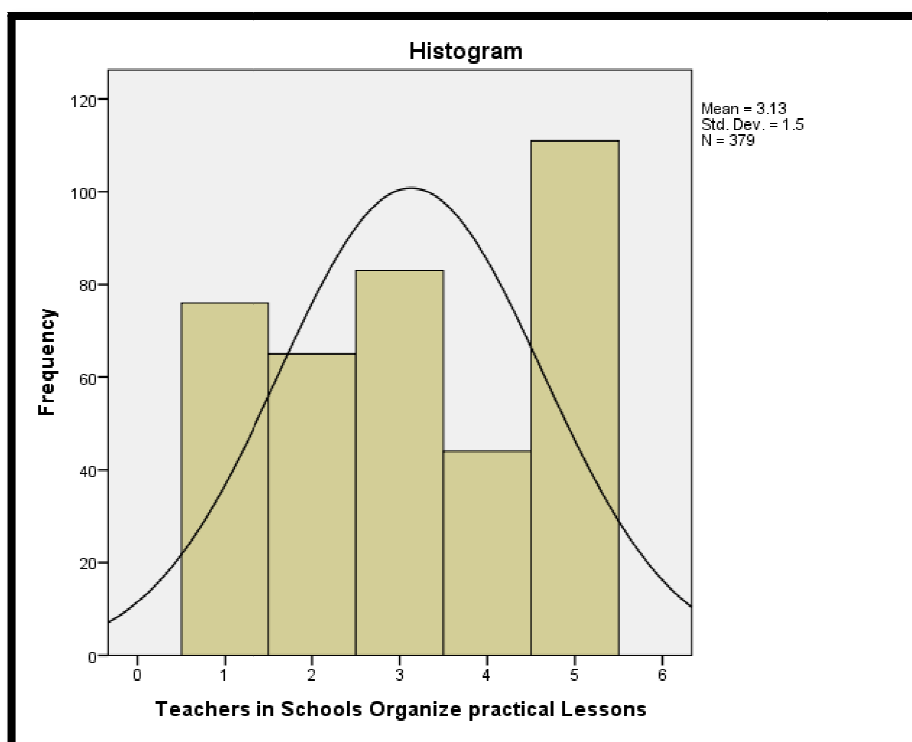


Figure 4

In Figure 4, learners were given an opportunity to respond whether it was true or not true that teachers regularly organized practical lessons. Figure 4 indicated a Mean of 3.13, Standard Deviation of 1.5, whereby 238 (62.8 percent) of learners rated their teachers on a scale of 3-5, It was noted that teachers in the sampled schools did not regularly organize practical lessons.

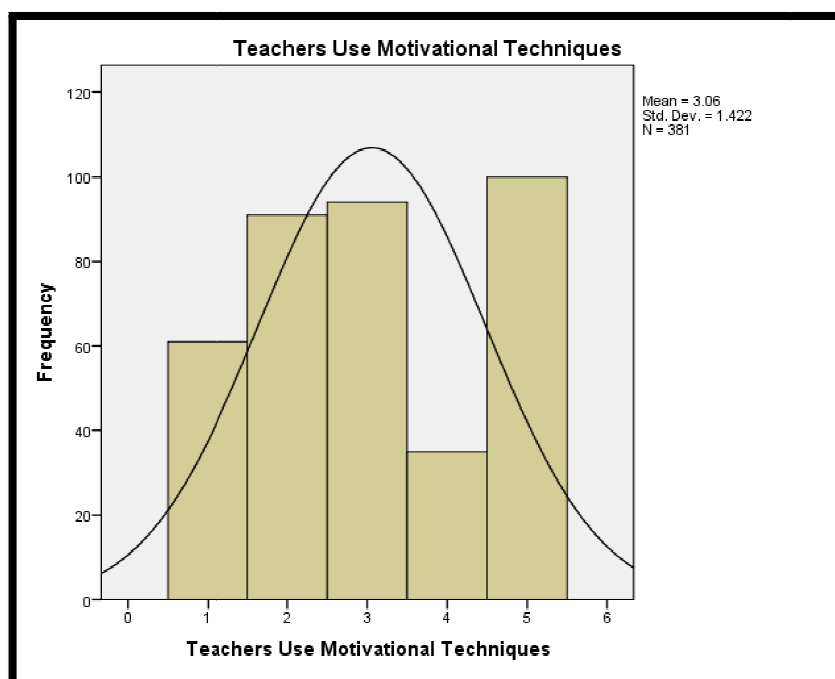


Figure 5

In Figure 5, learners were given an opportunity to respond whether it was true or not true that teachers used motivational techniques. Figure 5 indicated a Mean of 3.06, Standard Deviation of 1.422, whereby 229 (65.0 percent) of learners rated their teachers on a scale of 3-5, It was noted that teachers in the sampled schools did not embrace motivational techniques while teaching.

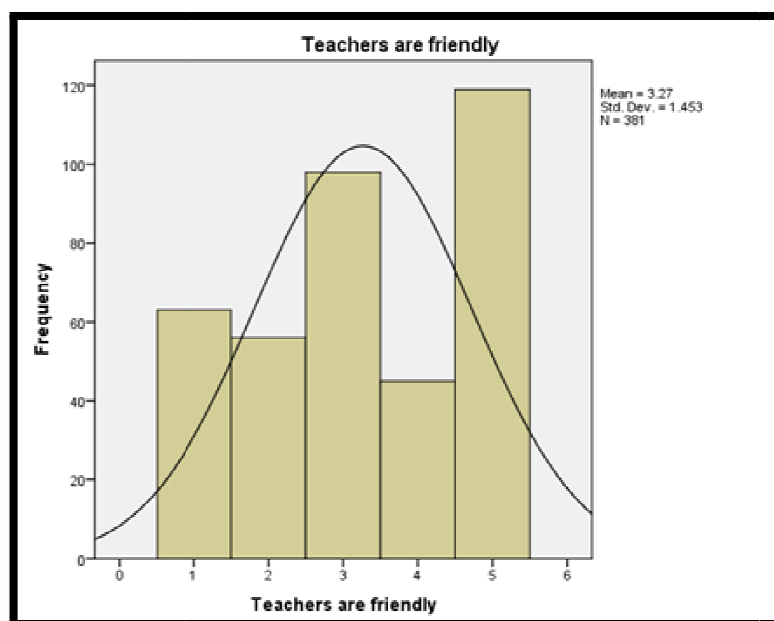


Figure6

In Figure 6, learners were given an opportunity to respond whether it was true or not true that teachers in schools were friendly. Figure 6 indicated a Mean of 3.27, Standard Deviation of 1.453, whereby 262 (68.8 percent) of learners rated their teachers on a scale of 3-5, It was noted that teachers in the sampled schools were not friendly.

In summary, learner respondents indicated that teachers used various methods in teaching and gave regular exercises. However, Teachers did not allow interactive sessions where students could ask questions. In addition, teachers handling practical subjects did not organize practical lessons regularly; further, teachers did not use motivational techniques and were not friendly. Institutional managers to improve strategies to improve practical's in science subjects, and make teachers come up with friendly interaction.

1.3. Is Money a Motivator

The question whether money is a motivator was put to all teacher respondents. 227 (65.2 percent) teacher respondents agreed that money is a motivator. Only 121 (34.8 percent) teacher respondents specified that money is not a motivator. When interviewed, teachers captured the essence of the question in the following comment.

"Money is a motivator only when payment is commensurate to the level of pre-empted output. Teachers are often underpaid and work in undignified conditions. The salary paid to them is therefore not motivating at all"

Respondent No. 200

1.4. Teachers Remuneration

Teacher remuneration was considered in this research to assess what the teachers earned. This would give the researcher opportunity to cross check with teacher respondent expectations.

| Current Salary | | | | | |
|-----------------------|----------------|-----------|-------------|-------------------|-----------------|
| | | Frequency | Percent (%) | Valid Percent (%) | Cum Percent (%) |
| Teachers Remuneration | Below 30,000 | 13 | 3.7 | 3.7 | 3.7 |
| | 30,000- 39,999 | 16 | 4.6 | 4.6 | 8.3 |
| | 40,000- 49,999 | 83 | 23.9 | 23.9 | 32.2 |
| | 50,000- 59,999 | 165 | 47.4 | 47.4 | 79.6 |
| | 60,000- 69,999 | 68 | 19.5 | 19.5 | 99.1 |
| | 70,000- 79,999 | 3 | .9 | .9 | 100.0 |
| Total | | 348 | 100.0 | | |

Table 1
N=348

Table 1 indicated that 13 teacher respondents (3.7 percent) earned a salary below 30,000. 16 respondents earned a salary between 30,000 and 39,999. 83 respondents (23.9 percent) earned between 40,000 and 49,999. 165 respondents (47.4 percent) earned a salary between 50,000 and Kshs. 59,999. Additional 68 teacher respondents (19.5 percent) earned a salary of between 60,000 and 69,999. Only 3 of the teacher respondents (0.9 percent) earned a salary of between Kshs 70,000 and 79,999. Cumulatively, 79.6 percent of teachers earned less than Kshs 60,000 irrespective of their qualification.

This finding supports a study by Ngibudzi, (2009) indicated that low job satisfaction among teachers came as a result of poor pay, lack of fringe benefits, lack of bonuses; lack of promotion opportunities, poor processes and procedures, lack of in-service training or professional development; lack of appreciation from employer.

1.5. Teachers Are Satisfied with Their Pay Package

Teacher's satisfaction with their pay package was considered in this research. This section was designed to ascertain the level of satisfaction of teacher respondents with their pay package

| Teachers are Satisfied with Their Pay Packages | | | | | |
|--|-------|----------|---------|---------------|--------------------|
| | | <i>f</i> | Percent | Valid Percent | Cumulative Percent |
| Teachers Responses | YES | 133 | 38.2 | 38.2 | 38.2 |
| | NO | 215 | 61.8 | 61.8 | 100.0 |
| | Total | 348 | 100.0 | | |

Table 2

N=348

Table 2 indicated that 133 teacher respondents (38.2 percent) were satisfied with their pay package while 215 respondents (61.8 percent) were not satisfied with their pay package. It was evident that teachers were not satisfied with their pay package as indicated on Table 2 above.

1.6. Respondent Salary Expectations

The researcher noted that teacher remuneration was relatively low. There was need for teachers to indicate their salary expectations. Table 2 shows their expectations.

| Respondents Salary Expectations | | | | | | |
|---------------------------------|-----------------|--|-----------|----------|----------------|-------|
| Current Salary | | Salary (in thousands) that Can Motivate Teachers to Improve Academic Achievement | | | | Total |
| | | 50-100 | 100 - 150 | 150- 200 | Above Kshs 200 | |
| Below 30,000 | Count | 10 | 2 | 1 | 0 | 13 |
| | % within Salary | 76.9 | 15.4 | 7.7 | 0.0 | |
| 30,000- Kshs .39,999 | Count | 5 | 5 | 4 | 2 | 16 |
| | % within Salary | 31.2 | 31.2 | 25.0 | 12.5 | |
| 40,000- Kshs .49,999 | Count | 31 | 29 | 21 | 2 | 83 |
| | % within Salary | 37.3 | 34.9 | 25.3 | 2.4 | |
| 50,000- Kshs .59,999 | Count | 1 | 90 | 63 | 11 | 165 |
| | % within Salary | 0.6 | 54.5 | 38.2 | 6.7 | |
| 60,000- Kshs .69,999 | Count | 0 | 32 | 32 | 4 | 68 |
| | % within Salary | 0.0 | 47.1 | 47.1 | 5.9 | |
| 70,000- Kshs .79,999 | Count | 0 | 1 | 1 | 1 | 3 |
| | % within Salary | 0.0 | 33.3 | 33.3 | 33.3 | |
| Total | Count | 47 | 159 | 122 | 20 | 348 |
| | % within | 13.5% | 45.7 | 35.1 | 5.7 | 100% |

Table 3

N=348

Table 3 indicated that 13 teacher respondents (3.7 percent) earned a salary below 30,000 per month out of which 10 teacher respondents (76.9 percent) preferred a salary of between 50,000 and Kshs 100,000; 2 teacher respondents (15.4 percent) preferred an enhanced salary of between 100,001 and Kshs 150,000; and 1 teacher respondent preferred a salary of between 150,001 and Kshs. 200,000 per month. 16 teacher respondents earned a salary between 30,000 and 39,999 per month out of which 5 teacher respondents (31.2 percent) preferred a salary of between 50,000 and Kshs. 100,000; 5 teacher respondents (31.2 percent) preferred an enhanced salary of between 100,001 and Kshs. 150,000; 4 teacher respondents (25.0 percent) preferred a salary of between 150,001 and Kshs. 200,000 per month; and 2 teacher respondents would have preferred a salary above 200,001. 83 teacher respondents (23.9 percent) earned between 40,000 and 49,999 per month out of which 31 teacher respondents (37.3 percent) preferred a salary of between 50,000 and Kshs. 100,000; 29 teacher respondents (34.9 percent) preferred an enhanced salary of between 100,001 and Kshs. 150,000; 21 teacher respondents (21.3 percent) preferred a salary of between 150,001 and Kshs. 200,000 per month; and 2 teacher respondents (2.4 percent) would have preferred a salary above 200,001.

Further, 165 teacher respondents (47.4 percent) earned a salary between 50,000 and Kshs. 59,999 out of which 1 teacher respondent (0.6 percent) preferred a salary of between 50,000 and Kshs. 100,000; 90 teacher respondents (54.5 percent) preferred an enhanced salary of between 100,001 and Kshs. 150,000; 63 teacher respondents (38.2 percent) preferred a salary of between 150,001 and Kshs. 200,000 per month; and 11 teacher respondents (6.7 percent) would have preferred a salary above 200,001. Additional 68 teacher respondents (19.5 percent) earned a salary of between Kshs.

60,000 and Kshs. 69,999 out of which 32 teacher respondents (47.1 percent) preferred an enhanced salary of between 100,001 and Kshs. 150,000; 32 teacher respondents (47.1 percent) preferred a salary of between 150,001 and Kshs. 200,000 per month; and 4 teacher respondents (5.9 percent) would have preferred a salary above 200,001. Only 3 of the teacher respondents (0.9 percent) earned a salary of between Kshs. 70,000 and 79,999 out of which 1 teacher respondent (33.3 percent) preferred an enhanced salary of between 100,001 and Kshs. 150,000; 1 teacher respondent (33.3 percent) preferred a salary of between 150,001 and Kshs. 200,000 per month; and 1 respondent (33.3 percent) would have preferred a salary above 200,001.

The above data indicated that all teachers required an enhanced salary structure that would motivate them to do better.

2. Conclusion

The study concluded that teachers were poorly motivated in secondary school education. The study further concluded that the best indicator for teacher job satisfaction that could enhance teacher motivation should be intrinsic interest in work, added responsibility, promotion, challenging work and being involved in decision making in institutions. In addition, the study concluded that lack of involvement in decision making, lack of consultation, lack of motivation, lack of appreciation of achievement from institutional managers, poor results after hard work, inadequate learning resources, poor channel of communication and poor policy articulation caused dissatisfaction among teachers. Finally, the study concluded that there was weak relationship between motivation and learners' academic achievement.

In summary, the study concluded that a lot needs to be done to justify a study by Hanushek, (2008) Which reported a very high correlation between adjusted growth rate and adjusted test scores? If the education system improves management strategies, then we will be in apposition to improve test scores which relates to achievement and growth.

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