

# ADMINISTRATIVE FACTORS INFLUENCING TEACHERS AND STAFF MOTIVATION ON STUDENTS ACADEMIC PERFORMANCE IN KCSE IN PUBLIC DAY SECONDARY SCHOOLS IN LAMU WEST SUB – COUNTY, KENYA

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**Abstract:** Performance in KCSE Examinations in Kenya is used as the basis of judging a student's ability and a means of selection for education advancement and employment aspects, persistent poor performance in KCSE examinations in Lamu West Sub County day Secondary Schools had raised great concern to students, teachers and stakeholders despite of the schools having similar academic facilities, infrastructure, leadership (administrators) and enrolling form ones within the same KCPE grade group and from the same catchment area with other secondary schools. In view of this discrepancy, there was need to determine how administrative factors may have influenced to the poor academic performance of students in the day secondary schools. The purpose of this study was therefore to investigate the school based administrative factors influencing academic performance of students in public day secondary schools in Lamu West Sub County. The study sought to establish the influence of teachers and staff motivation on students' academic performance in KCSE in public day schools in Lamu West Sub – County, Kenya. Teachers and staff motivation formed the intervening variable. The study was based on the input output system theory and organizational theory modelled on the social system concept to educational administration. The study adopted a descriptive survey research design. The study targeted all the 10 day secondary schools and all the 20 top two administrators, 1612 learners and 87 teachers. The study adopted a purposive sampling technique to sample 18 headteachers of participating schools. The researcher used questionnaires to collect data for the study. The questionnaires contained open ended and close-ended questions. Validity and reliability of the instruments was carried out through piloting. Piloting was carried out in Faza and Bwajumwali day secondary schools, 2 of the neighboring sub county day secondary schools in Lamu East Sub County that were not participating in the actual study. Data was analyzed using descriptive and inferential statistics with the help of a Statistical Package for Social Science (SPSS) version 25. Results of the data were presented in tables with supporting findings and recommendations. The findings indicated that most of the headteachers ways of motivating teachers and staff were inadequate in most of the day secondary schools in Lamu West Sub County. The findings led to the conclusion that indeed teachers and staff motivation helps in improving students' performance in KCSE. The study recommended that, teachers and staff should be motivated by the

headteachers for them to work tirelessly and passionately. Headteachers should ensure that the staffs have an opportunity to develop personal and professional skills. This should be done by headteachers giving teachers a chance to attend appropriate INSET and other activities, delegating important responsibilities, inviting role models to talk to teachers, students and support staff, recognizing achievements and celebrating successes and rejoicing with stakeholders, organizing educational visits and tours, taking a positive and objective staff in recommended deserving teachers for promotion, paying attention to the general welfare and individual's problem, ensuring the support staff enjoy similar recognition and reward as any other staff members in the school and supplying all the basic resources required to teach. The study suggested that similar studies should be carried out in boarding schools that have similar problem of poor KCSE student's performance and compare the results in this study.

**Keywords:** Academic performance, influence, administrative factors, teacher and staff motivation.

## 1. INTRODUCTION

According to UNESCO (2011), academic performance which is measured by examination results is one of the major goals of a school. It is measured by an individual and total examination performance of learners or students. Academic performance show the depth of extent to which students, teachers or school (institution) have achieved their intended examination results or educational goals. Student performance in examinations is dependent on many variables but the type of administrative leadership provided by the headteachers stands the highest in the list.

Kochhar (2011) defines educational administration as a comprehensive effort to direct, guide and integrate associated human strivings which are focused towards achievement of specific educational objectives. It deals with the do-how of educational principles and objectives. It is concerned with both human and material resources. The integration of human elements (students, teachers, parents and other staff) and the material resources (money, buildings, equipment) into a whole constitutes educational administration (Okumbe, 2001).

School administration must facilitate education; it exists for the student and its efficiency must be measured by the extent to which it contributes to teaching and learning (Anderson and Seashore, 2004). Good leadership is paramount to school improvement. Herrera (2010) observed that, effective principals are responsible for establishing a school wide vision of commitment to high standards and success of all students. The principal as an administrator understands relationships, predicts results and influence outcomes in the school which influences students' academic performance.

Studies of school effectiveness and more particularly the major international comparative studies done by Lamb (2007) have brought to light a great variation in school performance achieved in the schools' administrative systems compared. In attempting to explain those differences, it was observed that the scale of resources allocated to education mattered less than school administration (organization) and how it influences to teachers and staff motivation on student academic performance.

According to World Bank (2012), concerted effort to improve school leadership is one of the most promising points of intervention to improve student performance, the quality and efficiency of secondary education across sub – Saharan Africa. In South Africa, the main purpose of leadership training for secondary school heads was to improve quality of education (World Bank 2012). Senegal's improvement plans (SIP) created in 1996, encouraged entrepreneurial skills of principals to find funding for school projects that enhances educational quality (World Bank; *ibid*). This concurred with a number of studies in several African Countries (Foster and Heyman; 2004) which found a strong relationship between school administrative resource maintenance and students' performance.

In Kenya, all head teachers are currently undergoing a management course at the Kenya Education Management Institute (KEMI) to improve on their managerial skills (Republic of Kenya, 2012). Administrators are charged with the task of managing human resources in their schools. According to EFA Global Monitoring Report (2011), effective school administrators usually concentrate on teachers and staff motivation although other factors like discipline, teacher development and monitoring of students' progress are also important. As Herrera (2010) noted, "strong leadership of the administrators is the greatest prediction of student achievement in national examinations. More effective administrators are likely to set high performance goals for their schools and improved performance"

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Results of Kenya Certificate of Secondary Examination (KCSE) in Kenya generally and particularly in Lamu West Sub-County reveal that, boarding schools perform better in national examinations than public day secondary schools. A number of researchers have approached the question of performance from learners and facilities view point but have barely touched on school administration factors and how it influences teachers and staff motivation on students' academic performance. According to the economic survey by Bureau of statistics 2018; Kenya has 8592 public secondary schools and 78000 teachers are employed to teach in these schools. Lamu county has 23 public secondary schools and among the 23 public secondary schools 13 are day schools. TSC has employed 271 teachers to teach in these public secondary schools.

Lamu West Sub –County one of the two sub – counties that make Lamu County (Lamu East and Lamu West) has 19 public secondary schools. Out of the 19 public secondary schools 10 are public day secondary schools .There are 242 teachers employed by TSC to teach in Lamu West Sub County where 87 teachers are deployed to teach in the public day secondary schools. Lamu West Sub County has not been performing well in KCSE examinations as can be observed from Table 1.1: KCSE performance for Lamu West Sub county public day secondary schools since 2011 – 2017. It is for this reason that the study sought to investigate the administrative factors influencing teachers and staff motivation on students' academic performance in KCSE in public day schools in Lamu West Sub County.

**Statement of the problem**

Persistent poor performance in KCSE Examinations (table 1.1) in Lamu West sub- County over the years had raised great concern to students, teachers and other stakeholders in the public schools. Despite the schools having similar academic facilities, infrastructure and enrolling form ones within the same KCPE grade group with public boarding schools, day schools continued performing poorly.

**Table 1.1: KCSE performance for Lamu West sub county public day secondary schools since 2011 – 2017**

No	Name of school	2017 Mean	2016 Mean	2015 Mean	2014 Mean	2013 Mean	2015 Mean	2011 Mean
1.	Bahari Secondary	3.07	2.42	4.3	4.055	4.5714	4.97	4.538
2.	Majembeni Secondary	2.5	1.67	4.25	New	New	New	New
3.	Hongwe Secondary	3.5	3.41	4.032	4.231	3.9243	3.94	3.97
4.	Lake Kenyatta Secondary	2.21	1.85	3.4	New	New	New	New
5.	Kiongwe Mixed Day Secondary	2.23	2.2	3.1254	New	New	New	New
6.	Uziwa Secondary	2.51	2.58	2.806	2.738	3.6052	3.86	3.62
7.	Hindi Secondary	2.35	2.30	2.604	3.313	2.7837	1.82	1.61
8.	Mkunumbi Secondary	2.5	1.67	1.857	2.542	2.6315	2.54	2.47
9.	Witu Mjini Secondary	2.74	2.23	1.902	New	New	New	New
10.	Bomani Secondary	New	New	New	New	New	New	New

**Source: Lamu – West Sub-County DQASO 2017**

The data in table 1.1 only confirms the deteriorating low performance in Kenya Certificate Secondary Education examinations in Lamu West Sub- County day Secondary schools for the last seven years. The poor performance over the years of day public secondary schools in Lamu County is especially worrying when compared to public boarding and private schools in the county.

The poor performance trend of Lamu West day secondary schools needed to be addressed without delay so that students academic performance is improved in national examinations. It is for these reasons that the researcher examined the state of declining performance with regard to administrative factors influencing teachers and staff motivation on students' academic performance in KCSE in public day secondary schools in Lamu West Sub-County.

**Research Objectives**

The influence of teachers and staff motivation on student's academic performance in Kenya Certificate of Secondary Examination in Public day secondary schools in Lamu West Sub-County.

## 2. LLITERATURE REVIEW

In agreement with input output theory, theoretical frame work in this study on administration adopted the organizational theory. Organizational theory by Getzels and Guba (1998) is modelled on the social system concept to educational administration. They postulate that, “any organization could be understood as a social system.” They conceived administration as structurally consisting of a hierarchy of superordinate relationships which are both independent and interactive.” Functionally, this hierarchy is the basis for assigning roles and helps in achieving the goals of the organization. According to Barasa (2007), in these relationships, there are school prescribed roles and expectations that are needed to fulfill the goals and inspirations of the institutions. The success or failure of a school is influenced by the headteachers ability in administration. The back stops on the headteachers desk as the adage goes.

Douglas McGregor’s as observed by Barasa (2007) attempted to explain certain aspects of the nature of human beings. His study suggested some assumptions people have towards work. He categorized these assumptions into two groups of theories commonly referred to as McGregor’s X and Y theories. Theory X assumes that, the average human being dislikes work and will avoid it if he can. Because of his dislike for work, most people must be coerced to put forth adequate effort towards the achievement of organizational objectives. That the average human being prefer to be directed, wishes to avoid responsibility has relatively little ambition and wants motivation and security above all.

Theory Y assumes that the expenditure of physical and mental effort in work is as natural as play or rest. That external control and the threat of punishment are not the only means for initiating effort towards organizational objectives. Commitment to objectives is a function of rewards associated with their achievement. Also that average human beings learn under proper conditions, not only to accept but to seek responsibility. The capacity to exercise a relative degree of imagination, ingenuity and creativity in the solution of organizational problems is widely not narrowly distributed in the population. That under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized (Mcgregor, 1960).

A theory X headteacher is likely to be authoritarian and very coercive. Such conduct is likely to lead to low morale, poor job performance, low productivity and poor relationship between employers and employees. All these can lead to regular disruptions within the organization (schools). A theory Y headteacher is likely to be supportive of their workers and willing to listen to and help them with their problems. Such a head teacher may give his or her staff an opportunity to express their ideas. Barasa, (2007) observed that, this supportive attitude encourages and motivates workers to work hard and be obedient to employers while supporting them in achieving organizational goals (Barasa, 2007).

### **Influence of teachers’ motivation on students’ academic performance.**

Headteachers are charged with the task of managing human resources in their schools. Headteachers influence in school context is the effect or power an administrator has on the classroom teacher’s commitment or behaviour in teaching which determines how a teacher behaves or thinks especially when the headteacher presents himself or herself as an example to follow. According to Kemi (2014), managing human resource involves getting the right number (quality and capacity to perform) and kind of workforce for school performance as well as developing, motivating and utilizing them for improved performance. For smooth and effective running of a school as observed by Moore (2001) the head teacher needs to gain the support and commitment of both professional and support staff. Head teachers should motivate and encourage all staff to feel they are part of a team with a common mission.

Staff motivation and development falls under the realm of the school administrator. It is important for the administrator to create a conducive atmosphere in the school to make everybody feel that their contributions are valued and recognized. They should ensure that the staff have an opportunity to develop personal and professional skills motivating and working at meeting the human resource at their point of need should be one of the primary strategies of management for without this resource, the use of other resources may not amount to much (Moore, 2001). These managerial skills are essential for school performance.

Globally, success in education is highly prized as it is considered key to ones future life. However, in Kenya this success in education is challenged by the many examination levels a student undergoes since the country’s examination oriented. Parents feel delighted when their children pass these national examinations. Teachers therefore put much effort for their students to perform well in their exams. To perform their duties to the best of their abilities, they must be motivated not to

burn out. A motivation according to Okumbe (2002) “is a process that starts with physiological deficiency or need that activates behaviors or a drive that is aimed at a goal or incentive” Barasa (2007), defines motivation as a “positive feeling and is packed by the positive attitudes and encouragement of adults”. Barasa (ibid) continues to state that, “teachers’ interaction with students is crucial for motivation. Good teaching motivates students towards productive and self-impelled learning.”

According to Marques (2010), people work well or perform their duties better when they are motivated. Therefore, the productivity in school where student perform well is determined on how teachers are motivated. Greater performance is realized when teachers perform their work willingly. According to Republic of Kenya (1964) “Kenyans expressed the need for provision of a well-educated, keen, competent, respected and contended working force.” Teachers motivation is dependent on different factors that combined demotivate or motivate a teacher. These may include remuneration level, location of the working station or school, in-service trainings available, promotion opportunities, teaching and learning materials available and relevant and the school community (Adelabu 2005), but as a republic of Kenya (2010) noted, the contribution of teachers is affected by their morale which is related to their salaries and promotion opportunities.

Motivation in teacher is dependent on expectations and enthusiasm. Expectation as Barasa (2007) noted “means a keen interest in and eagerness for something. In order to motivate students, teachers must show genuine interest in their teaching subjects”. Enthusiastic teaching has many components they include; energetic teaching, ability to speak fluently, encouraging and praising frequently and ability to explain an idea or a concept where students learn easily and enjoy the moment. Teachers who generate enthusiasm to their students are highly respected. Students also have expectations from the teacher, they prefer a teacher who keeps their work skillfully, understands them, very patient and does not demand but requests and guides them. Barasa (2007) adds that “they prefer a teacher who respect for what they are and most of all, what they can become. In short, he or she must be a fine teacher”. This characteristic of teachers and students greatly influence to how learners perform in their examinations.

Motivation can be either intrinsic or extrinsic. According to Dornyei (2004), intrinsic motivation is “what comes that occurs while a person is performing an activity she or he takes delight and satisfaction in and is seen as internal reward”. Intrinsic motivation makes a teacher to remain in teaching profession than move to other sectors that are socially appreciated and pay high salaries. It gives a teacher a positive attitude towards a teaching carrier. This form of motivation gives a teacher the desire to achieve, recognize, advance as well as grow in the teaching profession. Extrinsic (external) on the other hand is what one is rewarded after completing a given assignment or job for example, a salary. According to Dornyei (2004) observed that, “there are extrinsic such as organization’s policy and administration, technical supervision, personal and interpersonal relations with supervisors, peers that affect the external motivation of a worker”. These internal conflicts that may arise in school setting greatly affect teachers ability to teacher and hence affect the students teaching outcomes.

According to Ubom and Joshua (2004), teachers are expected to perform highly by the Ministry of Education. They are expected to be loyal, participate, dedicated as well as hard working. However, for them to be motivated, they must be given professional tools and in-service trainings to sharpen their professional skills. This reflects and influences the student’s academic performance. In conclusion, remuneration, improved working conditions, professional development, benefits of working experience and good supervision greatly influence a teacher’s performance which in turn affects the students learning outcomes.

### 3. METHODOLOGY

The study adopted a descriptive survey research method design. Lamu County had 10 day public secondary schools with a total population of 2682 learners and 87 teachers. The target population of this study consisted of all the 10 day public day secondary schools in Lamu West Sub-County (one day secondary school that makes them 10 in Lamu West Sub – County was new. All the 10 headteachers of the day public secondary schools and 10 deputy headteachers of the respective day public secondary schools in Lamu West sub – county which made a total of 20 school administrators as the target population, Lamu West Sub County was the location of this study.

The sample size of this study was composed of 18 participants. The study adopted purposive sampling technique. Oso and Onen (2009) contend that purposive sampling technique produces better results when collecting focused information. Purposive samplings was therefore used to select the 9 public day secondary school. Lamu West Sub County happens to have only 10 public day secondary schools and the researcher purposively went for 9 of them. The headteachers (top two

administrators – headteachers and deputy headteachers) of the 9 sampled day secondary schools became part of the sample. The researcher was only interested with the top two administrators of public day secondary schools. The study employed questionnaires to collect data from the school administrators, piloting was done in 2 of the neighboring sub county (Lamu East) public day secondary Schools. The purpose of piloting the questionnaires was to ensure the clarity and suitability of the language used. In order to ascertain the validity of the instruments, the researcher presented the instruments constructed to his supervisors for constructive criticism. Thereafter, the questionnaires were revised, if need be according to the supervisor’s professional comments. The researcher constructed the questionnaires with the research objectives to ensure content validity from a research perspective. Reliability of the instrument was established through test –retest technique.

Qualitative and quantitative data were used in the study. Descriptive and inferential statistics were used to analyze both qualitative and quantitative data. Descriptive statistics using mean and mode were used to determine frequency distribution and percentages of the qualitative data collected. Frequency tables were constructed to indicate responses of the participants. Descriptive statistics that are percentages, frequencies and tables were used to summarize and organize data to describe characteristics of the sample population.

#### 4. RESULTS AND DISCUSSION

**Table 4.1: Instructional Motivational Leadership Forms Applied in schools to motivate Teachers and Staff**

Statements	Never		Most of the time		Rarely		Sometimes		Always		Total
	F	%	F	%	f	%	F	%	F	%	
Improvement of teachers and learning by providing in-service on a continued basis	1	5.6	0	0	12	66.6	3	16.7	2	11.1	100
Development of supervisory strategies that integrate collaborative style of leadership with a purpose of bringing teachers together.	0	0	1	5.6	12	66.6	1	5.6	4	22.2	100
Maintenance of school system or school programmes as laid out in the timetable as teachers enjoy teaching in the exact time they have prepared for a lesson	0	0	0	0	0	0	4	22.2	14	77.8	100
Improvement of curriculum and library material which entails a sufficient, collection of varied text books.	1	5.6	1	5.6	0	0	11	61.1	5	27.7	100
Provision of tools of carrying out the evaluation of students through progressive Continuous Assessment Tests (CATs)	0	0	0	0	1	5.6	16	88.8	1	5.6	100
The principal acts as a role model which motivates the teachers where his / her professional and academic integrity appeals to them (teachers) parents and students.	0	0	1	5.6	1	5.6	2	11.1	14	77.8	100
Recruitment and employment of Board of Management (BOM) teachers to lessen the work load of TSC teachers and meet reasonable teacher – student ratio.	0	0	0	0	2	11.1	13	72.2	3	16.7	100

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Instructional motivational leadership forms applied by school headteachers in Lamu public day secondary schools to motivate teachers and staff were assessed to indicate how often they are applied by the school administrators. The results were presented in table 4.1. Based on the results of the respondents, the following forms of leadership were rarely applied; provision of in-service training and development of supervisory strategies. The forms of instructional leadership sometimes applied by the administrators in schools included; improvement of curriculum and library materials, provision of tools of carrying out evaluation of students and recruitment of Board of Management, teachers to lessen work load of TSC teachers. However, the administrators in these schools always maintain school system and act as role models to motivate teachers and staff in their schools. Motivation of teachers and staff by the headteachers in the area of stud was insufficient. Headteachers styles of motivating teachers and staff were inadequate. The findings revealed that motivation of teachers and staff influence academic performance of students to a great extent.

### 5. DISCUSSION

The findings revealed that majority of school administrators' style and forms of motivating teachers and staff were insufficient. Most of them had not developed supervisory strategies, did not carry out in-service trainings, did not endeavor to improve curriculum and library materials, did not provide tools for evaluating students in CATs and did not recruit BOM teachers to lessen workload for TSC teachers. The results suggest that students' academic performance can be challenged by inadequacy of headteachers and lack of motivation of teachers and staff. The participants were unanimous that headteachers who professionally and effectively motivate teachers and staff in a school influence the out comes of students' academic performance. However, they were also unanimous that their influence on teachers motivation was inadequate.

### 6. CONCLUSION

Teachers and staff need to be motivated. Headteachers should apply both intrinsic and extrinsic motivation. Intrinsically motivated teachers and staff performs their work far above expectations of students and other stakeholders although extrinsic motivation should not be ignored as it depends with the behaviour and character of an individual teachers and staff. Headteachers should create a conducive atmosphere for it makes everybody feel that their contributions are valued and recognized. The researcher also concluded that, motivation of teachers and staff in most of the schools was insufficient and very low to influence high students academic outcomes in national examinations.

### 7. RECOMMENDATIONS

To motivate teachers and staff, the headteacher should develop a positive school climate and provide teaching materials. Administrators should develop and implement supervisory strategy plans, provide sufficient tools of carrying out evaluation of students, recruit more BOM teachers to lessen the work load of TSC teaches. Let their teachers to attend INSETs, invite role models to talk to teachers, students and staff, celebrate and recognize achievements, success and rejoice together with the achievers or stakeholders. Should sometimes organize educational tours, recommend deserving teachers and staff for promotion, ensure proper and better general welfare of teachers and staff and attend to their problems in the time of need. Headteachers need to device ways of improving teachers' morale in order to motivate them to work tirelessly and passionately.

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