The Relationship between Teacher and Student Motivation and the Quality of Teaching and Learning in Secondary Schools

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Abstract- This study determined the relationship between teacher and student motivation and academic performance of students in secondary schools of Bungoma County. The purpose of this study was to investigate the influence of teacher and student motivation on teaching and learning in sub-county secondary schools in Bungoma County. The study was based on the Herzberg's theory of motivation. The study adopted a mixed methods approach and a descriptive survey design. Using purposive and simple random sampling techniques, a sample size of 44 principals, 369 class teachers and 369 class prefects was selected to participate in this study, giving a sample size of 782 respondents Data was collected by using questionnaire and interview. Data was analyzed using frequencies, Pearson correlation coefficient and chi-square and by describing emerging content from the respondents in relation to the study objective. The study established that there was significant relationship between motivation at $p = 0.000<0.05$. Therefore, it was concluded that supervision of instructional practices significantly influenced teaching and learning in secondary schools in Bungoma County. From the results it is concluded that academic performance could be improved if motivation of teachers and students is enhanced. The following recommendations were made: Ministry of Education (MoE) to induct school managers on more effective managerial skills and school administrators to use both material and verbal motivation to reinforce teaching and learning.

Index Terms- Teachers and students, motivation, quality, teaching and learning

I. Introduction

One question that has pre-occupied researchers for decades is why some public schools consistently perform well in examinations while others consistently perform poorly. Edmonds (1981), Lezotte, Skaife and Holstead (2002), Kirk and Jones (2004) and Daggett (2005) have demonistrated that successful schools have unique characteristics and processes, which help all children to learn at high levels. Many studies have therefore been carried out to determine what accounts for improved academic outcomes. Academic performance is a key concern for educational researcher because failure in national examinations spells doom for the students whose life become uncertain and full of despair. Academic performance determines whether the students will proceed to university or to other tertiary institutions. It is for this reason that secondary school administarators in Kenya are pressurised to improve the grade attainedgrades attained by students in the Kenya Certificate of Secondary Education (KCSE).

Public pressure on shooo administrators and teachers to improve academic performance has led to schools coming up with various performance improvement strategies including extra supplementary tuition, reward and punishment systems for well performing and poor performing students, foced grade repetition among others. However, some of the strategies employed by schools to improve academic performance are not grounded on research evidence, while some like grade repetition and extra supplementary tuition have been shown to be counter productive Bray (2007). In Bungoma County, according to information obtained from the county education office, the secondary schools' performance in KCSE has consistently been poor. The study sought to establish the influence of teacher and student motivation on students' academic performance.

The primary job of principals, teachers, parents and other stakeholders is to help students experience learning excitement and joy as frequently as possible in an atmosphere where they can discover for themselves the pleasure of acquiring new knowledge (Renchler, 1992). The goal of helping students acquire self motivation that leads to a perpetual desire to learn should therefore be foremost in every educators mind.

Maehr and Fyans (1989) say that principal interested in establishing the motivation to learn and academic achievement as central features of a school's culture must first persuade everyone-students, teachers, parents and school board that goals related to those areas are desirable, achievable and sustainable. Stipek (1988) makes a strong case for strengthening the degree of intrinsic motivation students fill for learning.

Wanjala (2002) looks at motivation as a phenomenon which is related to personality but is oriented toward the goal that people seek in life. Motivation is a process that starts with physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive (Luthaus, 1989). Lovell and Wiles (1983) define motivation as the level of effort an individual is willing to expend towards the achievement of a certain goal. Motivation according to Cole (2004) refers to those processes, both instinctive and rational, by which people seek to satisfy the basic drives, perceived needs and goals, which trigger human behavior.

Motivation can either be intrinsic; drives or motives perceived as expressions of a person's needs and so they are personal and internal or extrinsive; incentives which are external to a person and they are made part of the work environment by management in order to encourage workers to perform tasks

(Okumbe 1998). This study examines both intrinsic and extrinsic motivation. However, the motivation teachers and students are to experience in this research is basically extrinsic because it is supposed to be initiated by principals.

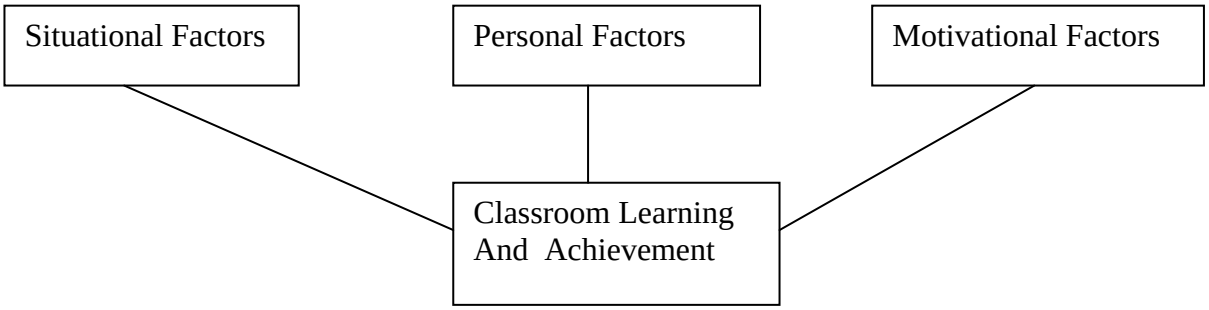
Motivation is a concept that was very much at the core of the human relations school of thought. In their study of organizations, the humanists found a complex and fascinating human system operating along side the technical system profoundly affecting its functioning. Maslow (1954) for example postulated a hierarchy of human needs with self-actualization (need to accomplish something) at the apex. Herzberg (1966) followed the Maslow's principles with evidence to support the lower level needs (security) and higher level needs (job or motivational) factors affecting productivity and satisfaction at work. In his two factors theory, Herzberg states that there are some aspects of a job which provide positive satisfaction for employees, which he called "motivators" and they include such issues as recognition, advancement and achievement.

An atmosphere or environment that nurtures the motivation to learn can be cultivated in the home, in the classroom, or at a broader level, throughout an entire school. Much educational motivation is centred on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge (Ames, 1987, Brophy, 1987; Grossnickle, 1989; Wlodkowski and Jaynes, 1990).

Motivation on the part of the principal translates into motivation among students and staff through the functioning of goals. According to Leithwood and Montgomery "Personally valued goals" they say are a "central element in the principal's motivational structure –a stimulus for action" (P. 24). Pastor and Erlandson (1982) conducted a survey and found that teachers perceive their needs and measure their jobs satisfaction by such factors as participation in decision making, use of value skills, freedom and independence challenge, expression of creativity, and opportunity for learning. They conclude that internal motivation, work satisfaction, and high quality performance depend on three "critical psychological states" namely experienced meaningfulness, responsibility outcome and knowledge of results.

In a related study, Klug (1989) describes a measurement based approach for analyzing the effectiveness of instructional leader and provides a convenient model for motivation. The model is shown in figure 2. Klug notes that school leaders can have both direct and indirect impact on the level of motivation and achievement within two of the three areas shown in figure 2. Although the personal factor – difference in ability level and personalities of individual students –usually fall outside a school leader's domain of influence, the other two categories, situational factor and motivational factor, are to some degree within a school leaders power to control. Klug's summary of the model describes how these two areas can be a source of influence:

Figure 1: A conceptual model for understanding classroom learning and achievement.



Source: Klug (1989, P.253)

School leaders enter the achievement equation both directly and indirectly by exercising certain behaviors that facilitate learning; they directly control situational (S) factors in which learning occurs. By shaping the schools instruction and the community at large toward education, they create both student and teacher motivation and indirectly impact learning gains. (P. 253)

There are many strategies school leaders can use to reward motivation and promote academic achievements. For example Huddle (1984), in a review of literature on effective leadership, cites a study in which principals in effective schools use a variety of methods to publicize the school goals and achievements. These included: bringing in outstanding speakers to talk to students especially candidates, placing names of special education students on the honor roll, publishing annual report of academic achievement and mailing it to parents and displaying academic awards and trophies in the school trophy case

From an analysis of data collected from more than 16000 students in Illinois, Maehr (1990) concludes that goal stresses associated with the school environment seem to relate systematically to student motivation and achievement and that psychological environment of the school is a measurable variable, a variable of some importance in predicting motivation and achievements of students. Therefore, by formulating and clearly communicating relevant goals, by developing and instituting workable program to sustain those goals, and by monitoring and rewarding success a principal can shape a

school‘s culture so that it reflects the importance of motivation directed towards academic success. There should be extensive use of recognition and rewards in the school setting. Goals should be established that will provide opportunities for all students to be recognized, recognize progress in goal attainment, and emphasize a broad way of learning actively. Strategies could include “personal best” awards and recognition of a wide range of school- related achievements.

Lorna and Poipoi (2010) in their study in Busia District conclude that teachers were more satisfied in schools with good working environments in terms of improved terms of service. Therefore this study intends to investigate the influence of student and staff motivation on academic achievement in Bungoma County.

II. METHODOLOGY

The study approach was mixed methods and its research design was descriptive survey. Orodho (2003) and Fraenkel and Wallen (1993) describe descriptive survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. A survey, according to Kodhari (2003), is a method of securing information concerning an existing phenomenon from all or a selected number of respondents of the concerned universe. From the sample results the researcher generalizes or makes claims about the population (Cresswell, 2003). The study was descriptive because it looked at the various aspects of a phenomenon that already existed, namely teacher and student motivation influencing teaching and learning in sub-county secondary schools in Bungoma County. Class teachers and class prefects of Form I-IV each responded to a questionnaire and the principals were interviewed to get their views on the role of curriculum practices on teaching and learning. However, Kodhari (2003) says the main weakness of descriptive survey is that it may give low response rates especially in mailed questionnaire

The target population was 175 principals, 1433 class teachers and 2865 class prefects of the 175 sub-county secondary schools. The sample size selected for this research from the study population was 782. Using purposive and simple random sampling, a sample of 44 principals, 369 class prefects and 369 class teachers was chosen to participate in the study as respondents.

This study used questionnaires and interview schedules to elicit responses from the study subjects. The questionnaire titled class teachers and class prefects was used to gather data for this study. Interviews were scheduled for the principal to get qualitative data. Gay (1992) maintains that questionnaires give respondents freedom to express their views and their opinions and also make suggestions. According to Nzubuga (2000), qualitative data gives the researcher much information and helps them identify significant factors to measure.

The researcher conducted a pilot study in the neighbouring county using 2 schools to establish reliability of research instruments through the test re-test method. To validate the research instruments the researcher used the technique of content validity which showed whether the test items represented the content that the test intended to measure (Borg and Gall, 1989). Content validity ensured that the instruments covered all the areas to be examined. Two supervisors from the department of curriculum, instruction and Educational Media, and colleagues, Moi University scrutinized the instruments and made necessary adjustments so that the instruments were adequate and able to elicit adequate data. Validity was also further ascertained through the results of the pilot study.

Descriptive and inferential statistics was used to analyse data. Results from quantitative data were presented by use of frequencies correlation coefficient and chi-square while qualitative data were recorded, grouped in themes and findings reported. Data were analysed using Statistical Package for Social Sciences (SPSS v. 20) for easy interpretation.

III. RESULTS AND DISCUSSION

Analysis of the influence of teacher and student motivation on teaching and learning

The objective of the study was to determine the influence of teacher and student motivation on teaching and learning. To achieve this objective, respondents were asked to react to several statements concerning the schools’ motivation of teachers and students. The findings are indicated in table 1.

The findings in table 1 indicate that 64.7% of the class teachers and 38.5% of the class prefects rejected the statement that **my school uses reprimands as an incentive to make us improve academic performance.** 4.6% of the class teachers and 15.7% of the class prefects were undecided. 30.7% of the class teachers and 45.8% of the class prefects supported the statement.

Regarding the statement that **teachers and students are publicly praised by my school**, 45% of the class teachers and 15.8% of the class prefects rejected it 2.7% of the class teachers and 10.3% of the class prefects were undecided, while 52.4% of the class teachers and 74% of the class prefects accepted it.

My school provides material rewards was rejected by 29.3% of the class teachers and 21.1% of the class prefects, 3.5% of the class teachers and 13.0% of the class prefects were undecided, while 67.3% of the class teachers and 65.9% of the class prefects supported the statement.

My school uses class and staff meetings to praise teachers and students. This statement was rejected by 20.9% of the class teachers and 41% of the class prefects. 4.6% of the class teachers and 10.8% of the class prefects were undecided. 74.5% of the class teachers and 48.2% of the class prefects supported the statement.

My school celebrates teachers’ and students’ achievement was rejected by 27.1% of the class teachers and 20.4% of the class prefects, 2.4% of the class teachers and 10.6% of the class prefects were undecided and 70% of the class teachers and 69.1% of the class prefects accepted the statement.

The statement that rewards provided by my school motivates me was rejected by 31.5% of the class teachers and 21.9% of the class prefects, 1.9% of the class teachers and 9.8% of the class prefects were undecided, and 66.7% of the class teachers and 68% of the class prefects supported the statement.

Table 1 Analysis of the views of respondents on school' motivation of teachers and students

Statement	Respondent	SD F %	D F %	UD F %	A F %	SA F %	TOTAL F %	MEAN RATE
		N = 369	**N = 369**					
My school uses reprimands as an incentive to make us improve academic performance	C.TRS	157	82 22.2	17 4.6	84 22.8	29 7.9	369	2.31
	C.PRE	42.5	67 18.2	58 15.7	92 24.9	77 20.9	100	3.07
		75					369	
		20.3					100	
Teachers and students are publicly praised by my school	C.TRS	37	129 35.0	10 2.7	143 38.8	50 13.6	369	3.11
	C.PRE	10.0	36 9.8	38 10.3	149 40.4	124 33.6	100	3.86
		22					369	
		6.0					100	
My school provides material rewards	C.TRS3	38	70 19.0	13 3.5	205	43 11.7	369	2.94
	C.PRE	10.3	30 8.1	48 13.0	55.6	111	100	3.62
		48			132	30.1	369	
		13.0			35.8		100	
My school uses class and staff meetings to praise teachers and students	C.TRS	22	55 14.9	17 4.6	193 52.3	82 22.2	369	2.94
	C.PRE	6.0	77 20.9	40 10.8	110 29.8	68 18.4	100	3.62
		74					369	
		20.1					100	
My school celebrates teachers' and students achievements	C.TRS	17	83 22.5	9 2.4	166 45.0	94 25.5	369	3.64
	C.PRE	4.6	36 9.8	39 10.6	136 36.9	119 32.2	100	3.70
		39					369	
		10.6					100	
Rewards provided by my school motivates me	C.TRS	49	67 18.2	7	135 36.6	111 30.1	369	3.52
		13.3		1.9			100	
	C.PRE		41 11.1		126 34.1	125 33.9		3.68
		40		36 9.8			369	
		10.8					100	

The response categories were: 1=strongly Disagree, 2 = Disagree, =Undecided, 4 = Agree and 5=strongly Agree.

Table 2 Correlation coefficient of the curriculum practices for the class teachers' responses.

Curriculum practice	**Correlation with KCSE Mean score (2008-2012)**		
	Correlation coefficient (r)	**significance**	**N**
Motivation of teachers and students	**0.159**	**0.002⋆**	**369**

⋆Significant at $p<0.05$

The study sought to determine the influence of curriculum practices namely, motivation of teachers and students on teaching and learning in district secondary schools in Bungoma County. To accomplish this, a correlation analysis was conducted to determine whether there was a significant correlation between KCSE means scores for the period 2008 to 2012 and the mean scores obtained from the perceptions of respondents (class teachers and class prefects) on the curriculum practices. The results are presented in table 2and 3 for the class teachers and class prefects respectively.

The results in table 2 revealed that there were significant correlations, at $p<0.05$ between the KCSE mean scores (2008-2012) and motivation of teachers and students. The correlation coefficient was positive, meaning it influences teaching and learning as expressed in terms of KCSE performance. The positive value means that the more adequate the motivation of

teachers and students the higher the quality of learning and teaching in district secondary schools in Bungoma County.

The findings in table 2 imply that schools putting more emphasis on this variable could record more improved KCSE mean scores than those putting less emphasis on it. Again this confirmed that effective schools were characterized by strong instructional leadership, clear and focused communication, adequate provision and management of teaching and learning resources and appropriate motivation of teachers and students as was also noted by Lezotte (2010). However, it should be noted that the correlation coefficient, r, was low, meaning that although significant, the relationship was weak. The results in table 3 shows that there was no significant correlation at P<0.05 between KCSE mean scores (2008-2012) and the motivation of teachers and students with a significance level=0.717>0.05). The r in this variable was low, (0.019), which was close to r =0.0, meaning it has very low influence on teaching and learning. These results could imply that motivation do not necessarily translate into high quality teaching and learning. On motivation, Sheppard (1996) says that providing incentives did not account for variance in teachers' innovativeness at the high school level. Sheppard concludes that incentives given by high school principal have less impact on instruction.

Table 3 Correlation coefficient of the curriculum practices for the class prefects' responses

Curriculum practice	**Correlation with KCSE Mean score (2008-2012)**		
	Correlation coefficient	**Sig.**	**N**
Motivation of teachers and students	**0.019**	**0.717⋆**	**369**

⋆Significant at p<0.05

The Chi-square results for curriculum practices influencing teaching and learning

The study sought to determine how curriculum practices influenced teaching and learning in district secondary schools in Bungoma County. To accomplish this, Chi-square was used to test the influence of motivation of teachers and students on the quality of teaching and learning as expressed in terms of KCSE performance. The results of the analysis are summarized in table 4and 5 for the class teachers and class prefects respectively.

Table 4 Chi-square of the curriculum practices for the class teachers' responses

	Motivation of teachers and students
Chi-Square	214.103[d]
Df	22
Asymp. Sig.	.000

Table 5 Chi-square of the curriculum practices for the class prefects' responses

	Motivation of teachers and students
Chi-Square	242.992[c]
df	24
Asymp. Sig.	.000

The null hypothesis was: there is no significant relationship between schools' motivation of teachers and students and teaching and learning.

Chi-square was used to test the effect of schools' motivation of teachers and students on teaching and learning. The findings in table 4 and 5 show that there was significant relationship between schools' motivation of teachers and students and teaching and learning at P=0.000<0.05. The study therefore rejected the null hypothesis and concluded that motivation of teachers and students significantly affects teaching and learning. Job satisfaction is the extent to which an employee feels about his or her job (Denvir, 1992). According to Abbassi and Hollman (2000), individuals with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and are willing to stay longer in an organization. However, these results contradict the findings of Sheppard (1996) who says that providing incentives did not account for variance in teacher innovativeness at the high school level.

Regarding the responses of the principals in the qualitative study, they gave the following on the effect of motivation of teachers and students on teaching and learning:

Question 16: Describe what you think motivates teachers in your school?

All the interviewed principals indicated that they all motivated their teachers and students although using varied strategies and at different levels. According to them, the common strategies used to motivate teachers were: praised for good performance, monetary motivation, promotion opportunities, letters of recommendations, awarded certificate of merit, attend seminars, sponsored for in-service courses, free meals, academic trips and creation of cordial relationship between students, teachers and support staff. As regards students, strategies used to motivate them include: praised for good performance, monetary rewards, awarded certificate of merit, adequate and balanced diet, academic trips and entertainment. However, it was noted that motivation strategies though present in schools, the findings indicated that only a few schools use most of them. To increase teachers and students' teaching and learning satisfaction respectively, all these factors need to be incorporated in the teaching and learning process. They need to be developed and concentrated on to enrich teaching and learning. One principal felt that he motivated

teachers to make changes in technology through promising a new computer. The principal stated that:

"And then there are times, it has been common, where I say, "Hey I want to make a transition to an electronic based instructions, do I have any volunteers" with the seven or eight volunteers I told them that I was going to get them new computer for volunteering. The next year I pushed everyone onto it, but I had seven or eight coaches now. I had seven or eight people who were saying, "Hey this is great. This is what it did for my efficiency and my time".

Motivation of teachers and students as indicated by the principals creates a sense of focus, commitment and recognition.

Question 17: Tell me about the collegial relationships teachers in your school have with one another.

All the principals interviewed said that generally the collegial relationship between teachers is cordial. They also indicated that teachers in their schools mostly talked about academic performance of students, the school and in subjects, performance of neighboring schools, educational policies, their own welfare, classroom experiences and student's discipline. The principals also indicated that teachers shared instructional approaches with each other. Such approaches included: team teaching, pool marking, observing each other teach in class, departmental scheming, and peer coaching and standing in for one another when absent or committed. Sharing instructional approaches among teachers according to the principals, had the following effects: enhances syllabus coverage, creates variety in teaching skills, reduces missing of lessons, enhances staff unity, creates interest among learners as different teachers use different teaching approaches, team marking and setting ensures fairness in marking and setting. Sharing of a class increases teacher-student contact and creates effective teaching because through team teaching teachers handle only areas they are comfortable with.

Internal inspection identifies one's weaknesses and strengths and recommends for appropriate measures. Sharing of lessons increases span of consultation, breaks monotony of being taught by one teacher, creates competition among teachers over teaching and subject performance and improves on class control. Common schemes harmonize teaching and learning.

IV. SUMMARY AND CONCLUSIONS

The study sought to determine the influence of curriculum practice namely motivation of teachers and students on teaching and learning in district secondary schools in Bungoma County. To accomplish this, a correlation coefficient and chi-square analysis was conducted to determine whether there was a significant relationship between KCSE means scores for the period 2008 to 2012 and the mean scores obtained from the perceptions of respondents (class teachers and class prefects) on the curriculum practices.

The results according to the correlation coefficients and chi-square and qualitative data revealed that there was significant relationship between the KCSE mean scores (2008-2012) and motivation of teachers and students. The correlation coefficient for this variable was positive, meaning it influences teaching and learning as expressed in terms of KCSE performance. The positive value means that the more adequate the motivation of teachers the higher the quality of learning and teaching in sub-county secondary schools in Bungoma County. However according to the students there was no significant correlation between motivation and teaching and learning.

According to teachers, these findings imply that schools putting more emphasis on this variable could record more improved KCSE mean scores than those putting less emphasis on it and effective schools were characterized by strong motivation of teachers and students. However, it was noted that the correlation coefficient, r, was low, meaning that although significant, the relationship was weak.

It is therefore concluded that motivation of teachers and students is not adequate and is contributing to poor performance of most sub county secondary schools in KCSE.

V. RECOMENDATIONS

Schools to adequately motivate teachers by use of material and verbal rewards.

School administrators to be inducted more on effective managerial skills.

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