EXTRINSIC MOTIVATIONAL FACTORS INFLUENCING TEACHERS' CLASSROOM EFFECTIVENESS: A CASE STUDY OF KAKAMEGA COUNTY KENYA.

BY

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ABSTRACT
The purpose of this study was to investigate the factors that influence teachers' extrinsic motivation in secondary schools in Kakamega County. In order to achieve the purpose of this study, two specific research objectives were addressed, that is: To identify types of extrinsic teacher motivators and to find out the influence of teacher extrinsic motivation on classroom effectiveness in secondary schools. The study adopted a descriptive survey research design. It was guided by the expectancy theory. For the purposes of getting a representative sample, simple and purposive random sampling were used to select the respondents. The schools were stratified into educational divisions from which 20 schools were selected for participation in this study. All principals from the selected schools automatically qualified for inclusion in the study sample, while 50% of teachers were selected through random sampling. The study used a questionnaire and an interview schedule in data collection. The collected data was analyzed using descriptive statistical techniques like percentages, frequencies and means. It is expected that the findings of this study will be profitably utilized by the Ministry of Education in matters pertaining to teacher motivation.
Key words: Extrinsic Motivation, Classroom Effectiveness, Factors.

1.0 INTRODUCTION
Motivation is the conscious or unconscious driving force that arouses and directs action towards the achievement of a desired goal (Webster, 1984). LINS (2003) acknowledges that motivation of teachers is an essential element in education. They bring out their best in their places of work so that students, parents and society benefit from their services. Ngare (2008) affirms that educational productivity is a buzzword on economic, political, cultural and social development of a country.

Therefore the unity of a country depends on the quality of her educational output and teachers play an important role in this output.

In the world of work, a motivated workforce greatly facilitates the achievement of the expected goals (Bennett, et. al; 2002). Research has been done on motivation of students and how teachers can motivate the slow learners to achieve good grades in examination. But little has been done on the extrinsic motivation of the academic personnel and its relationship to class effectiveness. The growth and development of an economy depends on the quality of education which also depends to a large extent on the quality of its teachers (Afe, 2002). Teachers transform educational objectives into knowledge, skill and educated human labour. To produce desired educational results teachers need to be committed in their curriculum delivery, be present, be punctual, be cooperative and be active team players among others.

Many researchers such as Bercher (1973); Donald, (1997) Harrison, (2003); Moorhead and Griffin (2004), among others have explored the general factors influencing teacher motivation. However, none has explored the specific extrinsic motivational factors that can influence teachers' classroom effectiveness, which is the concern of this study.

1.1 Objectives
This study sought to achieve the following objectives:
    a) To identify types of extrinsic motivational factors influencing teachers' classroom effectiveness.
    b) To determine the influence of extrinsic motivation on teacher classroom effectiveness in secondary schools in Kakamega County.

2.0 LITERATURE REVIEW
2.1 Extrinsic Motivational Factors Influencing Teachers' Classroom Effectiveness
Students pour in, teachers drain away (Kwamboka, 2008). In the research done by (IPS) in June 2008 in Nairobi, showed that six hundred teachers have left classrooms in Kenyans schools for better paying jobs elsewhere. According to head teachers association and Kenya national union of teachers (KNUT) there is about three teachers leaving the service every day (Ngare, 2008).

Kenya's schools face an acute shortage of teachers following the introduction of free and compulsory primary education and waiving of tuition fees for all students in public secondary schools six years ago. But since a freeze in employment of teachers went into effect 11 years ago the TSC has only been allowed to hire new teachers to replace those who live the service (Kwamboka et. al; 2008). The country's recommended ratio of teachers to students is 1:45, but many teachers are handling a class of up to 60 students.This means less individual attention to students and lack of motivation for teachers who are over worked and under paid (Ngare, 2008).

Motivating teachers for excellence, Liang (2003) argues that teachers are primarily motivated by intrinsic rewards such as self respect, responsibility and a sense of accomplishment. He continues to argue that, administrators can boost morale and motivate teachers to excel by means of participatory governance in service education and systematic supportive evaluation.

Education is psychologically complex, no general and comprehensive theory exists. The beginnings of such theory, however, have taken shape from the writings of influential theorists like Maslow (1970); McGregor (1967); and Deci (1975). Maslow (1970) argues that every one seeks to satisfy two basic levels of needs: lower level needs (physiological, security, need for love and belonging), and higher level needs (esteem of both self and others and self actualization or achieving one's full potential). Once any of these needs is met, it becomes less important as a motivator.

Pastor and Margret (1982) conducted a survey which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision making, use of valued skills, freedom and independence, challenge, expression of creativity and opportunity for learning. They concluded that high motivation work, satisfaction and high quality performance depend on three critical psychological states: experienced meaningfulness, responsibility for outcomes and knowledge of results.

Bennet, Franco, Kafner, and Strubblebine (2002) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition and feeling responsible. In a survey conducted by Brodinsky and Neil (1983), a majority of school administrators and teachers cited three policies that effectively improved morale and motivated their staff: shared governance, in-service education and systematic supportive evaluation. Shared governance or participatory management enhances teachers' professional status in their "ownership" in the planning and operation of the school. Thus shared governance gives teachers vested interest in school performance and also promotes harmony and trust among teachers and administrators. Jointly to develop a district wide accountability plan, an evaluation/ remediation process, a salary progression program and a curriculum reform which emphasized basic skills.

2.2 Influence of Extrinsic Motivation on Teacher Classroom Effectiveness

Motivation is a crucial element to the learning process. Many researches clearly show a positive correlation between motivation and achievement. Some students are highly motivated to learn, and this interest continues throughout their years at school. Some other students, particularly adolescents, see what happened at school as having no functional relevance to their lives. They become increasing¬ly bored, particularly with academic task and are generally uninterested in anything that happens in the classroom. Teachers should recognize that there is tremendous variation in the level of energy and interest students bring to the classroom activities. According to Krause, et al(2003), some students are easy to teach because they are excited about learning and responsive to the teacher's idea. While, the others are completely unmotivated by what happens in the classroom and have no interest in schoolwork. Therefore, it is important for a teacher to be truly effective to help their students feel motivated to learn and to achieve. A teacher must go beyond the materials and processes typically used to stimulate and understand the underlying elements involved in the motivation to learn. Krause (2003) explain that factors that can also influence students' motivation to learn include their observation of peer achieving success or failure, their ability to regulate their own behavior and their need for personal fulfillment.

3.0 RESEARCH DESIGN AND METHODOLOGY

The study was based on the expectancy theory by Vroom (1964). This study sought to investigate extrinsic motivational factors influencing teachers' class effectiveness in secondary schools in Kakamega County. In choosing a design to be used, several factors are taken into consideration. Therefore, descriptive survey research design was suitable in this case to help describing the factors. In addition, the study population was too large to be observed directly and therefore the design enabled the researcher to describe the existing conditions. The target population for this study was the 41 public secondary schools in the County. The schools were stratified into educational divisions from which 21 schools were selected for participation in this study. All principals from the selected schools automatically qualified for inclusion in the study sample, while 50% of teachers were selected through random sampling.

The data collection instruments used in this study were designed and developed by the researchers. These included questionnaires and an interview schedule. Descriptive statistical techniques were used to analyze the collected data in which frequencies was used as the most efficient measure of central tendency, while percentages were used to determine the proportions of respondents selecting the factors. The results from the analysis were presented using tables.

4.0 FINDINGS OF THE STUDY

4.1 Types of extrinsic motivational factors that influence Teachers classroom effectiveness

The first objective of the study was to identify types of extrinsic motivational factors that influence Teachers classroom effectiveness.

Table 4.1 Types of Extrinsic motivational factors

Statement	Not Sig.		Fairly Sig.		Sig.		Most Sig.		Undecided		TOTAL	
	f	%	f	%	F	%	f	%	f	%	f	%
Involvement of teachers in decision making on matters affecting teachers	7	4.7	30	20.0	21	14.0	92	61.3	0	0	150	100
Meaningful delegation of duties by the principal	4	2.7	23	15.3	39	26.0	84	56.0	0	0	150	100
Appreciation/commendation from the school administration	9	6.0	31	20.7	50	33.3	54	36.0	6	4.0	150	100
Availability of relevant and adequate instructional materials	4	2.7	17	11.3	43	28.7	81	54.0	5	3.3	150	100
Staff trips (educational and recreational tours)	31	20.7	27	18.0	50	33.3	32	21.3	10	6.7	150	100
Provision of free meals for teachers by the school	10	6.7	13	8.7	58	38.7	59	39.3	10	6.7	150	100
Awards/prizes given in recognition of achievement	14	9.3	19	12.7	66	44.0	43	28.7	8	5.3	150	100

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Teachers' welfare programmes at school level	16	10.7	29	19.3	35	23.3	65	43.3	5	3.3	150	100
Conducive working environment	2	1.3	25	16.7	34	22.7	82	54.7	7	4.7	150	100
Manageable workload	8	5.3	26	17.3	39	26.0	74	49.3	3	2.0	150	100
Students entry behaviour	17	11.3	22	14.7	70	46.7	40	26.7	1	0.7	150	100
Attractive Salary and Allowances	25	16.7	27	18.0	32	21.3	63	42.0	3	2.0	150	100
Principals leadership styles	13	8.7	15	10.0	35	23.3	84	56.0	3	2.0	150	100
Promotion/appointments of merit	22	14.7	21	14.0	50	33.3	53	35.3	4	2.7	150	100

Findings on extrinsic motivational factors revealed that 61.3% of the respondents felt that involvement of teachers in decision making on what affects them was most significant, while 14.0% of the respondents felt their involvement is significant. Further, the study showed that 20.0% of the respondents stated that involvement of teachers in decision making was fairly significant. However 4.7% felt it was not significant for teachers to be involved in decision making on matters affecting them. A finding on delegation of duties by the principal was most significant and merely significant as reported by 56.0% and 26.0% of the respondents respectively. From the sampled respondents, 15.3% of them were of the view that delegation was fairly significant while the remaining 2.7% felt it was not significant. It was also instructive to note from the study that 36.0%, 33.3% and 20.7% (31) of the respondents stated that it was most significant, significance and fairly significant respectively that appreciation/commendation from the school administration influenced their class effectiveness. The remaining 4.0% of the respondents were undecided.

It is also shown that majority (54.0%) of the respondents felt that availability of relevant and adequate instructional materials were most significant in influencing teachers' classroom effectiveness while 28.7% of them felt it was significant. The study further showed that 11.3% of the respondents were of the view that availability of materials was fairly significant in influencing on classroom effectiveness while 2.7% of the respondents were of the view that the availability of resources was not significant. However 3.3% of the respondents were undecided.

A close scrutiny at the study findings showed that staff trips were most significant and also significant in influencing teachers' classroom effectiveness as reported by 21.3% and 33.3% of the respondents respectively. It was also revealed that 18.0% of the respondents felt staff trips were fairly significant in influencing classroom effectiveness whereas 20.7% of the respondents felt that staff trips had no role in classroom effectiveness. The remaining 6.7% of the respondents were however undecided. It was instructive to note from the study that 39.3% of the respondents felt that provision of free meals for teachers by the school was most significant in influencing teachers' classroom effectiveness while 38.7% felt it was significant. From the sample respondents, only 8.7% of the respondents stated that provision of meals was fairly significant in influencing classroom effectiveness while 6.7% felt it was not significant. The rest (67.0%) of the respondents

were undecided. It was disclosed from the study that 28.7% and another 44.0% of the teachers were of the opinion that giving awards/prizes was most significant and significant respectively in influencing classroom effectiveness. Further, 12.7% of the respondents felt awards/prizes were fairly significant in influencing classroom effectiveness whereas 9.3% of the respondents felt that awards do not influence classroom effectiveness. The remaining 5.3% of the respondents were not decided.

Concerning teachers' welfare programmes, 43.3% of the respondents felt that is most significant in influencing classroom effectiveness while 23.3% of them felt that it was significant in influencing classroom effectiveness. In addition, 19.3% of the teachers reported that teachers' welfare was fairly significant in influencing classroom effectiveness whereas 10.7% of the respondents felt welfare of the teachers was not significant. The remaining 3.3% of the respondents were undecided. The study further showed that conducive environment was most significant in influencing teachers' classroom effectiveness whereas 22.7% of the respondents felt that it was significant. The study also showed that 16.7% of the respondents were of the view that conducive environment was fairly significant in influencing classroom effectiveness whereas 1.3% of the respondents held the view that conducive environment was not significant in influencing classroom effectiveness. The remaining 4.7% of the respondents were undecided.

A finding on workload showed that 49.3% of the respondents and another 26.0% of them felt that manageable workload was most significant and significant respectively in influencing teacher's classroom effectiveness. The study further revealed that 17.3% of the respondents reported that manageable workload was fairly significant in affecting classroom effectiveness whereas 2.0% of the respondents were undecided. It was further revealed that students' entry behaviour was one of the extrinsic motivational factors that most significantly influenced classroom effectiveness as reported by 26.7% of the respondents while 46.7% of the respondents reported that student entry behaviour was significant in classroom effectiveness. It was further showed that 14.7% of the respondents felt that students' entry behaviour was fairly significant in influencing classroom effectiveness. The rest 0.7% of the respondents were not decided. A finding on salary revealed that 42.0% of the respondents felt that attractive salary and allowance was most significant in influencing classroom effectiveness whereas 21.3% of the respondents felt that attractive salary was significant. It was also revealed that 18.0% of the respondents felt that attractive salary was fairly significant in influencing classroom effectiveness while 16.7% of the respondents felt that attractive salary and allowance was not significant in influencing classroom effectiveness. The remaining 2.0% of the respondents were undecided.

It was also revealed that principals' leadership styles were most significant in influencing teachers' classroom effectiveness as reported by 56.0% of the respondents and significant according to 23.3% of the respondents. Further, it was shown that 10.0% of the respondents were of the opinion that leadership style was fairly significant in influencing teachers' classroom effectiveness while 8.7% of the respondents felt that leadership style was not significant. The remaining 2.0% of the respondents were undecided. Concerning promotion, it was revealed that 35.3% of the respondents felt that promotion/appointments on merit were most significant in influencing teachers' classroom effectiveness while 33.3% of them felt it was significant. Further, it was disclosed that 14.0% of the

respondents were of the view that promotions/appointments on merit was fairly significant in influencing classroom effectiveness while 14.7% of the respondents felt it was not significant. The remaining 2.7% of the respondents were undecided.

4.2 Influence of extrinsic Motivational Factors on classroom effectiveness

The second objective of the study was to determine the influence of extrinsic motivation on teacher classroom effectiveness.

Table 4.2 Influence of extrinsic motivation on teacher classroom effectiveness

Statement	D		N		A		TOTAL	
	f	%	f	%	f	%	F	%
Teachers are more willing to perform tasks when there is effective delegation of duties by the principal	9	6.0	8	5.3	133	88.7	150	100
Teachers are willing to perform even better when their effort /achievement is appreciated by the school administration	18	12.0	5	3.3	127	74.7	150	100
Teachers and learners are motivated by staff trips (both educational and recreational tours)	19	12.7	18	12.0	113	75.3	150	100
Teachers willingness to perform tasks is increased by provision of free meals (tea, bread and lunch) by their school	16	10.7	29	19.3	105	70.0	150	100
Awards/prizes given to teachers in recognition of achievement motivate teachers	34	22.7	8	5.3	108	72.0	150	100

It was revealed from the study that 88.7% of the respondents agreed that when there was delegation of duties by principal, teachers were more willing to perform tasks. However a few (6.0%) of the respondents disagreed whereas 5.3% (8) were uncertain. It was also shown that 84.9% of the respondents agreed that teachers were motivated and willing to perform tasks when there was effective delegation of duties by principals whereas 10.7% of them disagreed. The remaining 4.7% were undecided. It was disclosed that majority (74.7%) of the respondents agreed that teachers were willing to perform better when their effort/achievement was appreciated by school administration whereas a few (12.0%) of the respondents did not agree. The remaining 3.3% of the respondents were undecided. Further, 75.3% of the respondents agreed that teachers and learners were motivated by staff trips while 12.7% of the respondents disagreed. The remaining 12.0% of the respondents were undecided. It was instructive also from the study that 70.0% of the respondents agreed that teachers' willingness to perform tasks was increased by provision of free meals by their school while 10.7% of the respondents felt otherwise. The remaining 19.3% of the teachers' were undecided. The study showed that 72.0% of the respondents agreed that awards/prices given to teachers in recognition of achievement motivated teachers whereas 22.7% of the respondents did not agree on this matter. The remaining 5.3% of the respondents were undecided.

5.0 CONCLUSIONS

From the findings on the types of extrinsic motivational factors, it can be concluded that there are several extrinsic motivational factors that influence teacher motivation in the classroom. The most significant ones noted were meaningful delegation, availability of relevant and adequate instructional materials, conducive working environment, manageable workload and principal's leadership style. The study revealed factors that were least significant in influencing teacher effectiveness as staff trips, provision of free meals by school and attractive salary and allowance.

The second objective of this study was to determine the influence of extrinsic motivation on teacher classroom effectiveness in secondary schools. It can also be concluded that provision of instructional materials by the school management is significant in enhancing teacher effectiveness in the classroom. However, it was disclosed that organizing tours, provision of free meals and ensuring there is free and fair internal appointments have least significant role in enhancing teacher effectiveness in the classroom.

6.0 Recommendations

On the basis of the findings of this study, the following recommendations are put forward as road map to improve teacher classroom effectiveness Secondary schools.

  i. School management in collaboration with all stakeholders should provide a conducive working environment. This should include provision of staff houses in order to enhance teacher effectiveness.

 ii. It is recommended that principals should adopt democratic leadership style to allow teacher involvement in decision making.

iii. The government and school management should set aside funds to ensure constant supply of instructional materials to schools. This will enhance teacher competence. In addition, a variety of materials should be provided.

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