

Effects of Motivation on teacher's performance in Kenyan Schools: A Survey of Nyamira District Secondary Schools in Nyamira County

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Abstract

Motivation of teachers serves as key to facilitate organization performance. However, there are strategies to make these teachers deliver their services to the best of their ability which includes financial and non-financial incentives. The management should take initiatives to shape these teachers through in service training organized by institutions. As it is known, the individual life structure is shaped by three types of external events: the socio-cultural environment, the role they play and the relationship they have and opportunities and constraints that enable them to express and develop their careers. This study was conducted in National, county and district secondary schools operating in Nyamira district, Nyamira County. The general objective was to assess the effects of motivation on teacher's performance in Nyamira district, Nyamira County. The specific objectives were: To investigate the effects of financial motivation on teacher's performance in Nyamira county, to investigate the effects of non financial motivation on performance and to establish the effects of teacher's rewards on performance. The study was a survey research design which required quantitative methods. There were 68 respondents (40 teachers, 14 principal and 14 Deputy Principals). This study adopted purposive and simple random sampling techniques in selecting the sample for the study. Three five-point likert type scale questionnaires were used to obtain data for the study. They were Secondary School Teachers Questionnaire (SSTQ) and Secondary School Principals/Deputy principals Questionnaire (SSP/DQ). The reliability coefficient on SSTQ and SSP/DQ of 0.65 and 0.68 respectively were obtained. The data was analyzed by use of a descriptive statistics, inferential statistics and multi linear regression model, using the SPSS package. Recommendations on ways of motivating teachers in order to improve the performance were made.

Keywords: Effects, Motivation, Bonus pay, Promotion, Performance, Nyamira District, Nyamira County.

1.0 Introduction

Motivation of teachers act as key to learners' performance. Fredrick Taylor (1911) was concerned with how to get more work out of workers through the best approach, their enforced co-operation and the standardization. Taylor emphasized that to achieve optimum output, adequate provision for teachers selection and training is necessary and that the financial benefits should be based on merit. Green and Awotua (2011) revealed that teachers who are well motivated in the learning process tend to do well in their line of duty, even when the learning environment is not ideal. To avoid over expensive compensation programmes, management must think carefully how to compensate their teachers and still keep them motivated.

Financial rewards have to be considered the effectiveness of money as a motivator. Payment is expected to correspond to the time and quality of work done. If the amount of money received doesn't satisfy the worker, money turns to cause dissatisfaction Armstrong (2007). Most of the non-financial compensation possibilities are intrinsic motivators. Intrinsic motivation arises from the work itself.

Herzberg (1966) described tasks as intrinsically motivated when they are characterized by key motivators such as responsibility, challenge achievement, variety and advancement of opportunities. Hackman and Oldham (1976) identified task variety, tasks identity, task significance, autonomy, and feedback from the tasks characteristics that generate internal motivation. Motivation guides people's actions and behaviours and increase performance and this tends towards achievement of goals Abaloui (2000). Intrinsic comes from within a person or from activity itself Ryan & Deci (2000). Extrinsic motivation results from the attainment of externally administered rewards Thorndike (1911). Through the identification and change of environmental contingencies, including extrinsic reinforcement, motivation increases have been realized in teacher's work behaviours including attendance, punctuality, stock work, selling, cost reduction, work quality, productivity, sales calls, and customer service Komaki (1982).

To succeed in persuasion, managers should concentrate on motivational needs of their teachers. They should persuade their teachers that it is in their best interest to work the way they have suggested Lester (1992). Holfstede (2005) argues that threatening and external control are not the only ways to make people work better to achieve organizational goals but motivational strategies which triggers their morale to work hence improved performance.

In developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs Sylvia and Hutchinson (1994). Spear et al (2000) highlights the wide range of factors that influence teacher job satisfaction in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work over load, poor pay and low perceptions about how teachers are perceived by the society.

Murnane (1987) suggested that some university graduates in the United States of America are attracted to teaching as a medium term occupation rather than a permanent career. Sharment (1991) puts it that an organization with gold reward system often attracts and retains the best in society. Principals of schools need extra-ordinary effort to plan their way of rewarding teachers and put it down as a formal way of doing things. Gunter (2000) says that when motivations is structured, it ensures that teachers have competence and conscientious and is an aid to professional development and accountability. This constitutes a continual cyclical process of determining performance expectations, supporting performance, salary reviews and appraising performance and finally managing performance standards Analoui and Fell (2000).

Public sector recruitment freezes in many countries during the 1990s which have seriously constrained the growth of the number of teachers in government. Such events have affected morale of teachers to perform and detailed studies examining the effect of motivation on performance of teachers are still scanty. The teaching force has expanded rapidly in only a relatively few countries such as Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda Bennell (2004).

In Kenya teachers' age and qualifications are treated as potentially important factors in this study. Recent research shows that teachers suffer more than other professional groups from occupational lack of motivation Evans (1999). It is for this reason that the performance of teachers can be influenced by financial and non-financial motivation. Many scholars have written on the subject but little effort has been made in determining the effect of motivation on teacher's performance in secondary schools in Nyamira district, Nyamira County.

1.1 Statement of the Problem

Motivation of teachers in Kenyan schools is key in the teaching job performance. About 40% of the teachers were on the government payroll in 1996, this figure has gone up to 85.1% in 2004 (Ward et al, 2006) .The government has improved the teacher payroll management and made resources available for increase in the teachers' salaries as a way of motivation. Most teachers are paid an equivalent monthly salary ranging from 100 to 150 dollars (Masaka District Teacher's schedules of salary payment 2007/2008). Using the school facilities Grant (SFG), government constructed teachers' houses. Buitenlandse (2008) reports that approximately 25,000 teachers' houses were available for 124,000 teachers in government schools (including 6,300 houses that were under construction).

Despite the above motivational factors, there has been deteriorating standards of professional conduct, including serious misbehavior in and outside work, poor preparation of teaching material especially lesson notes, lack of continuous student assessment and general poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices (Masaka Municipal Education Inspection Report, October, 2007). It is this situation that prompted the researcher to conduct a study to establish the effect of motivation on teacher's performance in Nyamira district, Nyamira County.

1.3 Objectives

The general objective was to analyze the effects of motivation on teachers' performance in secondary schools in Nyamira County.

The specific objectives were:

- i) To investigate the effects of financial/extrinsic motivation on teacher's performance.
- ii) To establish the effects of non-financial/intrinsic motivation on motivation of teacher's performance.
- iii) To establish the effects of teacher's rewards on performance .

1.4 Importance of the Study

Influencing teachers to improve their performance is a critical issue which should be carried out on regular basis. By providing important services to teachers in terms of financial and non financial rewards they will become more devoted to their work as a result better their morale hence improve the performance of the school to achieve its goals. This study was meant to enable the management know why it is important to motivate the

teachers to improve their performance. When salaries and incentives of teachers are improved as the first gesture to improve their living standards, teachers will work towards improving the performance hence will be appraised positively. This will result in improvement of their living standards and working conditions of teachers in Nyamira County since these teachers will not stagnate in the same job group over the years. By conducting this research in Nyamira County, it will enable policy makers to lay strategies to make teachers advance in their career and minimize labour turnover.

1.5 Significance of the Study

The findings of this study will benefit the Ministry of education, school administrators and administrators at the policy-making level. It will as well intimate the need to motivate the secondary school teachers to perform optimally and use the result of this study to practicing teachers in the field of education for maximum performance.

The study will draw the interest of teachers closer to teaching as a hobby and develop appropriate teaching methods, instructional materials needed to facilitate teaching and learning. The students will benefit maximally from their teachers as they will put in their best to improve students' performance, skills and value necessary for socio-cultural, political and economic development of the community. The result of this study will be immense assistance to individuals, organizations or companies and authorities with the administration of education. Also the result of this study will serve as a guide to other researchers who would wish to carry out research on a related aspect of the problem.

2.0 Methodology

The research was conducted through a survey research design. This type of design attempted to collect data from members of a population by administering two types of questionnaires which comprised of teachers questionnaire and Principal's/deputy principals' questionnaire. Because of the nature of variables the researcher used descriptive design to produce data required for quantitative analysis and allowed simultaneous description of views, perceptions and beliefs at any single point in time White (2000). The accessible population was 60 individuals from the target population of 600 individual comprised of secondary school teachers, principals and deputy principals. The study sample size was 10 schools randomly selected from 48 schools in Nyamira district, Nyamira County. The accessible population of 68 individuals was obtained which represented at least 10% according to Mugenda and Mugenda (2006)

2.1 Instrumentations

Two different five-point likert type scale questionnaires were designed by the researcher to obtain data for the study. These were:

- i. secondary school teachers questionnaire (SSTQ)
- ii. secondary school principals/ deputy principals questionnaire (SSP/DQ)

The questionnaire consisted of five items eliciting information from respondents about aspects of motivation.

2.2 Validity and Reliability

Amin (2005) suggests that to ensure validity of instruments, the instruments were to be developed under close guidance of the supervisor. Piloting was done by assigning questionnaires and re- testing it to a tenth of the teachers in the sample. This helped the researcher to identify ambiguous questionnaires in the instruments and be able to re-align them to the objectives.

According to Mugenda and Mugenda (2003), reliability was assured through a test-retest method and was to use Pearson's product moment correlation coefficient (PPMCC) in order to establish the extent to which the content of the questionnaires was to be consistent. If reliability was 0.70 or more it was meant that the tool to be used was suitable for assessing effect of teacher's motivation on the performance. Besides, an alpha value of minimum of 0.5 was to be accepted.

2.3 Data analysis and Presentation

Once the questionnaires were administered, filled and raw data collected, it was analyzed by use of descriptive statistics like mean, minimum, maximum and standard deviation. Multilinear regression model of the form $y = a + b_1x_1 + b_2x_2 + b_3x_3 + \dots + b_nx_n$ from the statistical package for social sciences (SPSS) was used to analyze the data.

3.0 Results

The study aimed at determining the effect of motivation on teacher's performance in Kenyan schools:

Table 1: Descriptive statistics

	N	Minimum	Maximum	Mean	Std.deviation
Salary	60	17000.00	47000.00	28446.67	7313.98
Promotion return	60	2300.00	20200.00	7380.00	3439.67
Bonus pay	60	5000	9300.00	7050.00	894.33
Teacher performance	60	67.00	98.00	81.83	8.29
Valid N	60				

Table 1 above indicates that salary had a minimum of Shs. 17000 and a maximum of shs.47000 for the period under study. The highest variable in average was Salary followed by Promotion return and finally bonus pay. The standard deviation explains the extent of deviation of the variables during the period of the study and in the same priority salary had the highest deviation followed by promotion return and finally the bonus pay. This implies that variance in teacher salary was quite high over time. On the other hand teacher performance recorded a mean of 81.83 and a standard deviation of 8.29 .The lowest deviation in bonus pay could be attributed to the irregularity of payment of the bonus pay because it is not compulsory pay.

3.1 Effect of Financial Rewards on Teachers' Performance

To establish the effect of financial rewards of teachers' performance, a linear model of the form $y=a +bx$ was used. y represented teacher performance; a and b were constants while x was the financial rewards as measured by their salaries.

Table 2: Coefficients of Salary

Model	Unstandardized coefficients		Standardized coefficient		
	B	Std.Error	Beta	T	Sig
Constant	52.150	11.600		4.496	.000
Salary	.007	.000	.491	2.390	.028

The regression equation was therefore $Y=-52.150+0.007x$. This implied that an increase in salary by 1 shilling increases teacher performance 0.007 units. The standardized beta value of 0.491 shows that an increase in salary by 1% causes an increase in teacher performance 49.1%.

To test goodness of fit of the regression model the F-value based on ANOVA was used and results were as shown in the table 3 below.

Table 3: Salary ANOVA

Model	Sum of Squares	df	Mean square	F	Sig
Regression	243.882	1	243.882	5.711	.028
Residual	768.668	58	42.704		
Total	1012.550	59			

The F value from the table indicates a significant high value of 5.711 meaning that the model is valid and can hold. The p-value of 0.028 in the ANOVA table is less than 0.05 significance level and therefore the model is a good model.

The R-square value as shown in the model summary table 4 below shows that financial rewards can explain 24.1 % of the variation in teacher performance in Kenyan schools. Therefore 75.9% of the variation in teacher performance can be explained by other factors.

Table 4: Model Summary

Model	R	R square	Adjusted R square	Std Error of the estimate
1	0.491	0.241	0.199	6.53481

The findings indicated that teacher financial rewards as measured by salary earned at the end of the month value affect the level of teacher performance to a large extent. This means that in the event that the teacher is paid a reasonable package then their performance will improve.

These findings confirm the work of Bennell (2004) who studied the effect of financial rewards on teacher performance across 60 primary teachers in Botswana and Uganda. He confirmed that teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job

dissatisfaction, poor incentives and inadequate control and the performance in Botswana and Uganda was reasonably good because they were highly paid.

3.2 Effect of Non- Financial Rewards of Teacher Performance

A linear regression model of the form $y=a+bx$ was used to determine the effect of Non- Financial Rewards on Teacher Performance. Table 5 indicates the results;

Table 5: Promotion Returns Coefficients

Model	Unstandardized coefficients	Standardized coefficients	Beta	T	Sig
	B	Std Error			
1.Constant	74.113	3.365		22.027	.000
Promo return	.005	.001	.400	1.85	.021

The regression equation was $y=74.113 +0.005x$. This means that an increase in Promotion Return by 1 shilling increases Teacher Performance by 0.005 units. The standardized beta value of 0.400 indicates that an increase in Promotion Return by 1% causes an increase in Teacher Performance by 40 %.

F-value was obtained based on ANOVA to test goodness of fit of the regression model. Table 6 shows the results.

Table 6: Promotion Return ANOVA

Model	Sum of squares	df	Mean square	F	Sig
1.Regression	161.751	1	161.751	3.422	0.021
Residual	850.799	58	47.267		
Total	1012.550	59			

The F-value of 3.422 is substantially a high value showing that the model is good and can hold. The p-value of 0.021 in the table 6 above is less than 0.05 significance level, thus the model is a valid model.

The r square value from table 7 below indicates that a change in Promotion Return causes variation in Teacher Performance by 16 % when all other factors are held constant.

Table 7: Promotion Return Model summary

Model	R	R square	Adjusted R square	Std Error of estimate
1	.400	.160	.113	6.87507

The findings indicate that Promotion Return has a significant effect on Teacher Performance in Kenyan schools. This implies that teachers who have been promoted have impacted significantly on the performance of teachers. This in makes them have high job satisfaction in their places of work.

The finding confirms the works of Maisibi (2003) who indicated that increasing hours of work, larger class sizes, more subjects and constantly changing curricula are cited as major de-motivators in many countries while promotion of teachers is a significant motivator to teacher performance. This implies that non financial rewards play a significant role in teacher motivation and performance.

3.3 Effect of teachers Rewards on the Performance.

To determine the effect of Performance Rewards on Teacher Performance a regression model of the form $y=a+bx$ was used. The results were as shown in table 8 below

Table 8: Table of Performance Rewards Coefficients

Model	Unstandardized coefficients	Standardized coefficients	Beta	T	sig
	B	Std Error			
1 (constant)	35.412	.428		3.451	.003
Bonus pay	0.006	.001	.715	4.339	.000

The regression equation was therefore $y=35.412+0.006x$ which indicates that an increase in Performance Rewards by sh.1 increases Teacher Performance by sh.0.006 units. The standardized beta value of 0.715 shows that when Performance Rewards increases by 1%, Teacher Performance in schools increases by 71.5 % holding constant all other factors.

To test goodness of fit of the regression model on Performance Rewards F-value was used from the ANOVA table 9 below

Table 9: Performance Rewards ANOVA

Model	Sum of squares	df	Mean squares	F	sig
1.Regresion	517.694	1	517.694	18.831	.000
Residual	494.856	58	27.492		
Total	1012.550	59			

The F-value from the table above indicates a value of 18.831 which is substantially high and confirming that the model of Performance Rewards and teacher performance is a valid model. The p-value of 0.000 in the table is less than 0.05 significance level and therefore the model is good and can hold.

The r square value in table 10 shows that Performance Rewards can explain 71.5% of the variable in teacher performance holding constant other factors.

Table 10: Performance Rewards Model summary

Model	R	R square	Adjusted R square	Std Error of the estimate
1	.715	.511	.484	5.24328

The findings demonstrate that Performance Rewards has a substantially high effect on the teacher performance of commercial banks in Kenya. This affirms the work of Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards.

3.4 Multi-linear Regression Model

To analyze the effect of financial rewards as measured by teachers' salaries, non financial rewards as measured by promotion returns and performance rewards as measured by bonus pay on the performance of teachers in Kenyan secondary schools a multi-linear regression equation of the form $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e_i$ was used. The results were as shown in table 11 below

Table 11: Multi linear Regression coefficients

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std Error	Beta	T	sig
1 constant	29.761	12.761		2.300	.035
Salary	.003	.000	.149	.726	.041
Promoreturn	.004	.000	.192	.398	.032
Bonuspay	.006	.002	.698	2.650	.017

The model was therefore $Y = 29.761 + 0.003X_1 + 0.004X_2 + 0.006X_3$. The beta values indicate that 14.9 % of the variation in teacher salary can be explained by variation teacher performance while 19.2% of the variation in teacher performance can be explained by the change in promotion return. The variation in teacher performance can also be explained by the variation in Bonus pay to the extent of 69.8%. This indicates that bonus pay has the greatest effect on teacher performance in the Kenyan schools. This finding could be attributed to the fact that teachers are economically strained and bonus appreciation of their efforts is a direct motivator for them to work harder and efficiently.

The ANOVA table 12 below indicates that the F-value of the model was 6.159 which was significant indicating that the multi linear regression model is a good model. Equally the P- values showed values less than 0.05 significance level. This as well indicates that the model is good and can hold.

Table 12: Multi linear Regression ANOVA

Model	Sum of squares	df	Mean square	F	Sig
1 Regression	542.640	4	180.880	6.159	.006
Residual	469.90	55	29.369		
Total	1012.550	59			

Table 13: Multi linear Regression Model summary

Model	R	R square	Adjusted R square	Std Error of the estimate
1	.732	.536	.449	5.41935

The value of r square when all variables were operating at the same time was 53.6%. This demonstrates that variation in teacher performance can be explained by the variations in teacher's salary, promotion return and bonus pay. Other factors that affect teacher performance would explain 46.4% of the variation in teacher performance

4.0 Conclusion

This study examined the effects of motivation on teacher's performance of secondary schools in Nyamira district, Nyamira County. A total of 152 teachers, 14 principal and 14 deputy principals from 14 schools participated in the study. The respondents were teachers employed by the government which implies teachers were already conversant with the the motivators in their schools and they were able to assess how such motivators had affected their performance at work. The study found out that motivation was necessary for high performance of teachers. This calls for attention of all stakeholders to consider motivation as key to performance.

4.1 Effects of extrinsic motivation on teacher's performance

The findings showed that teachers benefited most from monetary motivators. The majority of the respondents joined teaching because they had interest in teaching, and others joined because they had no better option. 24.1% of the respondents indicated that financial motivation was key to meet their needs with increase in the cost of living. 75.9% can be explained by the other factors. The inadequacy of salary of secondary school teachers was stressed by one principal that "most teachers are not satisfied with the amount of money the government pays them. Its indeed inadequate. The cost of living has gone up and most teachers find it difficult to meet daily expenses like transport, house rent, food, medicare and school fees for their children". As a form of motivation, therefore salary was insufficient to motivate teachers and increase their performance. Therefore the need to have private tuition, remedial teaching which they teach and at the end are given a token of appreciation hence increase the performance. Despite low motivation, f the majority of the respondents indicated that their performance was good as indicated by 50.4% of the respondents which implies that the majority of the teachers performed their activities as expected.

4.2 Effects Intrinsic Motivation on Teachers Performance

Research findings showed that majority of the respondents were intrinsically motivated by their work and this was encouraged by the learner's performance. The respected accorded by the community, the nature of their teaching, job satisfaction and career development were key for intrinsic motivation. The majority of them 55.8% indicated that intrinsic motivation had t a small extent increase their performance. This also implied that increase intrinsic motivation increased the performance of teachers. The study concluded that the majority of respondents had intrinsic motivation evidenced by increase in recognition, job satisfaction, career development, commanding control over students challenging and competitive nature of the teaching profession. A significant positive relationship between intrinsic motivation and performance of teachers was also found to exist, ($r=0.437$; sig = 0.000) at 0.05 level of significance which implies that increase in intrinsic motivation would increase the performance.

4.3 Effects of Teachers Rewards on Performance

The findings had high effect on the teacher performance of commercial banks in Kenya. 14.9% of the variation in teacher salary can be explained by variation teacher performance. 19.2% variation in teacher performance can be explained by the variation in promotion and 69.8% by bonus pay. In conclusion the findings could be attributed to the fact that teachers are economically strained and bonus appreciation of their efforts is a direct motivator for them to work harder and efficiently. ($r=53.6\%$) indicates that variation in teacher performance can be explained by the variation in teacher salary, promotion return and bonus pay. 46.4% can be explained by other factors

5.1 Recommendations

i) The Ministry of education should work out incentive package to motivate teachers in secondary schools in Kenya. Attention should be made to increase teachers' salaries since they are always low as evidenced by their strikes year in year out.

Increase in their salaries, they will be devoted more to their job hence they will perform.

ii) Non financial motivation should be provided to teachers. However lower impact on performance but together with financial motivation can make a bigger impact on teacher's effort to work hence increase their performance.

iii) Regular inspection to school teachers by the ministry should be encouraged to monitor progress on motivation, if not provided, they should take responsibility to ensure strategies are put in place to bring in the idea of motivation to teachers.

5.2 Suggestions for further research

The research suggests for further research in motivation of teachers especially in the following areas,

- i) Effects of promotion on teachers performance
- ii) Impact of merit pay on teacher performance
- iii) Effects of bonus pay on teacher performance
- iv) The impact of motivation in enhancing teacher performance

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