

The Effect of the Level of Motivation of Kiswahili Teachers on Performance of Students in Secondary Schools in Elgeyo Marakwet County, Keiyo Sub-County, Kenya

Kemboi Rose Jerotich
P.O. Box 2510-30100 Eldoret-Kenya

Abstract

The performance of students in Kiswahili subject is of crucial importance to everyone in Kenya since it is a media of communication in public institutions and other sectors of the Economy. More so Kiswahili serves as a national language of Kenya thus one of the language requirements for pursuance in any Diploma or Degree courses. Based on this fact, this paper is set to examine the effect of the level of motivation of teachers of Kiswahili on student performance in Secondary Schools in Kenya. The paper is founded on Victor Vroom's Expectancy theory; he posts that motivation is a combination of three factors Valence, Expectancy and Instrumentality. The theory stresses that students and teachers expect to get a reward from the effort they put in their work. This paper adopts a survey research design and a stratified random sampling procedure to select teachers teaching Kiswahili from the selected 14 schools out of 29 schools in Keiyo Sub-county. Questionnaires and document analysis are the modes of data collection used. The data collected was analyzed using descriptive statistics. It is thus ascertained that there is a statistically significant relationship between the level of motivation of teachers and performance of Kiswahili subject. The author recommends adoption of a workable motivation schedule to improve the teachers' level of motivation and consequently performance.

Keywords: Motivation, Students, Teachers, Academic Performance

Introduction

The intention to motivate teachers is with the expectation that a commensurate improvement in student performance would be realized. Does a motivated teacher work hard enough to ensure that their students excel, spending more out of their scheduled timetable remedial sessions with the slow learners while improving the fast learners or do they just experience happiness, be punctual in their duties (efficient) while limiting effectiveness? Since the issue of good performance in National Examinations in Kiswahili is of crucial importance to many people, it is therefore necessary to establish the relationship between student motivation of Kiswahili teachers and performance and what effect it has on student performance.

The teacher's employer, Teachers Service Commission (TSC) has tried to induce Kiswahili teachers by treating their subjects as 'special' by so awarding them three incremental credits over and above their colleagues of the humanities and technical subjects (Kazungu, 2011)

While releasing Kenya Certificate of Secondary Examinations (KCSE) results on 27th February, 2005; the then Minister for Education, Science and Technology, the late Prof. George Saitoti announced that language subjects (both Kiswahili and English) were poorly performed compared to Humanities, Sciences and Technical subjects.

Njuguna (1998) says that teachers would want to see the kind of progress their learners make after going through a course. The same case applies to parents, the learners themselves and all those who are interested in the course of learning in general. To accomplish their task, teachers need to utilize all the professional training acquired in teacher training colleges or universities, be innovative, creative, be dedicated to the interest of students and spend much more time helping them to improve than merely doing what the school daily timetable would suggest. Motivation is therefore a necessary factor towards accomplishing this.

Ngala (1997) in his study of the management of teachers by Head teachers quotes studies on factors which affect pupils' academic performance saying it has dominated many researches in education. One such area is the management of Educational Personnel, especially teachers. In many cases teachers have not been managed well. Good (1989) cited in a recent research on the conditions and resources of teaching in the United States noted that: teachers lack the basic conditions of teaching.

In Good's study, sixty percent of the two thousand teachers surveyed reported lack of staff development. Fifty percent reported poor quality of administrative supervision, 40% reported lack of adequate teaching materials and equipment and that the work place is unrewarding and lack incentives; some reported too much workload that allows them little time for lesson preparation and analysis.

In a similar study, Adesina (1990) in Nigeria reported teacher management problems as; underpayment compared to the private sector, little prospect for promotions, poor conditions of service and lack of encouragement by the government.

The statement by Ngala (1997) and Adesina (1990) could very easily fit into the Kenyan teacher's

situation. In many schools it is not common to find many teachers nearing retirement age and yet they have not risen to higher positions of responsibility. Many teachers are overloaded, teaching over twenty four lessons per week. This affects mostly the language and science teachers. Set books, readers guide and shortage of books are experienced and students share one book to the ratio of four to six students.

Indoshi (1993) noted that numerous teacher management problems exist in Eldoret Municipality schools. He cited lack of supervision, improper allocation of teaching resources and duties, too much work load, poor communication between teacher and Head teacher and indiscipline on the part of teachers. All these factors affect students' performance.

Language subjects (Kiswahili or English) are important and a key aspect to the education of a student. This is more evident in entry requirements or clustering of subjects so that the learners can join higher learning institutions either Universities or Diploma colleges. More so currently for competitive courses like medicine, law and engineering, the learner must have had an 'A' in English or Kiswahili to be absorbed in any of them.

The table below is a summary of the KNEC results for Kiswahili in Keiyo Sub-county for the years 2001, 2002, 2003 and 2004. Poor performance can be deduced.

Table 1: KCSE results for Kiswahili, Keiyo Sub-county (2001 to 2004)

SUBJECT	YEAR	% OF SCHOOLS WITH AND ABOVE	% OF SCHOOLS WITH C- AND BELOW	% OF SCHOOLS WITH D+ AND BELOW	SUB-COUNTY SUBJECT MEAN MARK	SUB-SUBJECT MEAN GRADE
KISWAHILI	2001	25	75		4.85	D+
	2002	24	76		4.30	D+
	2003	20	80		2.81	D-
	2004	10	90		3.50	D

Source: KCSE results from District Education Office, Keiyo

Conclusions drawn from the table show that:

- i. The mean grades for Kiswahili lie within the range of D- to D+, which is quiet a poor performance for the district.
- ii. The percentage of schools that had mean grades of D+ and below was very high, generally over 78% in 4years.

Languages and Science teachers teach between 25 to 27 lessons a week. This workload cannot allow the teachers to prepare adequately for lessons, at the same time set and mark weekly test, fill in records of work covered and participate in co-curricular activities despite the Ministry of Education, Science and Technology stating that a teacher can handle a maximum of 27 lessons a week.

Equity in the process of appointing teachers (during recruitment or promotion) could be another source of demotivating teachers if it is not done acceptably. Kiarie (2001) comments that Boards of Governors who are illiterate harass teachers and interview them with bias and unfairly recommend punishment to the Teachers Service Commission. Although this comment may not depict what happens in all schools, it is not all together farfetched. Boards of Governors of some schools have been known to receive reprimand from TSC for recommending punitive measures on some teachers without adequate evidence to back it.

Deer (1980, p. 27) states that the study of organizational climate may lead to improvement in efficiency and effectiveness of such organizations by identifying relationships between it and a number of other variables such as motivation, job satisfaction of employees, productivity levels, student achievement levels and attitudes to proposed innovations.

The table below gives a summary of various schools' performance

Table 2; Kiswahili subject mean scores, school and the year the examination were taken

SCHOOL	MEAN SCORE IN VARIOUS YEARS			
	2001	2002	2003	2004
Tambach	5.23	4.16	4.05	2.71
Kitany	4.24	2.17	2.34	2.97
St Patrick's Iten	3.14	6.67	5.38	5.61
Lelboient	4.13	5.58	5.48	3.73
Simotwo	2.47	3.44	5.52	5.05
Sing'ore	4.72	5.64	3.14	4.24
A.I.C. Kessup	6.67	3.03	4.00	4.46
Kapkenda	2.60	3.73	3.96	4.26
Kaptagat	3.78	3.86	2.35	3.42
Metkei	4.47	4.26	5.09	4.46
Kipsoen	3.29	3.42	2.35	3.32
Sergoit	3.57	3.34	3.29	3.39
Biwotts	3.29	3.42	2.42	3.07
Kocholwo	2.89	2.19	2.35	3.25

In Table 2; in the year 2001 one school had a mean grade of D- while six schools had a mean of D with four having a mean grade of D+. This is an indication of poor performance in the Kiswahili subject. In spite of the above poor performance, three schools performed averagely two attaining a mean of C- and one with a mean of C+.

Poor performance was still recorded in the year 2002 with only three schools recording an average improvement in performance C and C+ mean.

In spite of the poor performance in 2003, four schools had an average improvement of C- as shown in the table above. The rest had means of D+ and D. However, that year a bigger number of schools registered a mean grade of D-. Year 2004 was seen to have an improvement in the overall mean grade from D- to D (see table 1). Two schools had a mean of D- while five schools recorded a mean of D. Further five schools got a mean grade of D+ as two schools got a mean of C- with only one school achieving an average performance of C+.

It is acceptable to deduce that the performance of Kiswahili was generally poor because most schools scored a mean grade of D and D-.

Materials and Methods

The study was performed in Keiyo Sub-county in the Rift Valley Province of Kenya. Keiyo Sub-county has thirty one (31) schools but only twenty nine (29) schools had presented candidates for KCSE in the years of concern to the author. However, only fourteen schools were selected for the study. The major influencing factor on selection was the settlement pattern, climatic conditions and the physical features.

The study adopted a survey technique. This design was most appropriate because the study covered a work area involving 29 Kiswahili teachers.

The target population was all Kiswahili teachers of secondary schools in Keiyo Sub-county. The sample for the study was 34 secondary school Kiswahili teachers out of the total of 58 from 14 of the 29 secondary schools in the Sub-county. The sample represents 59% of the target population composed of Diploma and University Graduates.

Stratified random sampling was used in selecting the study school categories which included; Boys schools, Girls schools and Mixed Secondary schools (Boys + Girls). Questionnaires and document analysis were used in data collection. The data collected was analyzed using descriptive statistics.

Results and Discussion

The paper sought to establish whether students' performances in Kiswahili majorly depend on teachers' level of motivation alone or on a combination of this and other stated factors.

In all the four years (2001 to 2004) as shown in Table 3 below; the subject means for motivated teachers was higher than those of the non motivated teachers suggesting that motivation caused good performance. What remained to do was to show the magnitude towards this mean difference as opposed to other factors, if any. If significance was established, then how high was it? [This could be obtained by getting the range of the value of t obtained from standard values at 0.05 or 0.01 levels, whichever was applicable for the subject under test]. If the range was not very high, it gave room to other contributory factors. A value of -t- suggesting insignificance in the difference between means clearly indicated a high influence of alternative factors on the mean difference.

Table 3: Likert scale and subject mean scores in Kiswahili for motivated and non motivated teachers for the years 2001-2004

TEACHERS' STATE OF MOTIVATION	NUMBER OF TEACHERS	OF LIKERT SCALE MEAN SCORE	SUBJECT MEAN SCORE	YEAR
Motivated	14	225	M ₁ =4.58	2001
Non motivated	15	196	M ₂ =3.39	2001
Motivated	11	240	M ₁ =4.35	2002
Non motivated	18	215	M ₂ =3.80	2002
Motivated	09	246	M ₁ =3.81	2003
Non motivated	20	207	M ₂ =3.60	2003
Motivated	13	241	M ₁ =3.86	2004
Non motivated	16	212	M ₂ =3.77	2004

From Table 3 above, it is seen that the motivated teachers had a higher mean compared to that of non motivated. In the year 2001, the motivated teachers had a mean score of 4.58 whereas non motivated teachers had a mean of 3.39. The difference between motivated and non motivated teachers was 1.19. In 2002, the motivated teachers mean score (4.35) was higher than the non motivated teachers (3.80). In 2003 and 2004 still the motivated teachers had a higher mean score than the non motivated teachers. The difference between M₁ and M₂ in 2003 was 0.21 while in the year 2004 the difference is 0.09. The differences in the last 2 years 2003 and 2004 had a small difference. This implied that the greater the number of motivated teachers the better the performance.

If these results were taken at face value, it might be easy to deduce that highly motivated Kiswahili teachers produce a better performance in their students compared to non motivated teachers.

An analysis of individual teachers' state of motivation and their 'unexpected' student performance as well as suggestions forwarded or implied by the respondents revealed invaluable information. The findings and conclusions of the literature reviewed in this study also provided a lead towards a worthy inference as to whether it is only motivation that determines students' performance.

All these possible factors are discussed below. Where applicable, any factors deemed to have contributed to the student mean are likely to do so have been mentioned.

a) Deductions from the values of -t- for Kiswahili subject

Table 4: Values of t, limits at 0.05 and 0.01 levels of significance and the range of t from the limit of the appropriate level for the Kiswahili subject

YEAR	VALUE OF t	LIMITS OF SIGN. LEVELS		RANGE
		0.05	0.01	
2001	4.76	2.052	2.771	1.989
2002	1.15	2.052	2.771	0.902
2003	0.38	2.052	2.771	-1.672
2004	0.26	2.052	2.771	-1.792

From table 4, the range between the value of t for Kiswahili in the year 2001 and the limit of the value at 0.01 level of significance is 1.989. The range is high and implies that the mean difference is dependent on the teachers' level of motivation, with any other factors contributing a negligible proportion to the difference.

The range for the year 2002 which stands at 0.902 is quite low, then -1.672 in 2003 and finally 1.989 in 2001. This implied that the contributing of other factors was more appreciable than the year 2001. The range for Kiswahili, in the years 2003 and 2004, stands at -1.672 and -1.972 at the 0.05 level of significance. It means that the difference between the subjects' means for the motivated and non motivated teachers was not due to the teachers' level of motivation. The cause was other factors which gave greater contribution. Such factors included students' own abilities, an academic – oriented school program that kept students on personal study and teachers who work hard despite not being motivated just because of the call to duty; some teachers said they felt 'obliged' to help students. Further, some teachers said they were 'forced' to do extra work which was not motivating them.

b) Implications or suggestions from responses of the questionnaire

Most of the factors suggested by the respondents as negative were not motivating them. It meant that teachers would be hesitant to give in their best to improve student performance. They would teach with less dedication; being late for classes or missing lessons, having poor or no lesson preparation, not marking students assignments, not keeping records, not exposing students to practical skills and generally failing to live up to expectation.

However, even if such teachers were motivated, the factors in themselves would have an impact on student performance, despite the teachers' good efforts. These factors are:

i) **Failure to complete syllabi**

If a lot of content is left uncovered, candidates would be left ill-prepared to do the examination.

ii) **Poor student attitude towards languages**

Having a negative attitude towards Kiswahili subject reduces the students' preparedness to learn it. If students have a predetermined attitude that Kiswahili is difficult, it reduces the teachers' effectiveness in reaching out to them and imparting knowledge.

iii) **Poor planning**

This factor targeted the head teachers. If they had misplaced priorities that do not center on academic excellence, it made performance to deteriorate. Over stressing on physical expansion would leave little funds for learning facilities. Poor co-ordination of departmental activities lowers standards and not having a vision for the school caused academic stagnation [Likely at low levels].

iv) **Persistent interruptions of classes**

Whatever reasons that caused class interruptions, slowed down syllabus coverage and broke the continuity of student learning thus affecting performance.

v) **Indiscipline**

Indisciplined students spent most of their time engaging in activities that kept them from reading. Some sneaked from school and drunk liquor or took drugs. Others made noise while they could be reading, peer pressure made many of them want to be identified with 'heroic' activities that got them into trouble with the administration. Strikes were not an unlikely outcome which seriously affected performance.

Most of these factors mentioned are negative. In the schools where majority of the factors were present, even a highly motivated teacher would cause little impact on improving performance, but where they had been eliminated and the students were gifted and hard-working, a non motivated teacher could not seriously dent their subject means which would still be maintained at high levels.

In addition these findings concur with what was discovered by Njuguna (1998). She investigated on a balance between the initiating structure and consideration dimension in leadership behaviors of head teachers and their schools' KNEC performance. In her findings, she discovered that a significant difference existed in students' mean grade performance between the boarding schools, day and private schools, with boarding schools posting a much higher performance. The head teachers of the boarding schools according to her study were high in both initiating and consideration structure, which could have been the cause of the high mean in their schools.

Mbeche and Bali (1986) also investigated the factors that contribute to teaching effectiveness and listed them as academic qualifications, personality and attitude of the teacher towards the profession [affecting performance even if the school is motivating], innate creative ability, aptitude, age and social background.

Finally Wekesa (1993) in his endeavor to examine the link between the teacher's perception of the head teacher's leadership and student achievement concluded that:

- a) Team spirit enhanced morale producing high academic performance.
- b) High achievement was related to focusing on setting goals, values, technology, structure, policy procedures and an effective communication system within the school.

It is apparent from the ongoing discussion that students' performances in Kiswahili not only depends on the teachers' level of motivation but on a myriad other factors.

Conclusion

This paper concludes that Student's performances in Kiswahili not only depend on the level of teachers' motivation but also on many other factors.

Recommendation

Head teachers should have a programme of rewarding performing workers as well as improving the organizational climate through motivation.

References

- Adesina, S. (1990). Educational Management. Enungu, Nigeria: Fourth Dimension Publishing Co. Ltd.
- Deer, C. E. (1980). Measuring Organization Climate in Secondary Schools. *The Australian Journal of Education*. P.24
- Good, T. (1989). Using classroom and school research to professionalize teachers School effectiveness and school improvement. Lisse: Swets and Zeitinger.
- Indoshi, T. C. (1992). Implementation of Agriculture curriculum in Eldoret Municipality, Eldoret, M. Phil Thesis, Moi University.
- Kiarie, R.J. (2001). Daily Nation, September, 2001, Nation Media Group. P. 25

- Kazungu, B. (2011) State urged to promote use of Kiswahili. *The Link*, August 2011: Education.
- Ngala, B. J. F. (1997). Management of Teachers by Head teachers and its Influence on Pupils Achievement: A case Study of Primary Schools in Eldoret Municipality, Unpublished M. Phil Thesis, Eldoret, Moi University.
- Njuguna, W. F. (1998). A study of Head teachers' leadership styles and the students. KNEC performance in Public Secondary Schools in Nairobi Province. M. Phil Thesis, Nairobi: University of Nairobi.
- Mbeche, I.M. & Bali, S. K. (1986). An Investigation into Factors Contributing to Teaching Effectiveness Among Student Teachers: Towards a Prediction Model for Teaching Effectiveness among student teachers". In *Msingi Journal of Educational Foundations*, Vol.2 No. 1. Kenyatta University.
- Wekesa, G.W. (1993). The impacts of headteachers' instructional leadership on student academic achievement in Kenya, Unpublished Ph.D. Dissertation, Teachers college, Columbia, Columbia University.