

**EMPLOYEE MOTIVATION ON THE PERFORMANCE OF PUBLIC
SECONDARY SCHOOLS IN RONGO SUB-COUNTY**

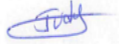
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**A RESEARCH THESIS SUBMITTED TO THE GRADUATE SCHOOL IN
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THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION IN HUMAN
RESOURCE MANAGEMENT OF JARAMOGI OGINGA ODINGA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

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DECLARATION AND APPROVAL

This thesis is my own original work and has not been presented for award of a degree in any university.

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DEDICATION

With boundless love and gratitude, I dedicate this thesis to my family members and friends for words of encouragement, financial and emotional support and being part of my success.

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ABSTRACT

The purpose of taking students to secondary schools is to enhance the chances of their mobility to tertiary institutions to facilitate their qualification as employable human capital with defined certification. Secondary schools in Rongo Sub-county recorded consistent decline in KCSE results, a trend that was depressing for stakeholders. This study aimed at establishing the influence of employee motivation on performance of public secondary schools in Rongo Sub-County. The specific objectives of the study were: to establish the influence of learning facilities, tangible rewards and employee recognition on the performance of public secondary schools in Rongo Sub-county. The study used a descriptive survey research design. The study targeted 690 teachers drawn from public secondary schools in Rongo Sub-County from whom a sample size of 253 teachers was systematically selected for the study using Yamane formula (Yamane, 1967). Simple random sampling was used to select the number of teachers from each school. The study was anchored upon Motivation Hygiene Theory supported with Goal Setting Theory and Expectancy Theory. Data was collected using a structured questionnaire. Descriptive and Inferential Statistics was used to analyze data. Descriptive statistics included the frequency, percentage, mean and standard deviation. On the other hand, Inferential statistics involved Pearson correlation and regression analysis. Validity was established through consultation with experts, supervisors and faculty members who advised on their construction. The reliability test used the Cronbach alpha coefficient with a threshold of 0.70 indicating satisfactory instrument reliability. The Cronbach's Alpha reliability coefficient obtained in this study was 0.736. The study found out that there was a moderate significant influence of learning facilities on the performance of public secondary schools in Rongo Sub-County ($r = .554$; $p \leq .05$); there was a moderate significant influence of tangible rewards on the performance of public secondary schools in Rongo Sub-County ($r = .437$; $p \leq .05$); and there was a significant influence of recognition on the performance of public secondary schools in Rongo Sub-County ($r = .424$; $p \leq .05$). The regression results revealed a strong degree of positive correlation ($r = .825$; $p \leq .05$) between Staff Motivation and School Performance. It showed that approximately 68.1% of the variation in School Performance was attributed to variation in employee motivation. The study concluded that there was a significant influence of employee motivation on performance of public secondary schools. The study recommends that educational stakeholders should provide adequate learning facilities, reward and recognition of teachers in order to enhance secondary schools performance.

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LIST OF ACRONYMS/ABBREVIATIONS

HRM	Human Resource Management
JOUST	Jaramogi Oginga Odinga University of Science and Technology
KCSE	Kenya Certificate of Secondary Education
NACOSTI	National Commission for Science, Technology, and Innovation
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

OPERATIONAL DEFINITION OF TERMS

Employee: Refers to a person hired by a company to do a particular task in exchange for compensation.

Learning Facilities: These are things such as classrooms, laboratories, libraries that are necessary for effective learning.

Motivation: It refers to the conditions which influence the arousal, direction and maintenance of behavior relevant in a working setting.

Recognition: It is the way of appreciating somebody or something for doing a task successfully and could be done through verbal appreciation, public applause/mention, and pinning and posting of good performers.

Performance: Performance is the ability to fulfill an obligation, to attain the set objectives, fulfill a requirement and accomplish something as promised or expected.

School Performance: It consists of the concrete outcome or results of schools in national and internal exams, performance in co-curricular activities and number of students qualifying to university.

Tangible Reward: It is an incentive given to an employee in exchange for meeting specific targets or for good performance, and is provided in the form of certificates, gifts and prizes, letters of appreciation, sponsored trips and promotions.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Motivation is an inner drive or an external inducement to behave in a certain way. In most cases, this is a method that will result in rewards. It expounds on why students and teachers decide to undertake something, how to pursue it and the period of time they are able to bear the activity. It is the catalyst that keeps someone going and determines the direction someone is trying to go (Zajda, 2018). Motivation is a vital process for academic accomplishment. It embroils both extrinsic and intrinsic elements that stimulate the energy and desire of students to be perpetually committed to attainment of a specific goal or academic excellence (Gbollie & Keamu, 2017). Teachers and students who are motivated optimally have an advantage because they possess adaptive strategies and attitudes such as sustaining intrinsic interest, setting of goals and ability to monitor themselves (Auwalu, Norsuhaily, Sadiq & Kabara, 2014). Motivational practices are fundamental to the academic actualization of students as they help to influence the extent to which teachers and students consider, appreciate and exhibit interest in the tasks and responsibilities (Joe, Hiver & Alhoorie, 2017).

Orina, Kiumi and Githae (2022) argue that motivation in secondary schools has been implemented through various strategies of which, according to Momanyi (2015), the most common includes provision of a conducive environment, financial rewards, prizes, gifts and trophies, sponsored trips, promotion, appreciation and recognition. Matoke, Okibo and Nyamongo (2015) posit the environmental factors such as teaching and learning facilities have a significant effect on teacher motivation. Adequate facilities such as classrooms, teaching and learning materials motivates teachers and learners (Kitogo, 2009). According to Tobari, Kristiawan and Asvio (2018), learning facilities is a broad term that takes into account of school facilities and infrastructure. Learning facilities includes school facilities and infrastructure such as buildings, worship spaces, sports fields, sports equipment and study rooms. On the other hand reading materials, textbooks, laboratory facilities and other learning media define learning facilities (Irmayan, 2018; Fathurrochman *et. al.*, 2019).

Matin and Nurhattati (2016) aver that school facilities refer to educational facilities and include all the equipment, materials, furniture, and devices that support the learning process directly. Educational infrastructure encompasses all the devices that support the educational process indirectly.

According to Muriuku, Munua and Musundi (2018), rewards and recognition makes employees enthusiastic, enhance desire for work and also establish the link between motivation and performance. Both Herzberg's Two Factor Theory and Maslow's Need-Hierarchy Theory have identified recognition as one of the motivators that leads to positive performance (Robbins, Judge, Odendaal & Roodt, 2009). According to Baskarl and Prakash (2013) recognition entails a return on the effort, results and dedication of an employee at work. It is based on a positive and sincere feedback and judgment made on an employee's contribution, that reflects not only job performance but also dedication as well as personal expertise (Brun & Dugas, 2008). The elements of recognition used in school include awarding certificates of appreciation, enhanced job titles, celebration of achievements, giving voucher and sponsored trips (Ondhowe, Kadima & Juma, 2021). On the other hand, tangible rewards induce positive feeling of wellbeing when one receives an object like treasured toy, trophy, piece of jewelry and a monetary incentive (Hanitha, 2017). Tangible rewards are capable of instilling positive outcomes of satisfaction and contentment that may spur enhanced performance. Mohammed (2016) asserts that tangible rewards are important tangible means of recognizing the worthy of an individual, improving self-esteem and also act as symbols of status and achievement.

The performance of schools is an issue that profoundly concerns parents, teachers, students, the government and other stakeholders not only in Kenya but the rest of the world (Chelliah & Arulmoly, 2017; Salim & Vishal, 2019). The performance of school, especially the academic performance entails the extent to which students and teachers have realized their short and long term educational goals as measured by either continued assessments or end of period examinations (Ekundayo, 2019). School performance is defined as the outcome or contribution to the achievement of set goals, (Herbert, John & Lee, 2000). It can be used to describe what a school has accomplished in terms of processes, relevance and results. It can also be defined as meeting predefined standards

for accuracy and completeness over a set period of time (Sultana, Irum, Ahmed & Mehmmod, 2012). The performance at the secondary level in Kenya is important in the educational journey of a student because it provides the bridge between the primary education and tertiary education, and determines who will proceed to universities and colleges which are advanced levels of learning (Kimani, Kara & Njagi, 2013).

The performance of schools has not been satisfactory across the world. Wilkesmann, Steinmayr and Fischer (2021) based on their studies in Germany contended that the performance of schools at the intermediate level is below par. Olugbenga (2019) emphasizes that the performance of schools in Nigeria has been a source of worry to parents and teachers. The performance of secondary schools in Kenya has not been an exception. The number of candidates with the minimum university grade and above was 17.49% and 19.03% in the year 2021 and 2020 respectively. Further, in the 2021 KSCE performance 14.02%, 17.58%, 22.57% and 5.56% scored grades of D+, D, D- and E respectively. There were 1,146 (0.13%) candidates who obtained an overall Grade A in the 2022 KCSE Examination compared with 1,138 (0.14%) candidates in 2021.

On the other hand, the number of candidates with minimum university entry qualification of Grade C+ and above has risen to 173,345 (19.03%) in the year 2022 KCSE examination compared to 145,776 (17.55%) in 2021. The number of candidates with mean grade D+ and above in the 2022 KCSE Examination is 522,588 (59.14%) compared with 442,251 (53.29%) in 2021. Encouragingly, the number of candidates obtaining a mean grade of E in 2022 declined significantly to 30,822 (3.49%) despite the increase in candidature, compared with 46,151 (5.56%) in 2021 (Okumu, 2022).

The success of any school is determined by the performance of its learners in academic and non-academic tests (Otchere, Afari & Kudawe, 2019). Academic performance is the basic measure that is used to assess students, teachers and schools success. It's primarily determined in terms of scores in examinations (Luke & Mavis, 2014). Nevertheless, school performance has been assessed based on non-academic variables, including but not limited to, co-curricular activities, growth in student numbers, the range of infrastructure facilities, students and teachers behavior (York *et. al.*, 2015). Yusuf (2008) contends that school

performance should not only be based on results of examinations and the learner's ability to apply what is learnt but also the rate of progression at which students move to higher institutions. The study will measure school performance in terms of improved average scores by subjects, number of students qualifying for university entry and performance in co-curricular activities.

The performance in any education system has been a result of many factors, including schools' culture, adequacy in funding, school infrastructure, equipment and facilities, and motivational factors, (Muhammad, Asad, Usama & Din, 2014). According to Osabiya (2015), performance is a product of the interaction between motivation, the environment and the ability of an employee. It is one of the forces that lead to performance. According to Ritho (2015), academic performance is a composite phenomenon in education and motivation is an indispensable component of it. Academic performance is determined by several environmental and psychological factors like motivation (Kumar & Karimi, 2010). The relationship between motivation and academic performance is complex and the former is the driving force in the educational sector, (Salim and Vishal, 2019). Hussein and Simba (2017) contended that employees' performance essentially depends on motivation. School performance is determined not only by their actual skills, but also by their level of motivation.

The study was grounded on the Expectancy Theory (Vroom, 1964) and the Goal-Setting Theory, (Locke, 1968). Expectancy Theory suggests that employee are motivated to perform if they know their extra effort will be recognized. Individuals are motivated when they value the reward associated with an action, trust that they will receive the reward if they do a good job, and believe that they can achieve their goals by working hard. The goal setting theory on the other hand emphasizes the importance of goals in achieving performance targets. The theory postulates that the process of setting goals is fundamentally linked to the performance of tasks, (Latham, 2002). The willingness to direct efforts to the attainment of goal is the core source of motivation, (Azar, Reza & Fatemeh, 2014).

Several studies have been carried out in several countries to assess the influence of employee motivation on the performance of secondary schools. Iram, Muhammad, Sajila and Naeem (2021) in their study in Egypt revealed that leaning facilities have a positive effect on students’ achievement. Studies by Chelliah and Arulmoly (2017), and Auwalu *et al.* (2014) that were conducted in Malaysia and Sri Lanka respectively have revealed that motivation is an important element that explains students’ performance at secondary levels. In the Kenyan context, scholars who have established a positive relationship include Nturibi (2015), Onyambu (2014), Mutua (2015), Chebukati, Namusonge and Makokha (2019), Kiprop (2018), among others. On the converse some scholars such as Oguta and Getange (2021) and Yuetyi and Zhang (2021) aver that motivation does not influence school performance. Thus, there is no consensus among scholars on whether motivation influences school performance. This is despite the several studies that have been carried out on the subject.

Table 1. 1: Analysis of Rongo Sub-County in KCSE performance during the last five years

Year	Mean performance in Rongo Sub- County
2018	5.2
2019	4.6
2020	5.12
2021	5.3
2022	5.01

Source: District Education Statistics, Rongo Sub-County (2019)

that: Motivation plays an essential role in reshaping learners’ behavior towards

1.2 Statement of the Problem

Oriahi (2009), Mutua (2015), Deepika and Sharma (2018), Wilkesmann, Steinmayr and Fischer (2021), and Hanitha (2017) reported a positive interaction between employees’ motivation and school performance. Despite this, their studies were not conducted in Rongo Sub-County. Studies by Oguta and Getange (2021) revealed that motivation has no influence on schools’ performance; on the other hand, Chebukati, Namusonge and Makokha (2019) found positive relationship between motivation practices (promotions, staff welfare, rewards and remunerations) and employee performance in public schools in

Kenya were significant and positively related. Nyamekye (2012) carried out a study to determine the influence of motivation on the retention of employees at Standard Chartered Bank Limited in Ghana and found that such factors as salary and fringe benefits were critical in influencing motivation, followed by job security and the relationship among co-workers.

In the dynamic landscape of education in Kenya, the role of motivated employees, particularly teachers and administrative staff is pivotal in shaping the overall performance and effectiveness of schools. Despite the acknowledged significance of employee motivation in educational institutions, there exists a gap in understanding the specific dynamics and factors that contribute to or hinder motivation among school personnel in Kenya.

In the realm of public secondary education in Kenya, the pivotal role of motivated employees in shaping the performance and overall effectiveness of schools cannot be overstated. The dynamic and demanding nature of the educational landscape necessitates a thorough exploration of the factors influencing employee motivation and their subsequent impact on school performance. However, there is a noticeable gap in existing literature regarding a comprehensive survey that specifically investigates the influence of employee motivation on school performance in public secondary schools across Kenya. This research, therefore, aims to address this gap by conducting a detailed examination of the influence of employee motivation on school performance, with a focus on Rongo Sub-County of Migori County..

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to assess employee motivation on the performance of public secondary schools in Rongo Sub-County

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- i. To determine the influence of provision of learning facilities on the performance of public secondary schools in Rongo Sub-County.
- ii. To evaluate the influence of provision of tangible rewards on the performance of public secondary schools in Rongo Sub-County.
- iii. To determine the influence of recognition on the performance of public secondary schools in Rongo Sub-County.

1.4 Research Hypothesis

The study was guided by the following research hypotheses:

- i. **H₀₁:** Provision of learning facilities has no statistically significant influence on the performance of public secondary schools in Rongo Sub-County.
- ii. **H₀₂:** Provision of tangible rewards has no statistically significant influence on the performance of public secondary schools in Rongo Sub-County.
- iii. **H₀₃:** Recognition has no statistically significant influence on the performance of public secondary schools in Rongo Sub-County.

1.5 Assumptions of the Study

The study was guided by the assumptions that employee motivation influences performance of public secondary schools. The study also assumed that respondents and key informants provided honest information during data collection.

1.6 Significance of the Study

Identifying the factors that influence school performance is of great significance to all the stakeholders, including teachers, the government, parents and students. The establishment of the relationship between employee motivation and school performance is an essential element in the formulation and implementation of efficient and effective educational policies that would go a long way in improving school performance.

The study findings may also be useful to school managers in proposing and encouraging adoption of motivational strategies for improved performance and productivity in various secondary schools in Kenya. Motivational strategies are varied and some may require the

use of resources. In this regard the findings of the study may inform the allocation of resources to schools and also among the various educational institutions. The study findings may also be critical in future studies on the areas of school performance and employee motivation. It provides a background against which future studies may be carried out.

1.7 Limitations of the Study

The study was limited in terms of geographical scope of Rongo Sub-County hence the findings lack generalization credence. However, the in-depth inquiry yielded plausible trends for understanding the role of motivation on teacher performance.

1.8 Scope of the Study

The study was confined to 23 public secondary schools in Rongo Sub-County selected using systematic random sampling. The purpose of the study was to assess the influence of employee motivation on the performance of secondary schools in Rongo sub-county. The study was limited to learning facilities, tangible rewards and recognition. Data was collected in February, 2023 and was analyzed using descriptive and inferential methodologies. The study was guided by Goal-Setting Theory, Expectancy Theory and Herzberg Two Factor Theory.

1.9 Justification of the Study

Through an in-depth survey of public secondary schools in Rongo Sub-County, this thesis aims to fill the existing research gap and contribute valuable insights into the intricate relationship between employee motivation and school performance. The findings will not only inform academic discourse but will also provide practical recommendations for policymakers, educational administrators, and school leaders to enhance employee motivation and, consequently, improve the overall performance of public secondary schools in Kenya.

Further, by addressing the study objectives, this research aims to provide valuable insights into the complex interplay between employee motivation and school performance in Kenya, offering practical recommendations for educational policymakers, school

administrators, and other stakeholders to enhance the motivation and effectiveness of school personnel.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents review of relevant literature from articles, reports and books. It also presents the theoretical and conceptual review and frameworks which are relevant to the study.

2.2 Theoretical Framework

This study was anchored by Goal-Setting Theory as the main theory. It was supported by Herzberg Two Factor Theory and Expectancy Theory of Motivation.

2.2.1 Goal-Setting Theory

This theory was postulated by Edwin Locke in 1968 and it states that the behavior of the people is motivated by their own internal goals, objectives or orientations. This implies what one determinedly wants to achieve. Goal-setting theory underscores the significant linkage which lies between goals set and performance. The theory emphasizes on clear goal specification which influences performance. Also, this theory provides that these specified goals must be challenging to achieve. Mutua (2015) contended that when specified goals are used in performance evaluation linked to results, acceptance and commitment to work normally results. Further, goals' motivational impacts are sometimes affected by self-efficacy and ability as the moderators.

In view of Locke and Latham (2002), effectiveness of goals is improved by the deadlines set. Similarly, they noted that orientation in learning goal results into higher performance as compared to orientation in performance goal. Also, they asserted that group goal-setting is equally important as individual goal-setting. In addition, they posited that goals always affect behaviour in basically four ways. These include; directing attention together with action to behaviors which a person believes and achieves in particular goal; mobilizing effort to reaching a goal; increasing an individual's persistence, which leads to spending more time on the behaviours in order to attain the preferred goal; motivating an individual's quest for effective strategies in attainment of the goal.

Lunenburg (2011) articulated that members of an organization normally perform to higher levels only when requested to meet a definite goal of high performance. He further noted that asking members of an organization to work harder, do their best or improve might not be helpful in that the focused target is missing in such a type of goal. He emphasized on specific goals which enables members of an organization to establish what to go for as this allows them measure own progress. Locke and Latham (2002) asserted that specified goals draw other desired organizational goals like reduction in absenteeism, unpunctuality, and even turnover. Mutua (2015) contended that in circumstances where it dawns on teachers that there would be performance evaluation in terms of how effective they accomplished their goals, the effect of goal increases. She further noted that in most teachers' perception, effectiveness of goals only comes with inclusion of completion of deadlines. In her view, deadline in this case is a time-control mechanism and it increases the impact of motivation impact driven from goals. Additionally, she noted that typical teacher invests more effort to accomplish the task. Contrarily, teachers tend to relax when there is plenty of time to reach the deadline. However, very tight deadlines reduce composer and may result into panic hence poor service delivery.

The relevance of today's learning goal orientation in work environment is seen in cases where teachers are required to adapt to new changing situations within specified period of time. Despite a number of benefits that accrue from goal setting, it is characterized by some limitations which include; difficulty in combining the goals with fiscal recompenses motivates where many members of an organization tend to establish easy goals rather than difficult ones. For instance, some members of an organization may negotiate goal already completed with their supervisors for rewards (Luthans, 2011). Secondly, goal setting tends to focus members of organization to a narrow subset of measurable performance indicators. In such cases, the performance aspects of job which are difficult to measure are ignored (Locke & Latham, 2002). This justifies the analogy of 'what gets measured gets done'. The third limitation is that setting performance goal might only be effective in established jobs but not in circumstances where members of an organization are learning a new or complex job.

A meta-analysis undertaken by Tubbs (1986) supported the idea that precise, tough goals are definitely linked to good-quality performance. Further, other studies found related conclusions observing that “If there is ever to be a viable candidate from the organizational sciences for elevation to the lofty status of a scientific law of nature, then the relationship between goal difficulty, specificity/difficulty, and task performance are worthiest of serious consideration” (Mento, Steel & Karan 1987). DeWalt *et al.* (2009) established a direct relationship between individuals who achieve set goals and the motivation to create additional goals or add more challenging aspects to the current goal based on feedback. Parker, Jimmieson and Amiot (2009) established that autonomy in the workplace improves self-efficacy which in turn improves performance towards reaching goals. Within this idea is the vision and structure that goal setting provides, which helps to motivate individuals and teams to perform better and do more (Sorrentino, 2006).

This theory is relevant to the study in that in academic achievement, there is goal setting which includes syllabus coverage, instructional supervision, promotion, recommendation, effort appraisal, in-service workshops and seminars together with enhancing good working environment as part of the strategies of motivation of teachers to enable them achieve motivational desires. As proponents for the theory (Locke & Latham, 2002) argue that individuals alongside group settings, laboratory together with field studies, across various cultures and encompasses many different tasks. The strongest support relates to the relationship between specific, difficult goals and task performance.

2.2.2 Expectancy Theory of Motivation

The expectancy theory was advanced by Vroom (1964) through his analysis of motivation underlying decision making. The theory postulates that the strength of a tendency to behave in a particular way is dependent on the intensity of an expectation that the performance will result to a definite outcome and the attractiveness of the outcome to an individual. The theory argues that an employee of an organization could be motivated to employ a high sense of effort when there is a believe that the effort will lead to a good performance, a positive appraisal will lead to the recognition in form of rewards and the reward will satisfy personal goals. The gist of the theory is the comprehension of individual’s goals, the

relations between effort and performance, between rewards and performance and between rewards and the individual's goal satisfaction.

The theory provides that employees consciously choose whether or not to perform on the job and that their motivation is determined by three factors: expectancy, valence, and instrumentality, was the sole basis for this decision. According to Soupir and Jennifer (2013) valence is the value the individual places on the rewards based on their needs, goals, values, and sources of motivation. It refers to the expected and not the actual satisfaction that an individual believes to receive upon realizing a given goal. Expectancy encompasses the conviction that effort will result to a superior performance. It is the belief that an individual effort will lead to the attainment of the expected performance that may be based on one's past experience, perceived performance of the difficulty to attain a given level and confidence of the individual, (Chung, 2013).

On the other hand, Lunenburg (2011) describes instrumentality as the faith that if an individual performs well then, a valid outcome will be availed. It is the belief that an individual will receive the reward if the expected performance is met. The rewards may come in various ways including promotion, increase in pay, recognition and a sense of achievement. When an employee has a high level of expectancy and the rewards are appealing, motivation is at its peak. Employees can be motivated if there is a positive correlation between efforts and performance, the favorable performance will result in a desirable reward. The reward will satisfy an important need, and the desire to satisfy the need is strong enough to make the effort worthwhile, according to the theory, (Kristina, 2010).

Though the Expectancy Theory of Motivation is a popular theory in management, its applicability may be limited. It is idealistic because not all employees perceive a high correlation between their performance and rewards. In many organizations rewards may not be directly related with employee performance, and may be elated with other factors such as level of education, position, effort and many others. Additionally, the employee may not be motivated if the value of the reward does not appeal to them. Thus the theory

may not apply when management offers some motivation and rewards but the employee fails to value or believe in them, (Unda & Ramos, 2016).

School managers can utilize the theory to motivate their staff by trusting their abilities to execute duties by rewarding high performing employees and encouraging staff to enhance effort and performance. The theory implies that teachers are likely to adapt their behavior so as to achieve desired performance levels. They usually pursue behavior that is rewarded and therefore school managers should design and implement reward strategies that will guide towards desired school performance levels.

2.2.3 Motivation-Hygiene Theory

This theory was postulated by Herzberg in 1959. It is also known as Herzberg's Two-Factor Theory. Its main notion is the variation between motivation and hygiene factors. In view of Herzberg, Snyderman and Mausner (1959), motivation and hygiene factors influence job satisfaction and they are divided into two categories. However, hygiene factors are perceived to be less important to job satisfaction as compared to motivation factors. They noted that hygiene factors normally aid in avoiding unpleasantness. According to Herzberg *et al.* (1959), motivation factors tend to fulfil self-actualization and self-growth needs of an individual hence lead to job satisfaction. A number of studies (Kacel *et al.*, 2005; Mitchell, 2009; and Jones, 2011) have used this theory to test job satisfaction. These studies supported Herzberg's motivation-hygiene theory asserting that hygiene factors have less magnitude in influencing job satisfaction as compared to motivation factors.

According to Jones (2011), Herzberg developed a two-dimensional paradigm of factors which influence individuals' attitudes towards work. Jones noted that at first, Herzberg and his colleagues came up with a hypothesis that satisfaction or dissatisfaction in any job is influenced by two dissimilar sets of factors. In this regard, they contended that satisfaction and dissatisfaction could not be dependably measured on the same continuum (Stello, 2011). According to Herzberg's hypothesis, particular factors positively influence an individual's attitudes towards work while others negatively influence employee's attitudes. This was considered the main hypothesis in Herzberg's theory. According to Herzberg *et al.* (1959), factors and effects which involve long-range sequences of events and short-

range sequences of events are distinct. Stello (2011) noted that Herzberg's original hypothesis was restated to come up with the two-factor theory of job satisfaction. These two factors were divided into two sets of categories where the first was linked with self-actualization need and need for growth. This formed the motivation factors.

Herzberg (1966) noted that motivation factors comprised recognition, achievement, the work itself, advancement, responsibility, and the possibility for growth. Conversely, the other category was associated with the need to avoid unpleasantness. This category of factors was referred to as hygiene factors. Such factors included company policies and administration, interpersonal relations, working conditions, relationship with supervisors and salary (Herzberg, 1966; Herzberg, 2003). As was noted earlier, motivation factors lead to positive job attitudes while hygiene factors surround the 'doing' of the job (Stello, 2011). According to Herzberg, motivation factors are the intrinsic factors to the job while hygiene factors are extrinsic to the job. Consequently, it was noted that motivation factors function to increase and improve job satisfaction whereas hygiene factors operate to reduce job dissatisfaction. According to Herzberg, job dissatisfaction ensues when hygiene factors deteriorate below the employees' acceptable levels.

It is worth noting that the reverse does not hold true. For example, it was noted that when job context is characterized as optimal then, dissatisfaction may not be ensued but neither gets much in the way of positive attitudes. It is primarily the 'motivators' that serves to generate such kind of job satisfaction. It has also been noted that the existence of motivational factors produces job satisfaction, but their absence leads to no job satisfaction. In this regard Herzberg established that poor hygiene factors may cause job dissatisfaction, while better hygiene factors can reduce dissatisfaction but cannot cause job satisfaction (Herzberg *et al.*, 1959).

Though Herzberg's theory has contributed substantially to Maslow's ideas and made them more applicable to the work situation. It has also contributed to job design techniques or job enrichment. Regardless of criticisms, Herzberg's theory has been widely read, and few managers are unfamiliar with his recommendations. The popularity of vertically expanding jobs to allow workers greater responsibility can probably be attributed to Herzberg's

findings. The theory is relevant to the study in that it helps managers in identifying and understanding basic factors that drive motivation among employees at the work place to ensure employees achieve organizational goals.

2.3 Concept of Employee Motivation

According to Baron, Henley, McGibbon and McCarthy (2012) motivation originates from a Latin word '*movere*' which means to move. Certo (2016) defined it as an act of incentive provision to the people in order to make them act in a desired or preferred manner. Nelson (2013) described it as the process of arousing and sustaining goal-directed behavior. Geomani (2012) contended that motivation is an act of urging an individual to perform a behaviour which is goal-oriented. In view of Stanley (2012), motivation is a psychological force which determines the direction of a person's level of effort, as well as a person's persistence in the face of obstacles.

According to Tella, Ayeni and Popoola (2007), motivation is a psychological process which goes with perception, attitudes, learning and personality. Geomani (2012) argued that motivation always becomes a significant factor in occasions where an organization needs an effective growth. George and Sabapathy (2011) established that work motivation stimulates an individual to undertake action which results in attainment of specific goals, or fulfillment of certain psychological needs. In their view, work motivation is a type of persuasion or offer provided to employees with the aim of meeting some set goals of an organization. Motivation is done in order to boost commitment of employees and even the learners in performing particular tasks (Nabi, Islam, & Hossain 2017).

Hussein and Simba (2017) contended that employee's performance essentially depends on motivation, satisfaction, job security, compensation, training and development, performance appraisals and organizational structure. According to Osabiya (2015), motivation is one of the strategies applied by various organizations in competing to achieve prosperity. Manzoor (2012) argues that employee's motivation determines the success of any facet of the business. Waiyaki (2017) acknowledges the current state where organizations are striving to motivate employees so as to survive and be able to compete in dynamic corporate environment.

Extrinsic and intrinsic are the two distinctive types of motivation. Mosley, Pietri and Mosley (2012) asserted that intrinsic motivation is the behavior which an individual portrays or yields due to the satisfying experiences attached to the behavior itself. As opposed to the extrinsic rewards, the intrinsic rewards are determined by the desire to engage in certain behavior because it is rewarding. In this case there is no tangible item that an employee gains from undertaking and accomplishing an assignment or activity; the only reward is the self-motivation and the emotional wellbeing (Chelliah & Arulmoly (2017). In view of Beer and Walton (2014), intrinsic rewards emanate from undertaking the task itself, and may involve the contentment of accomplishment or a sense of influence. A good example of this motivation type includes receiving positive recognition, appreciation, and a sense of achievement while meeting the challenge.

On the other hand, Osabiya (2015) noted that extrinsic motivation is allied to tangible rewards like salary together with fringe benefits, promotion, conditions of service, security, contract of service, and the work environment. Extrinsic rewards encompass physical or tangible items that are given as rewards to employees for accomplishing a particular task. Armstrong (2006) contends that extrinsic motivators can have an instant and powerful effect. However, might not be a long-term strategy. Similarly, Mosley *et al.* (2012) noted that this type of motivation is behavior performed which is not for its own sake but for the significances attached with it. According to Beer and Walton (2014), extrinsic rewards emanate from the organization as perquisites, money, or promotions or from supervisors and co-workers as recognition.

Bhuvanaiah and Raya (2015) articulate that managers, the senior leadership, and employees are all responsible for motivation. Kemoh (2016) asserted that values of individual and organization, engagement, job satisfaction, achievement, acknowledgement, trust and rewards are among the factors influencing motivation. Also, Nguyen (2017) articulates that motivation is crucial for collaboration and effective teamwork and also for working autonomously. Equally, Neeraj (2014) contends that the critical factors for motivating employees to perform better include among others employee engagement, appreciation of work well done, organizational values and vision, management acknowledgment together with overall authenticity of leadership.

Cole and Kelly (2011) established the need among leaders and managers to combine effective motivation incentives for the realization of improved organizational performance. Also, Steers and Porter (2011) emphasized on necessity of a motivated workforce which is objective oriented to help organizations realize their objectives. This is further supported by Levy (2013) who argues that even though maintaining employees' motivation remains the greatest organizational challenge, motivation keep them improve their commitment to achieve organizational goals. In this regard, organizations identify, adopt and implement strategies which have demonstrated effectiveness in improving productivity of employees (Deci, 2013). According to George and Jones (2013), salary increment as a motivational strategy might not be enough, there is need to consider other motivational factors in improving performance in an organization.

Jobber and Lee (2014) in their study they revealed that a poorly motivated labor-force is costly in that it makes an organization realize lower production and performance. They further argued that lack of motivation results in frequent absenteeism, lack of morale of employees, excessive staff turnover, and increased expenses. According to Al-Madi, Assal, and Dia (2017), success of any organization depends largely on human resource quality regardless of the industry within which it functions as was also contended by Deci, (2013). In this regard, leaders and managers are left with no alternative other than striving to motivate their workforce for improved performance (Kemoh, 2016; Nabi *et al.*, 2017).

According to Nguyen (2017), employees' presence and contribution makes them core and crucial as they determine the success or failure of any organization. Osabiya (2015) contends that in any case a company neglects its employees; it is virtually in turmoil irrespective of its good manager in place, its vision and even good goal. Further unsatisfied employees produce unsatisfactory results. In this regard, the management should carefully handle their employees in order to ensure they are satisfied. In the view of Al-Madi *et al.* (2017), it is only when employees of any organization are encouraged, motivated, satisfied with the tasks' fulfillment and goals achievement that organization can progress. Employees are the engine and actual assets of any company/organization. They further noted the necessity of staff to do the job properly for organization to get the desired output from employees. Geomani (2012) noted that this can only be achieved through adequate

employees' motivation by the management. Great organizations are only built on inherent value of the human resources they possess, motivation and commitment of its employees from where the company/organizations maximizes potentials to continue competing and to survive, (Schultz, 2006).

2.4 Empirical Review of the Literature

The relationship between motivation and performance has been greatly explored by several scholars. Oriahi (2009) explored the effect of motivation on the academic performance of secondary schools from Edo State, Nigeria. The study revealed a high positive correlation between academic performance and motivation. Chelliah and Arulmoly (2017) researched on the association between the academic achievement of students and the learning outcome has on the impact of motivation among the junior secondary students in Sri Lanka. The ex-post facto design was adopted whereas hypothesis was tested using ANOVA and t- test. The research revealed that students who are highly motivated perform better academically than the lowly motivated. Auwalu, Norsuhaily, Sadiq and Kabara (2014) examined the influence of motivation on the academic performance of students. Data was obtained using questionnaires and analyzed using correlation and simple regression. The results showed a strong link between the study variables and concluded that motivation serves as a good predictor of academic achievement.

Mutua (2015) carried out a study with the objective of establishing the effect of motivation on performance of secondary school teachers in Kirinyaga County. Analysis of data was done through questionnaires, and this revealed that one of the strategic measures to be implemented so as to improve teacher's performance was through the improvement of working conditions. Further, the study revealed that the government and other private sectors players should enhance the motivation of teachers through the provision of basic necessities of work and a conducive working environment. Similarly, Deepika and Sharma (2018) undertook a study to explore the relationship between motivation and academic achievement for high school students in Turkey. The study revealed a significant correlation.

Onyambu (2014) carried out a study to establish the level of teachers' motivation, and relationship between teacher motivation and KCSE performance in Masimba Division, Masaba District, Kenya. Guided by descriptive survey design and the Herzberg's two factor theory, the study established inadequacy in adoption of motivational strategies in many Secondary schools. Further, the researcher contended that teacher motivation has been taken for granted in some schools where teachers are perceived as government employees who should be doing their work even without encouragement or motivation. The scholar further observed that the level of motivation of teachers in many secondary schools is very low and advised that the government through the relevant ministry should develop and implement necessary incentive packages so as to improve motivation of teachers.

Wilkesmann, Steinmayr and Fischer (2021) examined the influence of motivation on the academic performance of students in Germany. The study was conducted based on a cross-sectional research design and a descriptive and inferential analysis of data. The findings showed that motivation is significantly but directly related with performance.

A study done by Hanitha (2017) sought to determine whether there is any significant relationship between teacher's motivational strategy and academic achievement of higher secondary students. The study employed field survey technique with simple random sampling and established that there is a significant positive relationship between teacher's motivational strategy and academic achievement of higher secondary students. The study asserted that teacher motivation normally impacts on performance and she recommended that teacher motivation should be encouraged as it influences student performance. According to him, teacher motivation makes them to be committed to their duties and treat their students with passion hence give their best to the students and this later impact positively on performance. The study concluded that teacher motivation normally impacts on performance. Its recommendation was that teacher motivation should be encouraged as it influences student performance.

Oguta and Getange (2021) carried out a study to establish the influence of motivation of teachers in secondary schools in Migori County. The study utilized a sample of 56 schools from which 370 teachers and 398 learners were randomly selected. Data was collected

using questionnaires and interview schedules, and then analyzed qualitatively and quantitatively by means of correlation, chi-square and regression. The study revealed that teacher's motivation has no influence on school performance.

2.4.1 Learning Facilities and Performance in Public Secondary Schools

Academic achievement relies on a number of factors such as effort put by both teachers and students, good management system together with adequate and proper learning facilities (Nixon & Lavy, 2017). Learning facilities are critical in enhancing learning process in schools. A laboratory, for example, is very critical in passing practical knowledge to students. Lack of laboratories in school limits teachers to teaching theories alone. These in most cases demoralize teachers who would like their students to have practical knowledge as well as theories since this is also tested in exams, (Otchere, Afari & Kudawe, 2019). According to Broussard and Garrison (2004), lack of exposure to practical knowledge always contribute to poor performance in secondary schools especially in science subjects such as Chemistry, Biology and Physics. Teachers handling these science subjects tend to get motivated when they have well equipped laboratories which enable them perform all the necessary practical.

Nturibi (2015) opines that libraries are also critical in learning institutions such as secondary schools. Teachers normally get motivated when they have school libraries with variety and adequate reference books. Libraries enable both the teachers and students to solicit information they require from the available books. They also act as study areas where the teachers can find time to prepare for their lessons. Also, students may get additional information from the books available in the library. Well-equipped library enables the teachers to explore information from variety of writers and try to compare the information they find in order to settle on the appropriate ones, (Croome, 2000). Schools without libraries tend to demoralize teachers since they depend on the few books available and the knowledge they have. They might not be able to get additional knowledge acquired from library searches. In such cases learning is impaired hence a deteriorating performance may be realized.

The condition of classrooms is also an important factor which may motivate the learning process in secondary schools. Improved and well-furnished classrooms normally motivate both teachers and students in a learning process as it raises confidence among the parties involved, (Aaronson & William, 2007). This is because teachers and students are assured of their safety under such roofs. On the other hand, a dilapidating structure is a threat to life. Both the teachers and the learners tend to get scared under such conditions as their safety is not guaranteed. In such cases students may have divert attention as they tend to think about their safety rather than what is being delivered to them. Also, teachers may fail to concentrate on what they are delivering to the students as they fear for their lives. All these contribute to poor performance in schools. Comfortable and quality desks, lockers and chairs normally make students to feel comfortable in their classrooms.

Another factor which motivates teachers in a learning institution such as secondary schools is the availability of teaching materials or teaching aids. Some lessons may require teaching aids such as charts, maps, blackboard rulers, compasses among others. Inadequacy or lack of such materials normally impede learning process. Teachers get demoralized in such circumstances as they are rendered unable to demonstrate to the students to their expectations. In this regard, knowledge may not be passed to the students as expected. This may later impact negatively on student result hence poor performance. Availability of teaching and learning materials enhances learning process as it enables teachers to demonstrate to the fullest what the students are supposed to understand. For instance, revolution of the earth can be demonstrated by use of a globe (Ocham & Okoth, 2015). Also, blackboard ruler and compasses may be used in demonstrating particular topics such as geometry. Total lack of these instruments is an injustice to the learner and learning process.

Olugbenga (2019) empirically sought to reveal the effect of school facilities on the performance of schools in Nigeria, based on a sample of schools located in Kaduna estate. Anchored on descriptive approach the study established that inadequate facilities at secondary schools affect teachers leading to poor performance. The study also revealed that the culture of ensuring adequacy in facilities was poor. Olajide, Olanipekun and Obafunmilayo (2021) on their study on the influence of school facilities on performance

of secondary schools in Osun State in Nigeria revealed a significant association between the two variables. The scholars also revealed a low level of availability of facilities in schools for teaching, especially laboratories, which were grossly insufficient. The findings were anchored on descriptive design and regression analysis of data collected by the use of questionnaires.

Otchere, Afari and Kudawe 2019 examined the link between school facilities and academic performance in ODA senior High school, Ghana. Based on a descriptive approach the analysis revealed that the quality and adequacy of educational facilities were significantly related with the learning and academic performance of students. On the same note Ekundayo (2019) tested the correlation between school facilities and achievement of student using the affective and psychomotor domains of learning using 1200 drawn teachers from 60 public secondary schools in Nigeria. Relying on descriptive and Pearson product correlation methodologies, the study revealed that the physical facilities were inadequate. Further the scholar revealed a significant relationship between school facilities and students' performance in psychomotor domain of learning.

Luke and Mavis (2014) investigated the factors that contributed to the decline in the academic performance of students at the level of junior secondary school in Botswana over the period 2010 to 2014. The quantitative study was premised on the critical theory and the positivism approach. Data was obtained from 200 participants by means of questionnaires. One of the factors responsible for low performance was low teachers' morale resulting from low motivation. The study recommended that high teacher's motivation and resources should be availed. On the other hand, Ashraf and Subri (2017) carried out a study to determine the facilities that may improve school performance. Data was collected using questionnaire and structured interview. The data was analyzed using descriptive analysis for questionnaire and content analysis for interview. Results of the study revealed that adequate facilities may influence students to perform better in learning process and examinations. The study concluded that school facilities improve students' academic performance.

Momanyi (2015) emphasized the importance of the work environment in influencing performance of schools. The study revealed that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools do not motivate teachers, leading to poor performance. Ramli and Mohd (2018) sought to establish the impact of students' academic achievement. The results of the study indicated that teaching aids, library were significant in determining school performance.

Gitonga (2012) conducted an empirical study based on the effect of motivation of teachers on the performance of students in the KCSE examinations of public secondary schools in Imenti South District. The researcher employed a descriptive survey method. Data obtained through questionnaires was analyzed by means of regression and the Pearson correlation coefficient methodologies. The researcher found out that there was a strong relationship between working conditions, as measured by teaching facilities, and school performance. Likewise, Mutua (2015) carried out a study with the objective of establishing the effect of motivation on performance of secondary school teachers in Kirinyaga County. Analysis of data was done through questionnaires, and this revealed that one of the strategic measures to be implemented so as to improve teacher's performance was through the improvement of working conditions. Further, the study revealed that the government and other private sectors players should enhance the motivation of teachers through the provision of basic necessities of work and a conducive working environment.

2.4.2 Tangible Rewards and Performance in Public Secondary Schools

Rewarding employees has been considered crucial in the motivation and performance of employees. Many entities have realized significant achievement by adhering to their policies through a successful and robust employee reward system. Rewarding teachers is an important factor in their motivation. According to Pratheepkanth (2011), the success of an educational system is dependent on the entity ensuring that its members of staff are motivated. Ajila and Abiola (2004) argue that organizations should design and implement robust system of rewards that attempts to link productivity and rewards. This will enable the organization to retain high performers in their entities.

Hornstra (2015) asserts that the commitment to performance is based on recognition and rewards, and how an organization treats its human resource determines its survival and prosperity. The merits of a reward system an institution uses on its employee is critical in determining its competitive advantage to achieve major objectives. Verma (2016) established that most schools have not adequately recognized and rewarded their teachers. Consequently, their low motivation has led to negative educational outcomes arising from increased professional misconduct, underutilization of class time, teachers' engagement in second income-generating activities, poor preparation, reliance on traditional teaching practices and absenteeism that distract from teaching duties. Kariuki and Mbugua (2018) argues that robustly established system of reward is necessary to realize the desired motivation level. A balanced level of tangible and intangible rewards helps organizations to motivate employees.

Tangible rewards are one of the most significant motivation strategies employed in the educational process in many countries. They are regarded as the simplest, most adaptable and direct approaches utilized to address many aspects of motivation (Yuetyi & Zhang, 2021). Tangible rewards refer to material items given to employees as recognition for their efforts towards the organization. They may include monetary or non-monetary benefits given to employees. Examples include salary enhancements, gift coupons, food baskets and free goods, (Nwosu, 2020). The use of non-monetary incentives may be perceived as gifts that could change the nature of the employment relationship. Measures such as sponsored trips and gifts may lead to more sincere relationships than the payment of cash bonus and this may ultimately translate to increased performance, (Shakir, 2013).

Yuetyi and Zhang (2021) do not support the use of tangible rewards to enhance employee performance. The use of this type of rewards imposes an adverse effect on teachers' intrinsic motivation and it's likely to shape teachers from intrinsic motivation to extrinsic motivation. The scholars advocate for intrinsic motivation where people undertake activities for inherent satisfaction as opposed to responding to external items, rewards or pressures. As a result, teachers shift the effort to what they are supposed to achieve to what they're able to receive after a wonderful performance.

According to Ocham and Okoth (2015) reward in form of pay strongly impact on the employees' performance. He considered pay as one of the most powerful motivational tools. In his view, money provides the means to achieve a number of different ends.

According to Mbinya (2016), motivation of teachers has taken various modes such as awarding good performers or achievers. This has been done at school level by board of management or by extension where people inspired by good achievement or performance present their awards to the achievers. Many secondary schools have also adopted rewarding strategies in order to motivate their teachers and students. Chebukati, Namusonge and Makokha (2019) observe that schools have always organized prize giving days to their teachers at school, sub-county or county level. This has been done in form of certificate award, rewarding with household items and giving prizes inform of money or any other material items. Certificates have always remained as reminders of good performance in one's history.

The influence of the provision of tangible awards on school performance has not escaped the attention of scholars. A study conducted by Tahira *et al.* (2017) investigated the perception of teachers on the impact of a reward system on the performance of teachers for schools in Lahore, Nigeria. Guided by the Expectancy Motivation Theory, the study collected data from 200 teachers using Likert type questionnaires. The findings showed that rewards had a significant impact on performance. Mbinya (2016) in her study on teacher motivation factors influencing school management practices in public secondary schools in Machakos County, Kenya using descriptive survey and correlational research designs established that job satisfaction, reward systems, professional training and development and work situational factors affect teacher's output. In her conclusion, Mbinya noted a positive correlation between school performance and teacher motivation. The study recommended the need for teacher motivation which translates to students' improved performance. She further proposed that schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. Also, she recommended that teachers should be remunerated well to motivate them in their job. Similarly, Mbinya suggested that school management should ensure that the school environment should be conducive.

Ogunlade, Kamonges and Adulkadir (2015) conducted a study with the sole aim of investigating the link between motivational factors and the commitment of teachers in public secondary school in the district of Mbale, Uganda. Guided by a cross-sectional design the data collected via questionnaires was analyzed using regression and the person correlation index. The findings showed that the reward system and commitment of teachers to performance were significant and direct.

Adeyemo, Oladipupo and Omisore (2013) in their study on teachers' motivation on students' performance in Mathematics in Government Secondary Schools, Makurdilg Area examined the effect of teachers' motivation and the influence of the condition of service of teachers on students' performance in mathematics using descriptive survey. They also assessed the impact of teachers' fringe benefit payment and promotion of in-service training on student's performance in mathematics. This study established that for improved academic performance of the students in mathematics to be realized, teachers have to be motivated and satisfied. The study also revealed that productivity may increase when needs of the teachers are met which in turn may enhance excellent performance of students academically. In conclusion, the study justified a significant relationship between the condition of service of teachers and student's academic performance in mathematics. Adeyemo *et al.* (2013) recommended improvement of condition of service of teachers since it has direct impact on student's academic performance in mathematics.

Nwosu (2020) conducted a study on the influence of motivation on teacher performance for selected public secondary schools in the Ogun state, Nigeria. Using multiple regression analysis, the study revealed reward system significantly influences motivation of teachers in public secondary schools. The study concluded that motivating teachers and students and reward system are highly and significantly associated and this may in turn help in improving the performance of the school. Further the study indicated significant positive relationship between the teachers' job performance and motivation. Momanyi (2015) conducted a study on the factors determining teacher motivation in public secondary schools in Marani Sub- County of Kisii County. The study collected data using self-administered questionnaires and interview schedules. Using regression analysis, the study revealed that reward systems have significant influence on school performance.

Iram, Muhammad, Sajila and Naeem (2021) researched on the relevance of motivation in students' achievement in English language as a foreign language in Egypt. A descriptive design was adopted whereas data was collected via questionnaires. Data was examined with percentages, T test and ANOVA in SPSS. The output of the study postulated that learning facilities have apposite effect on students' achievement.

Chebukati, Namusonge and Makokha (2019) conducted research on the effect of motivation practices on employee performance in public secondary schools in Kenya. The study targeted the management and teaching staff of public secondary schools in the counties of Bungoma, Trans-Nzoia, Vihiga, Kakamega and Busia. Based on a mixed research design, the data collected through questionnaires was analyzed using both descriptive and inferential statistics. The study revealed a significant positive influence of reward system on performance. The study also revealed that the relationship between motivation practices (promotions, staff welfare, rewards and remunerations) and employee performance in public schools in Kenya is direct and significant. Similarly, Nyamekye (2012) carried out a study to determine the influence of motivation on the retention of employees at Standard Chartered Bank Limited in Ghana. The study established that factors such as salary and fringe benefits were considered as the most critical in influencing motivation, followed by job security and the relationship among co-workers.

Shakir (2013) evaluated the influence of extrinsic rewards on the performance of teachers in secondary schools in Islamabad, Pakistan. The study collected data through surveys and questionnaires. The study analyzed data using the Pearson correlation coefficient, frequencies, percentages and the mean. The study determined that there was a positive correlation between extrinsic rewards (some gifts, promotions, salary raise and bonuses) and school performance. Ritho (2015) sought to determine if student motivation influence academic performance in public secondary schools in Dagoreti Sub- County in Nairobi. This study adopted a survey research design with a target a population of 264 teachers. It was revealed that the giving of prizes to students is the most effective motivational technique that improves performance.

2.4.3 Recognition and Performance in Public Secondary Schools

The recognition of employees is an effective and powerful instrument of motivation that can have as significant but direct impact on employees' output and satisfaction (Baskar & Prakash, 2013). As asserted by Abena and Kyeremeh (2016) the main purpose of recognition is to enable employees to understand and appreciate that the performance is valued, provide a sense of ownership and entitlement, boost morale and improve loyalty to the organization.

Luthans (2000) explains that the recognition of employees could either be informal and/or formal acknowledgment of an employee behavior, efforts and results that supports the goals of an organization, and which is evidently beyond the normal expectation. It is a constructive response and judgment regarding an employee's support and contribution that reflects job performance as well as personal dedication on a regular or ad hoc basis. Formal recognition is an organized and structured recognition program with expressly defined objectives, processes and criteria that is linked to rewarding individuals, departments, teams or organizations for achieving specific targets that go beyond the normal work expectation. On the other hand, informal recognition focuses predominantly on performance or goal achievement by individuals or team that may be realized monthly or quarterly. It entails low-cost awards, snacks, gifts and certificates. They emphasize on employee's value and impact at the right time because of its instantaneous nature and the rapidly changing work conditions (Abena & Kyeremeh, 2016).

In a school environment the praise and recognition of teachers from the principals, fellow teachers, parents and learners themselves, impacts directly on their motivation. In particular regular and constant recognition from principals emboldens teachers to outshine in their profession (Meenal, Girija & Visagamoorth, 2019). On the converse lack of praise and presence of blame and criticism, especially on petty mistakes, is detrimental to teacher's performance. In this situation teachers become frustrated and withdrawal, they undertake responsibilities devoid of enthusiasm and commitment (Hanitha, 2017). The atmosphere where every teacher is recognized for positive performance is essential for their motivation. Recognition and rewards earn principals a new and enriched harvest of professional enthusiasm from teachers (Barasa, 2015).

Valuing people for what they are and what they do always motivates them. According to Eich, Kihlstrom, Bower, Forgas, and Niedenthal (2000), employee recognition strategies encompass the use of cash prizes and additional paid vacation days as part of the reward which are contributors to good performance. Additionally, they argue that a section of employees may perceive recognition as more valuable compared to the inspiration offered by prizes awarded. Pintrich and Schunk (2001) established that some employees are motivated and become proud when their names are recognized as top performers. This makes them put extra effort in order to achieve a certain level of recognition again. Such kind of effort leads to achievement of better results hence improved performance. Intrinsic rewards such as recognition builds role models and communicates the standards. The scholars further posit that employees prefer recognition for their outstanding performance with salary pay being attached to performance.

Almost everyone including those who have not secured jobs feel motivated if appreciated for the good work they have done or for any achievement in their life. Recognizing and appreciating employees such as teachers may positively influence their determination for goal achievement. In the past teachers have been appreciated in different ways such as buying the suits or household item. In other cases, parents have taken the initiative to give them small gifts inform of money (Aaronson & William, 2007). Teachers are like other members of the society who may not be willing to lose but to continue gaining. Once appreciated for good work, they always work extra hard in order to continue gaining.

Praising good performers in public gatherings has been seen to motivate various employees not only teachers but others in different organizations. It makes good performers feel proud and motivated while non-performers may feel envious. The feeling of non-performers may influence their hard work so that they also get an opportunity to be praised in public. On the other hand, good performers may not be willing to lose their positions and hence they are inspired to work harder in order to maintain their place of recognition.

Another way of recognizing good performers is by pinning list of performance on the notice board. Many schools have always used this strategy in order to motivate both learners and teachers. In most cases, people like to be identified by good things. Employees

such as teachers also like to be identified with good performance in the subjects they handle (Covington, 2000). According to Chebukati, Namusonge and Makokha (2019) teachers' recognition, rewards and praises enable school heads to benefit from renewed sense of professional enthusiasm and passion amongst staff. Pinning the list of performance on notice boards may challenge the poor performers who may in turn enhance their performance in the areas they handle and this may lead to improved performance. The list has the effect of exposing weak performers and challenge them to improve. At the same time, it motivates the good performers. The lack of recognition, blame and criticism for nonsensical matters or petty mistakes are detrimental. Teachers and students respond positively to motivators, such as awards and feeling to put forth an extra effort. Students receiving such recognition and praise are enabled to continue with their learning with extra effort (Stover *et al.*, 2003).

According to Fulton and Leech (2014) one of the most significant challenges in a majority of learning institutions is the failure to include recognition as a component of the rewards system. The recognition of teachers enables them to feel that their service is not only valued but also appreciated thus providing a sense of ownership and belongingness. This improves the morale of the teachers besides enhancing their loyalty and willingness to continue working in the same institution. In the views of D'Anna, (2021) recognition of teachers is a critical factor in retention of teachers and it is assumed to have positive influence on teachers' retention. A direct effect is realized when a teacher feels valued, satisfied and more engaged in a school.

In view of Barasa (2015), prevalent low levels of motivation of teachers may result in poor performance of students. The researcher used mixed research methods design to determine the impact of strategies adopted to motivate teachers on student's performance in day secondary schools in Trans Nzoia West District. The study revealed that teachers have not been adequately motivated and hence the poor academic performance. Motivational strategies such as recognition, training and development, career progression and other incentives had not been adequately availed to teachers.

Kiprop (2018) sought to determine the association between motivation and the performance of public secondary schools in Kericho County. Data was analyzed using descriptive and regression analysis methods. The study revealed that the influence of recognition and work environment to teacher performance is insignificant. Munga (2013) carried out a study to establish the effect of non-financial rewards on teacher retention in private schools in Kirinyaga South District. Data was collected using questionnaires and analyzed through descriptive and chi-square statistics. The study revealed the most critical strategies of recognition in the school environment include the issue of certificates and letters of appreciation. The study revealed a direct association between non-financial rewards and retention of teachers. Besides, the results of the study showed that the rate of teacher retention was high when they were appreciated by the society. Similarly, studies by Lusekelo (2016) on the influence of incentives and rewards on teacher performance in Mbeya Region, Tanzania revealed that teachers' recognition influence work performance.

Okello, Manson and Odera (2017) carried out a study with an objective of examining the relationship between recognition and retention of teachers. The study was based on public secondary schools in Homa Bay County, Kenya. Based on an ex-post facto research design, the study collected data using questionnaire and interview schedules. The techniques of data analysis included descriptive and inferential statistics. The results indicated a positive significant relationship between the variables of the study. Baskar and Prakash (2013) studied the impact of recognition on motivation of employees for companies based in India and revealed a direct but significant relationship.

In their study, Muriuki, Munyua and Musundi (2018) addressed the relationship of recognition and performance of employees at the Kenya School of Government, Baringo. The research was anchored on an ex-post facto design, and descriptive analysis of data. The output of the study showed that the impact of recognition on performance of employees was strong. Anna and Michele (2021) conducted a content and correlation analysis to find out the effect of recognition of excellence on the outcome of students in the United States of America. The result of the study was significant and showed that recognition directly impacts on the competence-based success of students. Meenal, Girija and Visagamoorth, (2019) studied the influence of recognition on motivation of employees

on job performance. Guided by a descriptive design data was obtained through questionnaires and analyzed primarily through path analysis. The scholars revealed that the relationship was significant but direct.

Ondhowe, Kadima and Juma (2021) sought to find the influence of recognition on employee performance at the Lake Victoria south water service board, Kisumu. Utilizing a descriptive and inferential analysis, the study established that recognition has an influence on performance of employees. Hall (2013) carried out a study on teacher motivation and perspectives on implementing a tier-1 reading intervention with treatment integrity. The objective of the study was to determine the influence of teacher motivation related to treatment integrity and students' reading achievement. The study adopted a mixed method design to analyze issues affecting teacher motivation. This study established that a fair treatment motivates the teachers and makes them act with confidence to maintain their integrity. Also, Hall asserted that fair treatment for the teachers also translates to fair student treatment. This brings teachers brotherly love to the students. In this regard, teachers are made to be committed and give their best to the students. This in turn improves performance.

2.5 Research Gap

The analysis of the influence of employee motivation on the performance of secondary schools has not yet produced conclusive results. A review of literature leads to the conclusion that motivation of employees is an important element in a school that leads to direct impact on school performance. Several studies by scholars such as Oriahi (2009), Mutua (2015), Deepika and Sharma (2018), Wilkesmann, Steinmayr and Fischer (2021), and Hanitha (2017) assert that there is a positive interaction between employees' motivation and school performance. Nevertheless, some studies postulate that some motivational strategies based on award of tangible incentives do not impact on performance positively (Jude, 2021; Yuetyi & Zhang, 2021; Julia & Loran, 2016). Similarly studies by Oguta and Getange (2021) revealed that motivation has no influence on schools' performance.

The analysis of the relationship between employee motivation and the performance in the context of secondary schools has been studied widely in Kenya. Whereas the subject has been widely analyzed across Kenya, not much has been done in Migori County and in particular Rongo Sub-County. Studies conducted in other counties include Nturibi (2015) and Gitonga (2012) in Meru County, Chebukati, Namusonge and Makokha (2019) in Bungoma County, Mutua (2015) in Kirinyaga County, Onyambu (2014) in Kisii county. Studies carried out for schools within Rongo Sub-County are few and wide, (Oguta & Getange, 2021). Furthermore, studies carried out in the sub-county have dealt with other aspects of motivation such as parental motivation, leadership styles adopted by principals (Awiti, 2017; Sussy & Maragia, 2022). In spite of the poor performance of schools in the area scholars have not dealt with the problem extensively and hence the motivation for the current study. Table 2.1 demonstrates a summary of the knowledge gaps based on the reviewed studies.

Table 2. 1: Knowledge Gap

Author	Title	Objectives	Methodology	Findings	Conclusion and recommendations	Gaps
Hanitha T. (2017)	A Study on Teachers' Motivational Strategy and Academic Achievement of Higher Secondary Students	To determine whether there is any significant relationship between teacher's motivational strategy and academic achievement of higher secondary students.	Survey method to find out the relationship between teacher motivational strategy and academic achievement of higher secondary students. The investigators used simple random sampling technique to collect the data	The finding shows that there is a significant positive relationship between teacher's motivational strategy and academic achievement of higher secondary students.	Teacher motivation normally impact on performance. Teacher motivation should be encouraged as it influences student performance.	Various motivational strategies are not brought out in the study.
Gitonga (2012)	Influence of Teachers' Motivation on	To identify the factors	The study adopted	Working conditions	Teacher motivation influences performance in KCSE.	The study focused on

Author	Title	Objectives	Methodology	Findings	Conclusion and recommendations	Gaps
	Students' Performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Imenti South District Kenya	influencing the motivation of teachers in public secondary schools: To establish whether working conditions of the teachers has any influence on students' performance in KCSE; To examine whether professional development of the teachers has any influence on students' performance in public secondary schools To establish whether teachers'	descriptive survey.	provide conducive learning atmosphere which teachers to perform better hence good students' performance in the examinations. Study revealed that performance show a strong relationship between working condition and school performance in secondary school.	It was recommended that schools ' B.O.G and TSC should improve the intrinsic motivation factor of teachers , by recognizing the teachers for their achievement by writing commendation and recommendation letter to them, as inclusion in decision making that affect them. Teachers should be provided with opportunities for professional growth. There should be a promotion procedure with an aim of shortening the promotion period but pegging it on students' performance in the KCSE. B.O.G/TSC should improve the extrinsic motivation factors.	working conditions in the workplace and remuneration as motivation factors only.

Author	Title	Objectives	Methodology	Findings	Conclusion and recommendations	and Gaps
		remuneration has any influence on students' performance in KCSE in Public secondary schools in Imenti South district.		The study further noted that there is a strong relationship between professional development and KCSE performance in secondary school. Also, the study established that there was a strong relationship between remuneration related factors and school performance in secondary school.		

Author	Title	Objectives	Methodology	Findings	Conclusion and recommendations	Gaps
Cosmas Onyambu (2014)	Analysis of The Effect of Teacher Motivation on KCSE Performance: A Case of Masimba Division, Masaba South District, Kenya	To determine the level of teachers' motivation in secondary schools in Masimba Division To determine the relationship between teachers' level of motivation and the performance of students in K.C.S.E.	Survey research design.	The study found that motivation was necessary for high performance of teachers and subsequent high levels of students' academic achievement.	The Ministry of Education should work out incentive packages to increase teachers' motivation to teach in secondary schools.	The study failed to determine how motivation should be done at various schools. It assumed a one-size-fits-all approach.
Amanda Lee Hall (2013)	Teacher Motivation and Perspectives on Implementing a Tier-1 Reading Intervention with Treatment Integrity	To determine teacher motivation related to treatment integrity To examine teacher motivation	A mixed methods design to explore the issues surrounding teacher motivation to implement an	A fair treatment motivates the teachers and makes them act with confidence to maintain their integrity.	Giving teachers more input into the selection process of evidence-based interventions (EBIs) and input into the process of how treatment integrity data will be collected will show that the school values their expertise. Teachers will also be able to discuss potential implementation	The study did not identify forms and level of teacher motivation that can enable their consistency

Author	Title	Objectives	Methodology	Findings	Conclusion and recommendations	Gaps
		related to students' reading achievement	evidence-based intervention and the relationships among the variables of motivation, treatment integrity, and student outcomes.	Teachers had higher expectations for Reading Street than other programs but valued it less	barriers that can be addressed prior to EBIs being launched. Involving teachers in this process rather than mandating the use of particular EBIs will support teacher motivation.	in performance
Muhammad Imran Rasheed, Asad Afzal Humayon, Usama Awam and Affan Ud Din Ahmed (2014)	Factors affecting teachers' motivation: An HRM challenge for public sector higher educational institutions of Pakistan (HEIs)	To explore/investigate various issues of teachers' motivation in public sector Higher Educational Institutions of Pakistan.	Exploratory Surveys	Although compensation packages and financial incentives are important factors for employees in the competitive market environment of the higher	Performance management system (attention of public sector. Job design and working environment and training and development are also two significant variables that affect teachers' motivation	The study was limited to only compensation packages, job design and working environment, performance management system and training and development

Author	Title	Objectives	Methodology	Findings	Conclusion and recommendations	Gaps
				education sector but some other factors like job design and working environment, performance management system, and training and development are also significant.		but did not explore other teachers motivational strategies
Teresa KemuntoN yakundi (2012)	Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West District, Kiambu County	To find out the influence of job satisfaction on teacher motivation in public secondary schools in Thika West District. To determine the effect of reward system on teacher	Descriptive survey	Job satisfaction, reward systems, professional training and development and work situational factors affect	The management should provide all the necessary resources for teaching and learning to motivate teachers that the management should ensure transparent and transformational leadership which will motivate teachers to work hard in their service delivery.	The study did not explore other teacher motivation strategies. It assumes ‘a one-size fits all.’

Author	Title	Objectives	Methodology	Findings	Conclusion recommendations	and Gaps
		<p>motivation in public secondary schools in Thika West District.</p> <p>To find the effect of professional training and development on teacher motivation in Public Secondary Schools in Thika West District</p> <p>To establish the effect of work situational factors on teacher motivation in public secondary schools in Thika West District</p>		employee motivation.		
Adeyemo Adeyinka R, Oladipupo	Teachers` Motivation on Students` Performance in	To examine the effect of teachers`	Descriptive of survey	For academic performance of the student in	There is a significant effect between the condition of service of teachers and student`s academic	The study focused on Fringe

Author	Title	Objectives	Methodology	Findings	Conclusion and recommendations	Gaps
Asabi, Omisore Adedotun O. (2013)	Mathematics in Government Secondary Schools, MakurdiLg Area	<p>motivation on students` performance in mathematics.</p> <p>Examine the influence of the condition of service of teachers on student`s performance in mathematics.</p> <p>To investigate the impact of teachers` fringe benefit payment on student`s performance in mathematics.</p> <p>To examine if there is a significant effect between teachers`</p>		<p>mathematics to be high, teachers have to be motivated, satisfied and effective.</p> <p>Productivity may increases when needs of the teachers are met which in turn may enhance excellence performance of students academically.</p>	<p>performance in mathematics, meaning that the condition of service of teachers have a direct impact on student`s academic performance in mathematics.</p>	<p>benefits and promotion only as motivational strategies for improving teacher performance.</p>

Author	Title	Objectives	Methodology	Findings	Conclusion recommendations	and Gaps
		promotion of in-service training and student's academic performance in mathematics.				

Author	Title	Objectives	Methodology	Findings	Conclusion and recommendations	Gaps
Catherine Barasa (2015)	Influence of Teacher Motivational Strategies on Students' Improved Academic Performance in Day Secondary Schools: A Case of Trans Nzoia West District.	To determine the influence of recognition of teachers on the student academic performance of students in day secondary schools in Trans-Nzoia west district. To explore the influence of staff development of teachers on the student academic performance of students in day secondary schools in Trans-Nzoia west district. To examine the influence of	Descriptive survey	Findings on teacher motivation in Trans Nzoia west district indicates widespread low or decreasing levels of motivation, resulting in low student performance.	Teachers facing heavy workloads need sufficient motivational supports in order to sustain their effort and professional conduct on the job.	The study assumed 'a one size-fits-all' approach of motivation

Author	Title	Objectives	Methodology	Findings	Conclusion recommendations	and Gaps
		<p>advancement and growth of teachers on the student academic performance of students in day secondary schools in Trans-Nzoia west district</p> <p>To determine the influence of teachers' incentives on the student academic performance of students in day secondary schools in Trans-Nzoia west district</p>				

Author	Title	Objectives	Methodology	Findings	Conclusion and recommendations	Gaps
Mutua Jacqueline Mbinya (2016)	Teacher Motivation Factors Influencing School Management In Public Secondary Schools In Machakos County, Kenya	Find out how the desire for professional growth among teachers influences management practice in public secondary schools in Machakos, Kenya. Determine the extent to which the desire for monetary rewards among teachers contributes to management practices in public secondary schools in	Descriptive survey and correlational research designs	Job satisfaction, reward systems, professional training and development and work situational factors affect employee motivation.	Schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. Teachers should be remunerated well to motivate them in their job. The school management should ensure that the school environment should be conducive.	There are other teacher motivational strategies which this study did not capture.

Author	Title	Objectives	Methodology	Findings	Conclusion recommendations	and Gaps
		Machakos County. Establish the influence of student welfare on management practices in public secondary schools in Machakos County				

2.6 Conceptual Framework

The dependent variable of the study was school performance. It entails the degree to which students, teachers and schools meet their education goals (Ekundayo, 2019). The concept of school performance has been understood and measured in many ways. The most common measure of school performance is the academic achievement, mostly determined through the grades realized by students in internal and national examinations, (Wilkesmann, Steinmayr & Fischer, 2021). However, there are indicators of school performance that are non-academic such as performance in co-curricular activities, growth in student numbers, the range of infrastructure facilities, students and teachers' behavior (York *et. Al*, 2015). The study indicated school performance using performance in national and internal examinations, number of students qualifying for university entry and performance in co-curricular activities.

The independent variable of the study was employee motivation. Employee motivation refers to the act of giving incentives to employees so as to influence them to behave in a desired manner (Certo, 2016). The purpose of motivation is to direct effort and behavior towards achievement of desired targets. It includes the process of arousing and sustaining goal-directed behavior, (Nelson, 2013). Motivation is essential in working environment because it boosts commitment of employees and even the learners in the execution of some tasks (Nabi, Islam, & Hossain, 2017). The variable was indicated by learning facilities, tangible rewards and recognition. Learning facilities was measured by the quality of classrooms, library facilities, laboratory facilities and quality of teaching materials. Tangible rewards were indicated by the award of certificates, household items, sponsored trips and giving monetary tokens to good performers. On the other hand, recognition was indicated by verbal appreciation, public applause/mention, recognition parties and pinning and posting of good performers.

The study moderating variable was government policies implementation. In this context;

- *Objective i:* Assesses whether the influence of learning facilities on school performance is moderated by the effective implementation of government education policies. Adequate policy implementation might enhance the impact of learning facilities on overall school performance.

- *Objective ii:* Evaluates if the impact of tangible rewards on school performance is moderated by the adherence to government policies. Schools aligning tangible rewards with policy guidelines may see improved performance outcomes.
- *Objective iii:* Determines whether the influence of recognition on school performance is moderated by the extent to which recognition aligns with government educational policies. Recognition programs in accordance with policies may have a more significant impact on school outcomes.

Figure 2.1 presents the conceptual model for the study.

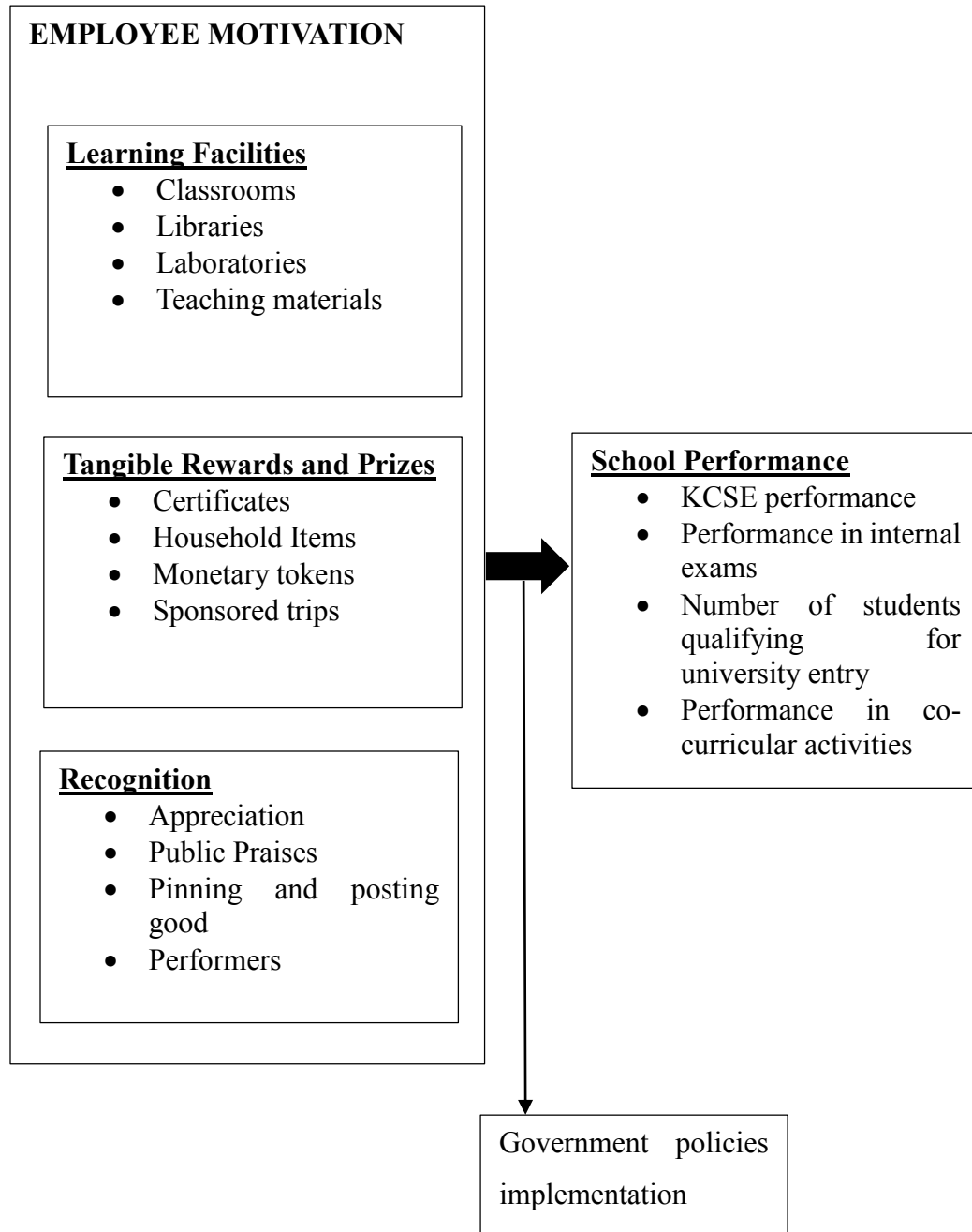


Figure 2. 1: Conceptual Model for the influence of Employee Motivation on School Performance

Source: Researcher (2022)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research methodology that was employed to achieve the study objectives. The chapter includes the research design, target population, sample design, and the procedure for data collection. It also presents the techniques of data analysis and presentation.

3.2 Research Design

The study adopted a descriptive survey research design. The purpose of a descriptive survey study is to determine and characterize the features of the variables of interest in a circumstance (Saunders *et al.*, 2016). The researcher used a descriptive survey because it allowed them to take a more holistic approach to the investigation. Another reason for using a descriptive survey is that data was obtained from a large number of people. Ogoye (2013) posits that descriptive survey research design presents data in a meaningful form that helps the researchers to understand features of a group in given circumstances, to think systematically about aspects in given situations, offer ideas for further research and helps to make certain simple decisions. Kothari (2009) asserts that rigidity of descriptive survey design makes it ideal because it provides protection against biasness and it also maximizes reliability.

3.2.1 Research Philosophy

A research philosophy is a framework that guides how research should be conducted based on ideas about reality and the nature of knowledge (Collis & Hussey, 2014). Saunders *et al.* (2007) divided research philosophies into three categories; interpretivism, realism, and positivism. Positivism research philosophy expresses that reality is stable. Positivism relies on the importance of what is under review as a whole and strictly focuses on pure data and facts without bias of human interference (Scotland, 2012). Positivism states that individuals can be able to identify facts from their beliefs and values objectively (Bahari, 2010). The foundation of positivism is a highly structured methodology that allows for generalization, quantifiable observations, and statistical evaluation of the results (Ryan, 2018).

Interpretivism as a research paradigm that allows the researcher to integrate with human i Interpretivism logically analyses sociological interpretations by directly observing people in a natural setup so as to understand and interpret how they establish and uphold their social worlds (Neuman, 2014). nterest so as to interpret and understand the meaning of a particular study (Mason, 2018).

The positivism research philosophy served as the study's guiding philosophy. This is because the positivism research philosophy is of the understanding that factual knowledge is attained via observation (the senses), as well as measurement is trustworthy (Saunders et al., 2009). Verhaegh, (2020) the positivist model proclaims that real phenomena can be pragmatic empirically and substantiated by logical analysis. Positivism research philosophy expresses that reality is stable.

3.3 Study Area

This included all the public secondary schools in Rongo Sub-County. Rongo Sub-County is one of the county administrative areas within Migori County (See Appendi V). Migori County lies in south western Kenya and borders Homa Bay County (North), Kisii County (North E), Narok (South East), Tanzania (West and South) and Lake Victoria to the West. The county also borders Uganda via Migingo Island in Lake Victoria.

3.4 Population and Sample of the Study

3.4.1 Target Population

The study targeted 690 teachers working in Rongo Sub-County, Migori County. Information provided by the Teacher Service Commission Report (2020) shows that Rongo Sub-County had a total of 690 teachers as at end of October, 2022.

3.4.2 Sample Size and Sampling Techniques

The sample size refers to the selection of parts of an aggregate on the basis of which inference about the totality is made (Kothari, 2009). Sampling refers to the process of obtaining information about the entire population by analyzing a section of it (Mugenda & Mugenda, 2012). The study used simple random sampling to select the number of teachers from the 23 public secondary schools. The main advantage of simple random sampling technique is that it gave equal chances for the teachers to be sampled for the study.

The sample size of a study is of major concern to the researcher as it aims to remove bias in the selection of the sample (Kumar, 2011). A small sample size may not serve to achieve the study objectives and a large one may incur huge costs and waste resources (Zikmund *et al.*, 2013). While choosing the sample size, scientific methods need to be used. Saunders *et al.* (2016) argue that when the sample size is large, then there is a lower likelihood of error in generalizing the population. The sample size was determined using the Yamane formula (Yamane, 1967: Adam, 2020) as shown below:

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n= sample size

N= population size

e= significance level

$$n = \frac{690}{1+690(0.05)^2} = 253$$

With a total of 690 teachers the sample size was determined at 253 teachers. The sample was systematically apportioned to each school proportionate to the number of teachers in each school. It aimed to include an adequate number of participants from various cadres, reflecting the heterogeneity of the schools workforce. The sample in each school is provided in Appendix III.

3.5 Data Collection Instruments

Data was collected using a structured questionnaire, which consisted of a five-part Likert scale. The respondents indicated agreement with each item on the five-point scale ranging from 1= strongly disagree, 2= disagree, 3=Neutral, 4=agree, 5= strongly agree. The questionnaire was structured in six sections. The Section A comprised of the background information about the teachers. The sections B, C, and D contained information about learning facilities, tangible rewards, and recognition respectively. The E Section sought information about school performance.

3.6 Reliability of Instruments

Reliability is a measure of how a research instrument measures some aspect of research. An instrument is assumed reliable if the same result can be consistent under the same circumstances (Kothari, 2004). It indicates the extent to which an instrument yields the same result over multiple times (Mugenda & Mugenda, 2008). In order to establish reliability of the data collection instruments piloting was done. To achieve this, a Cronbach alpha was conducted in one public secondary school in Awendo Sub-County. The questionnaire was administered to ten teachers in that particular school. The study obtained a Reliability index of 0.736. Since all the variables showed a Cronbach Alpha value above the minimum threshold of 0.7, the study concluded that the questionnaire measurement items are reliable and can be used to collect data for the main study.

Table 3. 1: Reliability of Instrument

Variable	N of Items	Cronbach's Coefficient Alpha
Learning Facilities	5	.710
Tangible Rewards	5	.722
Recognition	5	.754
Overall Performance	4	.757
Overall reliability index		.736

Source: Field Data (2022)

3.7 Validity of Instruments

Validity is the extent to which the data collection instrument measures what it is intended to measure (Mugenda & Mugenda, 2003). It is about the quality of the data gathered in describing the study's variables so that accurate and relevant conclusions may be drawn. According to Kathuri and Pals (1993), validity relates to how effectively the measured indicators actually measure what they are meant to measure.

In the first step, face validity of the three instruments was established in consultation with research supervisors. Thereafter, content validity was established through discussion with experts, supervisors and peers whose views were incorporated before going to the field. Further, validity was enhanced by ensuring that the questionnaire items sufficiently covered the research objectives.

3.8 Data Collection Procedure

The researcher sought permission to conduct research from the Board of Post Graduate Studies and applied for authorization from the National Council for Science and Technology (NACOSTI). The researcher also requested for approval from school management from different public secondary schools in Rongo Sub- County to carry out research. The researcher used drop and pick method whereby respondents were required to fill questionnaires within 48 hours after which they were collected.

3.9 Data Analysis and Presentation

The data collected from the field was analyzed through descriptive and inferential statistics. Descriptive statistics included the frequency, percentage, mean and standard deviation. On the other hand, inferential statistics involved Pearson correlation and regression analysis. The Pearson Correlation was used to test the research hypothesis while the regression analysis was used to test the level of significance among the study variables.

The study was guided by the following regression model;

$$Y = \beta + \beta_1 LF + \beta_2 TA + \beta_3 RE + \epsilon \dots \dots \dots \text{Equation 1}$$

Where:

Y= School performance, LF= learning facilities, TA =tangible awards, RE= recognition, β = constants, β_{1-3} , =coefficients and ϵ = error term

3.10 Ethical Consideration

Prior to, during and after data collection a number of ethical concerns were addressed. Permission to carry out the research, we obtained obtained research authorization from the National Commission for Science, Technology, and Innovation, and Jaramogi Oginga Odinga University of Science and Technology. The county office in charge of education at Rongo sub-county was also approached for permission to carry out the research. During the course of data collection, the researcher explained to the respondents the objectives of the study and were informed of their right and discretion to participate in the study. Further,

the study ensured that any information obtained in the course of the study was handled with utmost confidentiality and used solely for the purpose of the study. Further the study ensured that the identity of the respondents remained anonymous.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This section presents the findings of the study. The main objective of the study was to determine the influence of employee motivation on the performance of public secondary schools in Rongo Sub-County, Migori County.

4.2 Return Rate of Questionnaires

A total of 253 questionnaires were issued to the selected sample. Out of the questionnaires issued, a total of 148 were returned, representing a return rate of 58.4% as indicated in appendix IV. Mugenda and Mugenda (2012) insist that a response rate of 50.0% is acceptable in survey research. Therefore, since the above response rate met the criterion, it was considered appropriate for this study.

4.3 Descriptive Statistics

4.3.1 Demographic Attributes

This section outlines the demographic attributes of the respondents from whom data was collected and analyzed. These characteristics include gender, age, level of education, and experience. Table 4.1 indicated that 56.1% (83) and 43.9% (65) of the respondents were male and female respectively. This characteristic was considered important for the study because sex differences would significantly influence the relationship between staff motivation and school performance, because of social beliefs, roles and expectations. The society attaches different values to each gender and this may moderate on how each perceives the motivational attributes of the study, thereby influencing school performance.

Further, the results showed that 1.4% were less than 20 years, 10.1% were between 20-30 years, 37.8% were between 31-40 years, 35.1% between 41-50 years, and 15.5% were above 50 years. The age variations of the respondents may correspond differently to motivational factors and this may in turn affect commitment to school performance. A particular motivation attribute may influence different age sets differently and this may in turn impact on performance differently.

In addition, 82.4% (122) of the respondents were undergraduate degree holders, 8.8% (13) diplomas and 8.8% (13) had post graduate degrees. This finding implied that the respondents were well educated and therefore in a good position to understand and provide reliable information on the relationship between employee motivation and performance of secondary schools.

Moreover, the study findings indicated that 31.8% of the respondents had stayed in their current school for between 0-5 years, 58.8% between 6-10 years, 4.1% for between 11-15 years, and 2.0 % for between 16-20 years. Those who had stayed for over 20 years were 3.4%. The length of time served in a particular school determines the influence of motivation on performance. In this respect the respondents who have served relatively longer in a particular school are in a better position to understand the various attributes of motivation and how they have influenced performance.

Table 4. 1: Demographics Attributes of Respondents

		Frequency	Percentage
Gender	Male	83	56.1
	Female	65	43.9
	Total	148	100.0
Age	Less 20 years	2	1.4
	20-30 years	15	10.1
	31-40 years	56	37.8
	41-50 years	52	35.1
	Over 50 years	23	15.5
	Total	148	100.0
Level of Education	Diploma	13	8.8
	Graduate	122	82.4
	Post Graduate	13	8.8
	Total	148	100
Experience	0-5 years	47	31.8
	6-10 years	87	58.8
	11-15 years	6	4.1
	16-20 years	3	2.0
	Over 20 years	5	3.4
	Total	148	100.0

Source: Field Data (2022)

4.3.2 Learning Facilities on Performance

The first objective was to establish the influence of learning facilities on the performance of public secondary schools in Rongo Sub-County. The descriptive result in Table 4.2 shows that the respondents agreed that the mean values range from 3.81 to 4.35, indicating a generally positive perception of the influence of these facilities on school performance. The standard deviations range from 0.570 to 1.429, suggesting varying degrees of dispersion around the mean for each item.

The quality of classrooms, library facilities, laboratory facilities, and teaching materials all have mean scores above 3.8, indicating a positive perception that these facilities have contributed to improved school performance. The relatively low standard deviations for these items suggest that there is a relatively high level of agreement among the respondents regarding the influence of these facilities on school performance.

The co-curricular facilities have the highest mean score of 4.35, indicating that respondents strongly believe that these facilities have made the performance of the school better. The low standard deviation for this item suggests a high level of agreement among respondents regarding the positive influence of co-curricular facilities on school performance.

The findings from the table underscore the importance of school facilities in supporting and enhancing school performance. It is evident that the quality of various facilities within a school environment can positively influence the overall academic performance of students. Therefore, investing in and maintaining high-quality school facilities is crucial for creating an environment conducive to learning and academic achievement.

Overall, the findings suggest positive perceptions regarding the impact of co-curricular facilities, while opinions about classrooms, library facilities, laboratory facilities, and teaching materials exhibit some variability among the respondents.

Table 4. 2: Descriptive Statistics on Learning Facilities.

Items	N	Mean	Std. Deviation
The quality of classrooms has led to improved performance	148	3.85	1.367
The library facilities have enhanced performance	148	3.81	1.392
The co-curricular facilities have made the performance of the school better	148	4.35	.570
The quality of laboratory facilities have improved performance	148	3.83	1.357
The quality of teaching materials has improved school performance	148	3.89	1.429

Source: Field Data (2022)

4.3.3 Tangible Rewards

The second objective of the study was to evaluate the influence of tangible rewards on the performance of public secondary schools in Rongo Sub-County. The finding of the study in Table 4.3 shows that the mean values range from 3.69 to 4.35, indicating a generally positive perception of the influence of these incentives on school performance. The standard deviations range from 0.570 to 1.429, suggesting varying degrees of dispersion around the mean for each item.

The award of gifts and prizes has the highest mean score of 4.30, indicating that respondents strongly believe that this incentive has led to an increase in performance. The relatively low standard deviation for this item suggests a high level of agreement among respondents regarding the positive influence of gifts and prizes on school performance.

The incentive of monetary tokens also has a high mean score of 4.35, indicating that respondents strongly believe that this incentive has boosted school performance. The low standard deviation for this item suggests a high level of agreement among respondents regarding the positive influence of monetary tokens on school performance.

The award of certificates to performers and the provision of sponsored trips to teachers also have mean scores above 3.8, indicating a positive perception that these incentives have contributed to improved school performance. The relatively low standard deviations for

these items suggest a relatively high level of agreement among the respondents regarding the influence of these incentives on school performance.

The award of letters of appreciation has a mean score of 3.69, indicating a positive but slightly lower perception of its influence on school performance compared to the other incentives. The standard deviation for this item suggests a moderate level of agreement among respondents regarding the influence of letters of appreciation on school performance.

The findings from Table 4.3 underscore the importance of incentives in driving and enhancing school performance. It is evident that the provision of various incentives can positively influence the overall academic performance of students and teachers. Therefore, implementing effective incentive programs can be crucial for fostering a culture of motivation and excellence within educational institutions.

Table 4. 3: Descriptive Results on Tangible Rewards

Items	N	Mean	Std. Deviation
The award of certificates to performers has improved performance	148	4.08	1.254
The award of gifts and prizes has led to an increase in performance	148	4.30	1.013
The award of letters of appreciation leads to better performance	148	3.69	1.009
The provision of sponsored trips to teachers has led to improved performance	148	3.99	1.122
The incentive of monetary tokens has boosted the school performance	148	4.35	.570

Source: Field Data (2022)

4.3.4 Recognition

The final objective of the study was to determine the influence of recognition on the performance of public secondary schools in Rongo Sub-County. The study result in Table 4.4 reveals that the mean values range from 3.65 to 4.51, indicating a generally positive perception of the influence of these incentives on school performance. The standard deviations range from 0.778 to 1.304, suggesting varying degrees of dispersion around the mean for each item.

The verbal appreciation of teachers has the highest mean score of 4.51, indicating that respondents strongly believe that this form of appreciation has enhanced school performance. The low standard deviation for this item suggests a high level of agreement among respondents regarding the positive influence of verbal appreciation on school performance.

The provision of recognition parties to teachers also has a relatively high mean score of 4.18, indicating a positive perception that this incentive has improved school performance. However, the higher standard deviation for this item suggests a more varied response among respondents regarding the influence of recognition parties on school performance.

The public applause/mention of performers has a mean score of 3.90, indicating a positive but slightly lower perception of its influence on school performance compared to the other incentives. The standard deviation for this item suggests a moderate level of agreement among respondents regarding the influence of public applause/mention on school performance.

The award of enhanced job titles has a mean score of 3.65, indicating a positive but relatively lower perception of its influence on school performance compared to the other incentives. The low standard deviation for this item suggests a relatively high level of agreement among the respondents regarding the influence of enhanced job titles on school performance.

Pinning and posting of good performers has a mean score of 3.69, indicating a positive but slightly lower perception of its influence on school performance compared to the other incentives. The standard deviation for this item suggests a moderate level of agreement among respondents regarding the influence of pinning and posting on school performance.

Overall, the findings on Table 4.4 suggest strong positive perceptions regarding the impact of verbal appreciation and recognition parties, while opinions about enhanced job titles, public applause/mention, and pinning/posting exhibit some variability among the respondents.

Table 4. 4: Descriptive Results on Recognition

Items	N	Mean	Std. Deviation
Verbal appreciation of teachers has enhanced school performance	148	4.51	.778
The provision of recognition parties to teachers has improved performance	148	4.18	1.304
The award of enhanced job titles has increased school performance	148	3.65	.975
The public applause/mention of performers has enhanced performance	148	3.90	1.042
Pinning and posting of good performers has led to better performance	148	3.69	1.009

Source: Field Data (2022)

4.3.5 School Performance

The general objective of the study was to assess the influence of staff motivation on the performance of public secondary schools, a survey of secondary schools in Rongo Sub-County. The descriptive result in Table 4.5 reveals that the mean values range from 3.65 to 4.77, indicating a generally positive perception of the improvement in school performance over the specified period. The standard deviations range from 0.523 to 1.429, suggesting varying degrees of dispersion around the mean for each item.

The number of students joining university has the highest mean score of 4.77, indicating that respondents strongly believe that the number of students joining university has increased over the specified period. The low standard deviation for this item suggests a high level of agreement among respondents regarding the increase in the number of students joining university.

The performance of the school in co-curricular activities also has a relatively high mean score of 4.27, indicating a positive perception that the performance in co-curricular activities has increased over the specified period. However, the higher standard deviation for this item suggests a more varied response among respondents regarding the influence of co-curricular activities on school performance.

The average performance in internal exams has a mean score of 3.89, indicating a positive perception that the average performance in internal exams has improved over the specified period. The relatively high standard deviation for this item suggests a more varied response among respondents regarding the improvement in the average performance in internal exams.

The general improvement in performance of the school in KSCE has a mean score of 3.68, indicating a positive but relatively lower perception of the improvement in school performance over the specified period compared to the other items. The low standard deviation for this item suggests a relatively high level of agreement among the respondents regarding the general improvement in school performance.

The findings from Table 4.5 underscore the importance of monitoring and assessing school performance over time. It is evident that various factors can contribute to improvements in school performance, and understanding these factors is crucial for implementing effective strategies to enhance educational outcomes.

Table 4. 5: Descriptive Results on School Performance

Items	N	Mean	Std. Deviation
There has been a general improvement in performance of my school in KSCE over the period 2018 to 2022	148	3.68	.984
The average performance in internal exams has improved in my school over the period 2018 to 2022	148	3.89	1.429
The number of students joining university increased over the period 2018 to 2022	148	4.77	.523
The performance of my school in co-curricular activities increased over the period 2018 to 2022.	148	4.27	1.216

Source: Field Data (2022)

4.4 Regression Diagnostics

The study tested the assumptions of linearity, normality, multicollinearity, homoscedasticity and autocorrelation.

4.4.1 Linearity

The linearity test was achieved through the use of P-P plot. Figure 4.1 showed that there was normal distribution of the variables along the Best line of Fit.

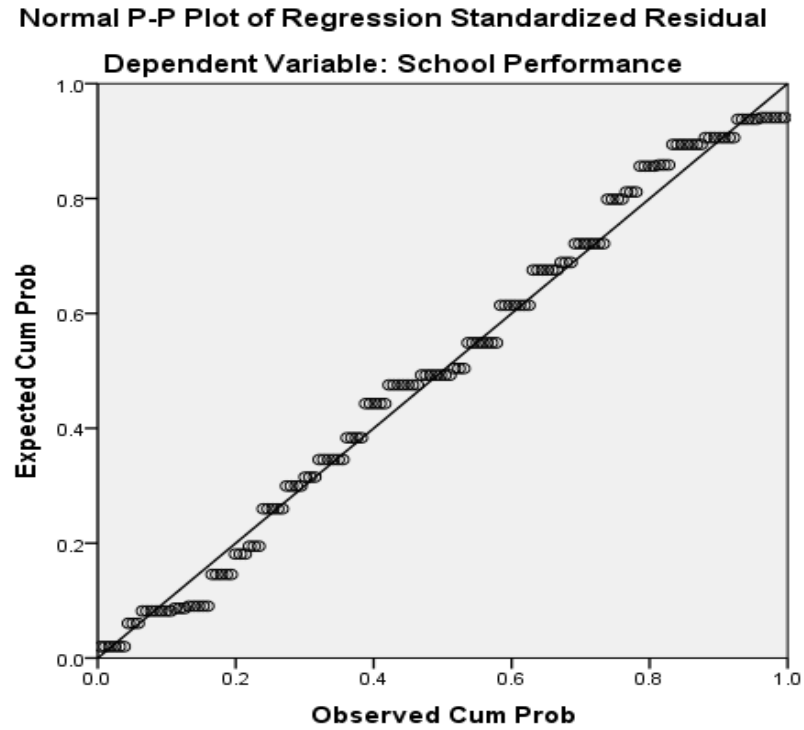


Figure 4.1: Linearity

Source: Field Data (2022)

4.4.2 Normality

Histogram was used to test the normality of the data instruments. Figure 4.2 indicated that the variables were spread in normal manner balanced on the Best Line of Fit. The Figure 4.2 indicated the normal distribution of the predictor variable (Employee Motivation) on the outcome variable (School Performance).

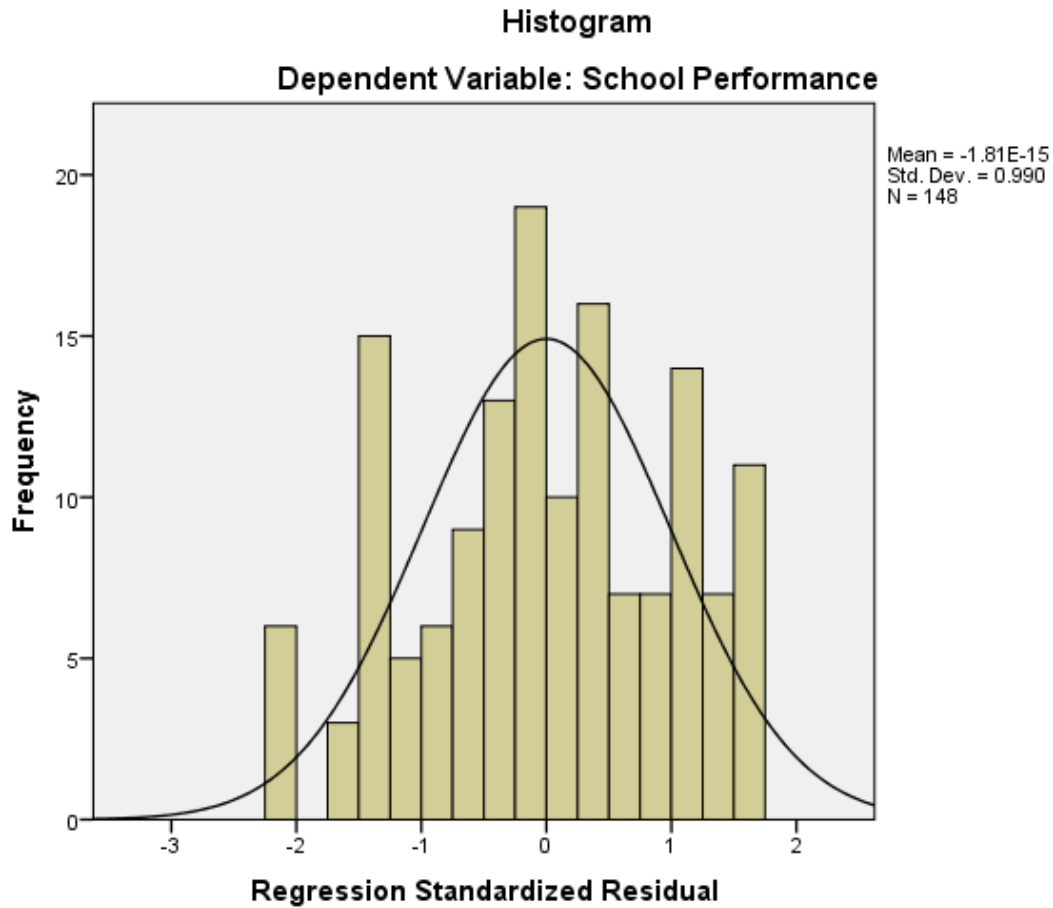


Figure 4.2: Normality

Source: Field Data (2022)

4.4.3 Multicollinearity (VIF or Tolerance)

Multicollinearity is when two variables are highly correlated. If the VIF values lies between 1-10, then there is no multicollinearity while if the VIF values is <1 or >10 then there is multicollinearity. Table 4.6 illustrated the multicollinearity test between the independent variables and dependent variable. Based on the coefficient output –collinearity

statistics obtained VIF values of: Learning Facility (1.314) ; Tangible Rewards (1.084) and Recognition (1.050), it could be concluded that there were no multicollinearity symptoms.

Based on the collinearity statistics, there is no significant multicollinearity among the independent variables (Learning Facility, Tangible Rewards, and Recognition) in the regression model predicting School Performance. The tolerance values are reasonably high, and the VIF values are close to 1, suggesting that each independent variable provides unique information in explaining the variance in the dependent variable (School Performance).

Researchers typically aim for low collinearity to ensure that each predictor contributes independently to the prediction of the dependent variable. The results in this table suggest that the model does not suffer from substantial multicollinearity issues among the specified independent variables.

Table 4. 6: Multicollinearity

Model		Collinearity Statistics	
		Tolerance	VIF
1	Learning Facility	.882	1.134
	Tangible Rewards	.922	1.084
	Recognition	.953	1.050

a. Dependent Variable: School Performance

Source: Field Data (2022)

4.4.4 Homoscedasticity

Scatter Plot was used to test the Homoscedasticity. Figure 4.3 shows the Homoscedasticity assumptions.

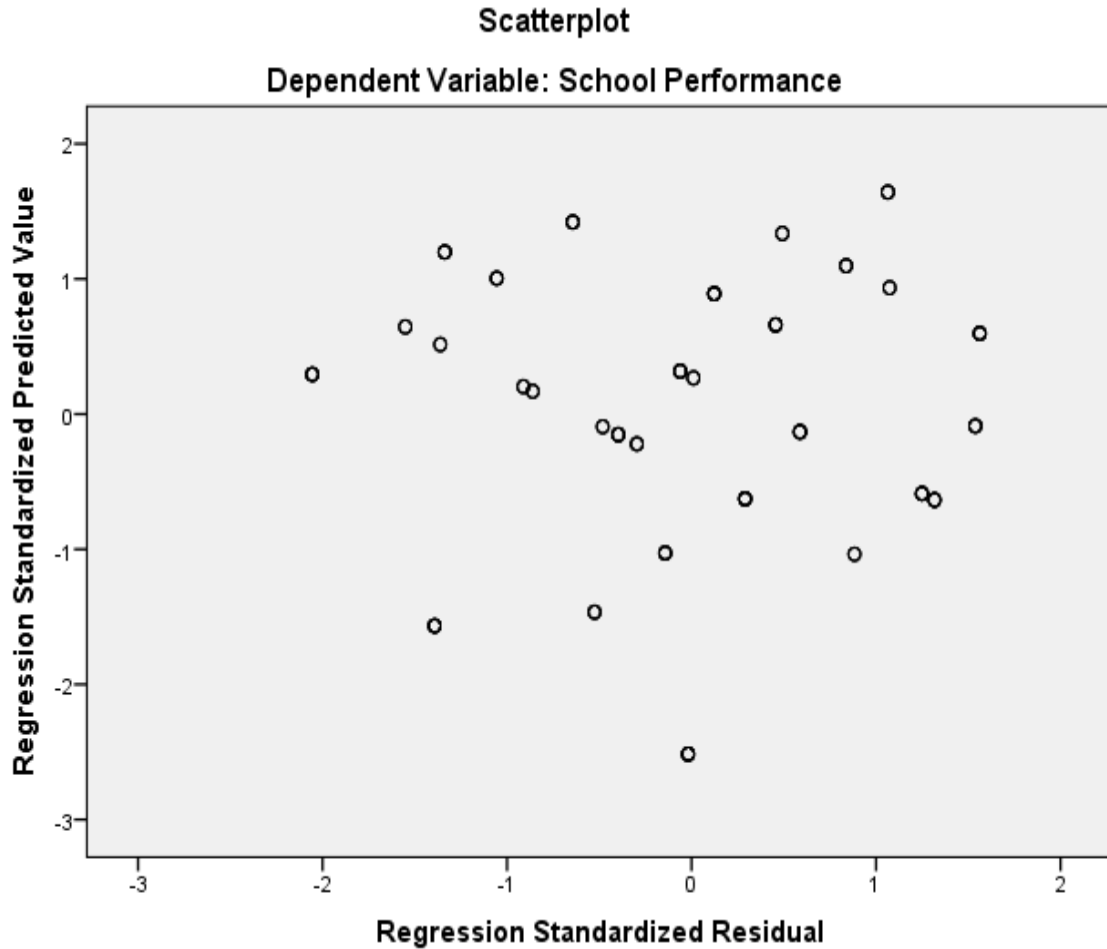


Figure 4.3: Homoscedasticity

Source: Field Data (2022)

4.5 Correlation Analysis

In order to test the research hypothesis, Pearson Correlation analysis was done.

4.5.1 Pearson Correlation between Learning Facilities and School Performance

The first research hypothesis was “H₀1: There is no significant influence of learning facilities on the performance of public secondary schools in Rongo Sub-County”. The finding in Table 4.7 shows that Correlation Coefficient was $r = .554$ at a significant value less than 0.05. Since the p-value was less than 0.05, the null hypothesis was rejected. Therefore, the study concluded that there was a significant influence of learning facilities on the performance of public secondary schools in Rongo Sub-County.

Table 4. 7: Pearson Correlation between Learning Facilities and School Performance

		Learning Facility	School Performance
Learning Facility	Pearson Correlation	1	.554**
	Sig. (2-tailed)		.000
	N	148	148
School Performance	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.000	
	N	148	148

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2022)

The study findings above are in line with Aaronson and William (2007) who highlighted that improved and well-furnished classrooms normally motivate both teachers and students in a learning process as it raises confidence among the parties involved. Moreover, the study results concurred with Nturibi (2015) who stated that libraries are also critical in learning institutions such as secondary schools. Teachers normally get motivated when they have school libraries with variety and adequate reference books. Libraries enable both the teachers and students to solicit information they require from the available books. They also act as study areas where the teachers can find time to prepare for their lessons. Further, the results were in agreement with Otchere, Afari and Kudawe (2019) who established that the quality and adequacy of educational facilities were significantly related with the learning and academic performance of students. Moreover, the study results concurred with Ashraf and Subri (2017) who found out that adequate facilities may influence students to perform better in learning process and examinations.

The findings above imply that inadequate learning facilities affects negatively the academic performances in public secondary schools. Therefore, there is need for the management of the secondary schools to provide adequate learning facilities such as infrastructure like classrooms, library and laboratories will facilitate better school performance.

4.5.2 Pearson Correlation between Tangible Rewards and School Performance

The second hypothesis of this research was “H₀2: There is no significant influence of tangible rewards on the performance of public secondary schools in Rongo Sub-County”. The finding in Table 4.8 shows that Correlation Coefficient was $r = .437$ at a significant value less than 0.05. Since the p-value was less than 0.05, the null hypothesis was rejected.

Therefore, the study concluded that there was a significant influence of tangible rewards on the performance of public secondary schools in Rongo Sub-County.

Table 4. 8: Pearson Correlation between Tangible Rewards and School Performance

		Tangible Rewards	School Performance
Tangible Rewards	Pearson Correlation	1	.437**
	Sig. (2-tailed)		.000
	N	148	148
School Performance	Pearson Correlation	.437**	1
	Sig. (2-tailed)	.000	
	N	148	148

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2022)

The findings above concurred with Pratheepkanth (2011) who highlighted that success of an educational system is dependent on the entity ensuring that its members of staff are motivated. Also, the findings agreed with Ajila and Abiola (2004), who argued that organizations should design and implement robust system of rewards that attempts to link productivity and rewards. This will enable the organization to retain high performers in their entities. Also, the results were in line with Shakir (2013), who stated that the use of non-monetary incentives may be perceived as gifts that could change the nature of the employment relationship. Measures such as sponsored trips and gifts may lead to more sincere relationships than the payment of cash bonus and this may ultimately translate to increased performance. Further, the findings concurred with Chebukati, Namusonge and Makokha (2019) who observed that schools have always organized prize giving days to their teachers at school, sub-county or county level. This has been done in form of certificate award, rewarding with household items and giving prizes inform of money or any other material items. Certificates have always remained as reminders of good performance in one’s history. Similarly, Momanyi (2015) in his evaluation of the factors determining teacher motivation in public secondary schools in Marani Sub- County of Kisii County established that reward system (cash and other material items) have significant influence on school performance. Further, studies by Nwosu (2020) assert that motivating teachers and students using cash incentives is significantly associated with increased performance. Other scholars who found similar results include Shakir (2013) and Ritho (2015).

The findings were evident that when employees are given tangible rewards, they get motivated and thus improve school performance. Therefore, the management of the public secondary schools are encouraged to provide tangible rewards to their employees so that they are able to achieve better school performance. The study concludes that tangible rewards towards employee’s motivation will cause enhanced school performance.

4.5.3 Pearson Correlation between Recognition and School Performance

The third hypothesis was “H₀₃: There is no significant influence of recognition on the performance of public secondary schools in Rongo Sub-County”. The finding in Table 4.9 shows that Correlation Coefficient was $r = .424$ at a significant value less than 0.05. Since the p-value was less than 0.05, the null hypothesis was rejected. Therefore, the study concluded that there was a significant influence of recognition on the performance of public secondary schools in Rongo Sub-County

Table 4. 9: Pearson Correlation between Recognition and School Performance

		Recognition	School Performance
Recognition	Pearson Correlation	1	.424**
	Sig. (2-tailed)		.000
	N	148	148
School Performance	Pearson Correlation	.424**	1
	Sig. (2-tailed)	.000	
	N	148	148

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2022)

The findings above concurred with Munga (2013) who conducted a study on the association between rewards and retention of teachers established a positive relationship between non-financial rewards and teacher retention. Additionally, studies by Lusekelo (2016) on the influence of incentives and rewards on teacher performance in Mbeya Region, Tanzania revealed that teachers’ recognition influence work performance. Consistent with these prior studies the current study determined that the influence of recognition, as indicated by appreciation, public praises, pinning and posting good performers is not only significant but also direct.

Also, the findings concurred with Chebukati, Namusonge and Makokha (2019) who stated that teachers’ recognition, rewards and praises enable school heads to benefit from renewed

sense of professional enthusiasm and passion amongst staff. Pinning the list of performance on notice boards may challenge the poor performers who may in turn enhance their performance in the areas they handle and this may lead to improved performance. The list has the effect of exposing weak performers and challenge them to improve.

The finding above is clearly evident that when employees are recognized they will perform better thus improve school performance. On the converse lack of praise and presence of blame and criticism, especially on petty mistakes, is detrimental to teacher's performance. In this situation teachers become frustrated and withdraw, they undertake responsibilities devoid of enthusiasm and commitment (Hanitha, 2017). On the other hand, the atmosphere where every teacher is recognized for positive performance is essential for their motivation. Recognition and rewards earn principals a new and enriched harvest of professional enthusiasm from teachers, (Barasa, 2015). Therefore, there is need for the management of the public secondary schools to recognize the work that employees are doing, this will lead to improved school performance.

4.6 Regression Result

This section presents the results of the regression analysis on the relationship between influence of employee motivation on the performance of secondary schools, a survey of Rongo Sub-County, Migori County. The finding was shown Tables 4.10, 4.11, and 4.12

4.6.1 Model Summary between Employee Motivation and School Performance.

In Table 4.10, R is the correlation coefficient. It provides a strong degree of positive correlation ($r = .825$) between Employee Motivation and School Performance. R-square of .681 measures part of School Performance which was explained by Employee Motivation. It showed that approximately 68.1% of the variation in School Performance was attributed to variation in Employee Motivation. The adjusted R square provides an idea of how the model may be generalized. It should be as close to R square as much as possible if not the same. In this case, the difference for the final model is small; i.e., 0.006 or 0.6%. This means if the model was derived from the population rather than a sample, then it would have accounted for approximately 0.6% less variance in School Performance.

Table 4. 10: Model Summary between Employee Motivation and School Performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.825 ^a	.681	.675	.24651	2.249

a. Predictors: (Constant), Recognition, Tangible Rewards, Learning Facility

b. Dependent Variable: School Performance

Source: Field Data (2022)

4.6.2 Regression ANOVA between Employee Motivation and School Performance.

Table 4.11 showed the ANOVA between Employee Motivation therefore had effect on School Performance. The overall model was statistically significant ($p < .05$). Employee Motivation therefore had effect on School Performance.

Table 4. 11: Regression ANOVA between Employee Motivation and School Performance.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	18.704	3	6.235	102.596	.000 ^b
1 Residual	8.751	144	.061		
Total	27.454	147			

a. Dependent Variable: School Performance

b. Predictors: (Constant), Recognition, Tangible Rewards, Learning Facility

Source: Field Data (2022)

4.6.3 Regression Coefficient between Employee Motivation and School Performance.

Table 4. 12: Regression Coefficient between Employee Motivation and School Performance.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.810	.208		3.902	.000
1 Learning Facility	.234	.020	.594	11.850	.000
Tangible Rewards	.192	.034	.275	5.608	.000
Recognition	.410	.036	.548	11.374	.000

Source: Field Data (2022)

4.6.3.1 Learning Facilities and School Performance.

The finding of the study in Table 4.12 indicated that for every unit of School Performance is attributed by .234 units of Learning Facilities. Also, the result showed that Learning Facilities was significant to School Performance ($P < .05$).

4.6.3.2 Tangible Rewards and School Performance.

The study result in Table 4.12 revealed that Tangible Rewards had significant contribution on School Performance ($P < .05$). In addition, the finding showed that for every unit of School Performance was affected by .192 units of Tangible Rewards.

4.6.3.3 Recognition and School Performance

Table 4.12 showed that Recognition was significant to School Performance ($P < .05$). For every unit of School Performance there were .410 units of Recognition.

The regression coefficients indicate the strength and direction of the relationships between the predictors (Learning Facility, Tangible Rewards, Recognition) and the dependent variable. All predictors have statistically significant positive coefficients, suggesting that each predictor is associated with an increase in the dependent variable. The standardized coefficients (Beta) allow for comparison of the relative importance of each predictor. The results suggest that Recognition has the highest standardized coefficient, followed by Learning Facility and Tangible Rewards. Overall, the model appears to provide a statistically significant and meaningful explanation of the variance in the dependent variable.

4.6.4 Auto-Correlation-Durbin Watson

Durbin Watson is based on the residuals and whether there is correlation between the case and the magnitude of the residuals. In Table 4.13, the Durbin Watson value was 2.249, therefore, since the values are less than 4 we reject the null hypothesis. This means there was statistical relationship between Employee Motivation and School Performance.

Table 4. 13: Auto Correlation- Durbin Watson

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.825 ^a	.681	.675	.24651	2.249

a. Predictors: (Constant), Recognition, Tangible Rewards, Learning Facility

b. Dependent Variable: School Performance

Source: Field Data (2022)

The regression model, which includes Recognition, Tangible Rewards, and Learning Facility as predictors, appears to have a good fit to the data. The high multiple correlation coefficient (R), substantial proportion of explained variance (R Square), and low standard error of the estimate suggest that the model effectively captures the relationship between the predictors and the dependent variable (School Performance). The Durbin-Watson statistic indicates no significant autocorrelation in the residuals, further supporting the reliability of the model.

4.7 General Regression Model

Further, the Table 4.12 showed that the regression model between Employee Motivation and School Performance was:

$$\textit{School Performance} = 0.810 + 0.234* \textit{Learning Facilities} + 0.192*\textit{Tangible Rewards} + 0.410*\textit{Recognition}. \dots\dots\dots \text{Equation 2}$$

Regression model 2 has a strong degree of positive correlation ($r = .825$) between Employee Motivation and School Performance. The model is 68.1% explained by the variation in Employee Motivation and was statistically significant.

4.8 Summary Objectives and Results of the Study

The summary of objectives and results is shown in Table 4.14.

Table 4. 14: Summary of Objectives and Results of the Study

Objective	Beta Value, P- Value	Result
To establish the influence of learning facilities on the performance of public secondary schools in Rongo Sub-County.	0.594, 0.000	The influence of learning facilities on performance is not only positive but also significant
To evaluate the influence of tangible rewards on the performance of public secondary schools in Rongo Sub-County.	0.275, 0.0603	The relationship between tangible award and performance is positive and significant
To determine the influence of recognition on the performance of public secondary schools in Rongo Sub-County.	0.548, 0.000	The influence of recognition on performance is positive and significant.
To determine influence of employee motivation on the performance of public secondary schools, a survey of secondary schools in Rongo Sub-County	F= 102.596, 0.000	The influence of employee motivation on the performance is positive and significant.

Source: Field Data (2022)

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary of the results of the study, conclusions and relevant recommendations. The presentation of the section is organized around the objectives of the study. The chapter also presents the suggested areas for further research.

5.2 Summary of Findings

The study sought to determine the influence of employee motivation on the performance of secondary schools, a survey of Rongo Sub-County, Migori County. This involved evaluating the influence of learning facilities, tangible rewards and recognition on performance of secondary schools. The summary is presented below:

5.2.1 Influence of Learning Facilities on School Performance

The study findings revealed that learning facilities as indicated by classrooms, libraries, laboratories and teaching materials have an important and positive influence on school performance. This was evidenced by a correlation coefficient of .554 and p-value less than 0.05 which indicates a strong positive relationship between learning facilities and performance.

5.2.2 Influence of Tangible Rewards on School Performance

The findings of the study showed that tangible rewards, as indicated by award of certificates, household items, monetary and sponsored trips, have a significant influence on school performance. The correlation results corresponding to the variables showed that the variable had a positive correlation coefficient of .437 and p-value less than 0.05. However, the relationship is marginally significant, with a P-value of 0.0603. While there is a positive trend, further investigation may be needed to ascertain the full significance of tangible rewards.

5.2.3 Influence of Recognition on School Performance

The study showed that recognition, as represented by verbal appreciation, public praises, pinning and posting good performers and recognition parties had a moderate positive influence on school performance with a correlation coefficient of 0.424 and p-value less than 0.05. The Beta value of 0.548 suggests a strong positive association between recognition and performance.

5.3 Conclusion of the Study

This section outlines the conclusions of the study based on the analysis of influence of employee motivation on the performance of secondary schools in Rongo Sub-County.

5.3.1 Influence of Learning Facilities on School Performance

The study concludes that adequate learning facilities as represented by quality classrooms, well-equipped libraries and laboratories and provision of adequate teaching materials contribute significantly and positively to improved school performance. Learning facilities play a pivotal role in shaping the performance of public secondary schools in Rongo Sub-County. The strong and statistically significant positive relationship (Beta = 0.594, P-value < 0.001) underscores the importance of investing in quality learning infrastructure to enhance overall school performance.

5.3.2 Influence of Tangible Rewards on School Performance

The study concludes that tangible rewards and prizes issued in form of certificates, household items and money have positive influence on school performance. While tangible rewards show a positive relationship with school performance (Beta = 0.275), the statistical significance is marginally above the conventional threshold (P-value = 0.0603). While the trend is positive, further exploration and research may be warranted to ascertain the full significance of tangible rewards in the context of Rongo Sub-County.

5.3.3 Influence of Recognition on School Performance

The study concludes that recognition dispensed in the form of appreciation, public praises, pinning and posting of good performers had positive influence on school performance. Recognition emerges as a significant factor influencing school performance, with a strong

and statistically significant positive relationship (Beta = 0.548, P-value < 0.001). Acknowledging and appreciating the efforts of teachers and students positively contribute to the overall success of public secondary schools in the region.

5.4 Implications and Recommendations of the Study

Based on the above findings, the study recommends the following:

5.4.1 Implications for Theory

The findings of the study had theoretical implication. It was noted that goals set inform the behaviours of the employee thus leading to high performance if they are deemed beneficial to the employees. As established in the study, goals motivate and improve on school performance.

5.4.2 Implications for Management Policy and Practice

- i. The government and other stakeholders need to provide adequate resources for the purpose of enhancing motivation as a strategy to improve the performance of schools. As established by the study, motivation is a significant element in school performance and therefore more budgetary allocation is not an option but a necessity. The education stakeholders should improve and develop teaching and learning resources through greater budget allocation for the provision of quality classrooms, libraries, laboratories and other teaching materials.
- ii. The management of public secondary schools should increase the level of motivation through recognition of teachers. Motivation through appreciations, public praises, pinning and posting of good performers are critical in enhancing teacher/student performance. Also, the management of public secondary schools should increase the level of tangible rewards provided to teachers. The award of certificates, household items and money could be a great source of motivation that could spur school performance.
- iii. Finally, the management of public secondary schools should practice verbal appreciation of teachers in order to enhance school performance. In addition, the management of the schools should increase public applause/mention on performers for this will improve performance.

5.4.3 Limitations of the Study

First, the study was limited to public secondary schools in Rongo Sub-County of Migori County. Therefore, the findings may not be generalizable to all secondary schools in the study area.

Second, as a variable that influences school performance, the study investigated motivation. However, we acknowledge that motivation is not the only factor at play, as personal disposition, culture, and beliefs also affect performance.

Finally, the study solely employed quantitative methods, utilizing questionnaires as the sole means of data collection. As such, the respondents' ability to express themselves freely was constricted.

5.4.4 Suggestions for Further Studies

The study was carried out in public secondary school in Rongo Sub-County, Migori County to determine the influence of employee motivation on school performance. Further research should be carried out in other sub-counties to determine how employee motivation influence performance.

Besides the variables of interest of the study, there are other factors that may influence performance of secondary schools such as entry behavior, cultural environment, quality of the teachers and many others. Further research should be carried out to determine how these other factors influence school performance.

The study adopted questionnaires to collect data. Further studies should be carried out using other interactive methods of data collection such as interviews and observations.

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APPENDICES

Appendix I: Letter of Introduction.



JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY
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BONDO

Our Ref: B151/4070/2018

Date: 17th March 2021

TO WHOM IT MAY CONCERN

RE: RATEMO KEMUMA JUDY – B151/4070/2018

The above person is a bonafide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Business and Economics pursuing Master of Business Administration (Human Resource Management). She has been authorized by the University to undertake research on the topic: *“Employee Motivation’s Influence on the Performance of Secondary Schools, A Survey of Rongo Sub – Country, Migori County”*.

Any assistance accorded her shall be appreciated.

Thank you.

Prof. Dennis Ochuodho

DIRECTOR, BOARD OF POSTGRADUATE STUDIES



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Appendix II: Research Questionnaire

Section A: Demographics Characteristics

1. What is your gender?

Male []

Female []

2. Age bracket

Less 20 years []

20-30 years []

31-40 years []

40-50 years []

Over 50 years []

3. What is your level of education?

Diploma []

Graduate []

Post Graduate []

Others specify []

4. How long have you worked in your current station?

0-5 years []

6 – 10 years []

11-15years []

16-20years []

Over 20 years []

SECTION B: INFLUENCE OF LEARNING FACILITIES ON PERFORMANCE

Please indicate the extent of your agreement with the following statements.

Key: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree.

	Item	1	2	3	4	5
1	The quality of classrooms has led to improved performance					
2	The library facilities have enhanced performance					
3	The co-curricular facilities have made the performance of the school better					
4	The quality of laboratory facilities has improved performance					
5	The quality of teaching materials has improved school performance					

SECTION C: INFLUENCE OF TANGIBLE REWARDS ON SCHOOL PERFORMANCE

Please indicate the extent of your agreement with the following statements.

Key: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree.

	Item	1	2	3	4	5
1	The award of certificates to performers has improved performance					
2	The award of gifts and prizes has led to an increase in performance					
3	The award of letters of appreciation leads to better performance					
4	The provision of sponsored trips to teachers has led to improved performance					
5	The incentive of monetary tokens has boosted the school performance					

SECTION D: INFLUENCE OF RECOGNITION ON PERFORMANCE

The following statements indicate how recognition influences school performance.

Key: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree.

	Item	1	2	3	4	5
1	Verbal appreciation of teachers has enhanced school performance					
2	The provision of recognition parties to teachers has improved performance					
3	The award of enhanced job titles has increased school performance					
4	The public applause/mention of performers has enhanced performance					
5	Pinning and posting of good performers has led to better performance					

SECTION E: SCHOOL PERFORMANCE

The following statements describe the performance status of your school. Please tick the answer that best describes your opinion on the stated fact.

Key: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree.

	Item	1	2	3	4	5
1	There has been a general improvement in performance of my school in KSCE over the period 2017 to 2021					
2	The average performance in internal exams has improved in my school over the period 2017 to 2021					
3	The number of students joining university increased over the period 2017 to 2021					
4	The performance of my school in co-curricular activities increased over the period 2017 to 2021.					

Thank you for your participation.

Appendix III: List of Secondary Schools in Rongo Sub-County Migori County

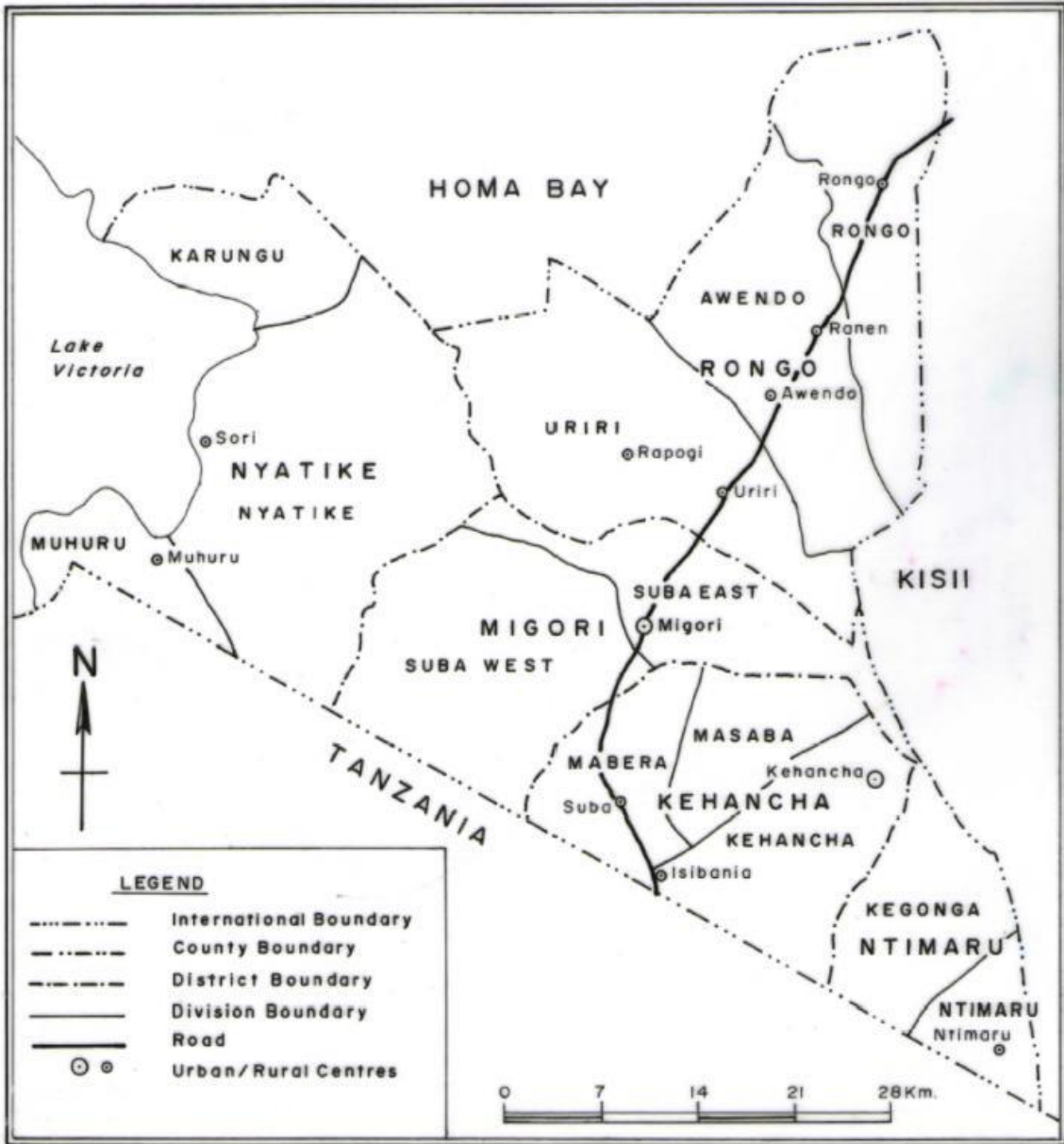
No.	Name of School	Number of Teachers Per School	Sample per School
1	Kanyawanga Secondary School	56	21
2	Koderobara Secondary School	48	18
3	Oyugi Ogango Girls' Secondary School	34	12
4	Kangeso Secondary School	25	9
5	Minyenya Mixed Secondary School	26	10
6	Sigiria Secondary School	24	9
7	Kameji Mixed Secondary School	35	13
8	Nyarach Mixed Day Secondary School	26	10
9	St. Mary's Nyanga'o Mixed Secondary School	18	7
10	Nyamuga Mixed Secondary School	19	7
11	Winyo Mixed Secondary School	24	9
12	Our Lady of Fatima, Rakwaro Mixed Sec School	24	9
13	St. Patrick's Kamgundho Secondary	21	8
14	Omware Mixed Day Secondary School	22	8
15	Matare Secondary School	21	8
16	Kamagambo High School	36	13
17	Kanga High School	80	29
18	Kanga Mixed Secondary School	28	10
19	Rongo Mixed Secondary School	23	8
20	Nyakuru Mixed Secondary School	18	7
21	St. Mary's Gorreti Dede Girls Secondary School	36	13
22	Kanyasrega Nyokal Secondary School	22	8
23	St. Joseph Kamyawa Secondary School	24	9
	Total	690	253

Source: Education Office Rongo Sub County, 2022

Appendix IV: Return Rate of Questionnaires

No.	Name of School	Proposed sample per School	Response return rate (%)
1	Kanyawanga Secondary School	21	14
2	Koderobara Secondary School	18	10
3	Oyugi Ogango Girls' Secondary School	12	8
4	Kangeso Secondary School	9	4
5	Minyenya Mixed Secondary School	10	8
6	Sigiria Secondary School	9	6
7	Kameji Mixed Secondary School	13	7
8	Nyarach Mixed Day Secondary School	10	6
9	St. Mary's Nyanga'o Mixed Secondary School	7	4
10	Nyamuga Mixed Secondary School	7	6
11	Winyo Mixed Secondary School	9	5
12	Our Lady of Fatima, Rakwaro Mixed Sec School	9	4
13	St. Patrick's Kamgundho Secondary	8	5
14	Omware Mixed Day Secondary School	8	6
15	Matare Secondary School	8	4
16	Kamagambo High School	13	7
17	Kanga High School	29	13
18	Kanga Mixed Secondary School	10	4
19	Rongo Mixed Secondary School	8	6
20	Nyakuru Mixed Secondary School	7	3
21	St. Mary's Gorreti Dede Girls Secondary School	13	9
22	Kanyasrega Nyokal Secondary School	8	5
23	St. Joseph Kamyawa Secondary School	9	4
	Total	253	148

Appendix V: Map of Rongo Sub-County



Appendix VI: Approval to Conduct Research



**JARAMOGI OGINGA ODINGA
UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**DIVISION OF RESEARCH, INNOVATION AND OUTREACH
JOOUST-ETHICS REVIEW OFFICE**

Tel. 057-2501804

Email: erc@jooust.ac.ke

Website: www.jooust.ac.ke

P.O. BOX 210 - 40601

BONDO

OUR REF: JOOUST/DVC-RIO/ERC/E3

20th August, 2021

Judy Kemumo Ratemo

B151/4070/2018

JOOUST

Dear Ms. Ratemo,

**RE: APPROVAL TO CONDUCT RESEARCH TITLED “EMPLOYEE MOTIVATION’S
INFLUENCE ON THE PERFORMANCE OF SECONDARY SCHOOLS: A SURVEY OF
RONGO SUB-COUNTY, MIGORI COUNTY”**

This is to inform you that JOOUST ERC has reviewed and approved your above research proposal. Your application approval number is **ERC 24/8/21-10**. The approval period is from 20th August, 2021 – 19th August, 2022.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations and violations) are submitted for review and approval by JOOUST IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to NACOSTI IERC within 72 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks of affected safety or welfare of study participants and others or affect the integrity of the research must be reported to NACOSTI IERC within 72 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to JOOUST IERC.

Prior to commencing your study, you will be expected to obtain a research permit from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Prof. Francis Anga'wa

Chairman, JOOUST ERC


Copy to: Deputy Vice-Chancellor, RIO

Director, BPS

Dean, SBE

Appendix VII: NACOSTI Research License


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **497119** Date of Issue: **24/October/2021**


RESEARCH LICENSE




This is to Certify that Ms.. JUDY KEMUMA RATEMO of Jaramogi Oginga Odinga University of Science and Technology, has been licensed to conduct research in Migori on the topic: Employee Motivation's Influence on the Performance of Secondary Schools, A Survey of Rongo Sub-County, Migori County for the period ending : 24/October/2022.

License No: **NACOSTI/P/21/13760**

497119
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



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