

**RELATIONSHIP BETWEEN SELECTED MOTIVATIONAL FACTORS AND  
THE PERFORMANCE OF PUBLIC SECONDARY SCHOOL  
AGRICULTURE TEACHER'S IN IMENTI SOUTH DISTRICT, KENYA**

**FLORENCE KAUMI KIRIMI**

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Requirement for the Award of the Degree of Master of Science in Agricultural  
Education of Egerton University**

**EGERTON UNIVERSITY**

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## **DECLARATION AND RECOMMENDATION**

### **Declaration**

I declare that this thesis is my original work and has not been submitted or published for award of diploma or conferment of degree in this or any other university.

Signature.....

Date.....

Kirimi Kaumi Florence

EM11/3032/11

### **Recommendation**

This thesis has been submitted for examination with our approval as university supervisors:

Signature.....

Date.....

Dr. J. K. Kibett

Department of Agricultural Education & Extension

Egerton University

Signature.....

Date.....

Dr. J. Obara

Department of Agricultural Education & Extension

Egerton University

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## **DEDICATION**

This study is dedicated to my family members. Thank you for the patience all along when I was doing my studies. May the team spirit we established be the beginning of a long time partnership throughout our lives.

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## ABSTRACT

Teacher motivation is very important as it directly affects the students' performance. The performance of agriculture teachers in Imenti South District has been low compared to other districts. This has been characterized by a decline in the agriculture subject results. This might have been contributed by inadequate teacher motivation. The purpose of this study was to determine the relationship between selected motivational factors and the performance of secondary school agriculture teachers in the district. The study used a cross-sectional research design. The target population comprised of all the head teachers and agriculture teachers of secondary schools in Imenti South District. Fifty-nine head teachers and fifty-nine agriculture teachers were randomly sampled from 70 schools in the District. A structured questionnaire was used by the researcher to collect data from the respondents. The reliability of the instrument was estimated using Cronbach's Alpha Coefficient. Data was analyzed with the help of Statistical Packages for Social Sciences (SPSS). Descriptive statistics specifically frequencies and percentages, and inferential statistics particularly Pearson's Product Moment Correlation were applied in data analysis. The hypotheses were tested at a 0.01 confidence level. The general working conditions in secondary schools were fair as noted by 69% of the respondents. The results also indicate that there is a positive correlation (0.444) between working condition and performance of agriculture teachers. The results also indicate that the teaching load of most teachers (59%) was moderate; however, they had been assigned other non-teaching roles. Further, the study revealed a negative correlation (-0.416) between teaching load and performance of agriculture. A correlation analysis between interpersonal relations and performance of agriculture teachers revealed a positive correlation of 0.403 and a p-value of 0.01. The overall performance of agriculture teachers in the District has been fair for the last three years; however, this can be improved by reducing the teachers teaching load, improving the working conditions and interpersonal relations in the schools. The study recommends that agriculture teachers should make use of the surrounding community in the teaching of agriculture. Also, the school administrators should equip the available workshops with appropriate tools and equipment and in schools without workshops; the administrators should construct them and equip them appropriately to facilitate effective teaching.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>DEO</b>	- District Education Office
<b>IIEP</b>	- Institute for International Economic Policy
<b>KCSE</b>	- Kenya Certificate of Secondary Education
<b>KNUT</b>	- Kenya National Union of Teachers
<b>PPMC</b>	- Pearson's Product Moment Correlation
<b>SPSS</b>	- Statistical Packages for Social Sciences

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Motivation involves the energy and drive to learn, work effectively, and achieve potential (Martin, 2003). The motivation of a teacher is, therefore, very important as it directly affects the students. In order for teachers to maintain a high level of professional performance, they must assume personal responsibility for their own performance, growth and development (Alam, 2011). Mohanty (2000) explains that teacher performance is the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude, environment and management structures in which they perform their role.

Teacher motivation is viewed as a variable which has a strong impact on learner's motivation (Gardner, 2005). The extent to which teachers are able to motivate their students depends on how motivated they are (Atkinson, 2000; Bernaus, Wilson, & Gardner, 2009; Guilloteaux & Dornyei, 2008). High motivation may enhance school teachers' efficiency and effectiveness leading to improved teacher and student performance (Kusereka, 2003). Teachers' low motivation may lead to apathy, reduced performance, requests for transfers to other schools, increased value on material rewards, hostility to school officials, and working for promotion to other positions with better prospects (Frederick, 2001).

Nadeem, Rana, Lone, Maqbool, Naz and Ali (2011) observed that poor salary, excessive workload, poor infrastructure, lack of library facility, lack of teaching and learning material, teachers morale, working relations with staff and head teacher and working environment are the factors which affect the female teachers' performance negatively. Other factors include political interference, responsibilities at home, distance of residing area, stress, status of teacher and respect in society. Mohanty (2000) indicated poor pay, low status and morale as the key causes of poor performance and corrupt behavior in the public sector. Across the world, millions of teachers are working tirelessly for low wages educating the next generation. Further, Institute for International Economic Policy (2004) noted that teachers also complain

about the lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals, and the limited linkages between their performance, teacher compensation and teacher development. Dinham and Scott (2000) also showed that factors that affect teachers' motivation include pay, interpersonal relations, authoritarian administration, teaching load, class size, supervision, promotion, student interest and behavior, administrative efficiency, school facilities, community support and nature of the job.

Motivation is stimulated by a particular behavior and satisfaction is the product of that behavior. The level of intrinsic motivation stimulated by working with children, seeing their progress and achievement and making a contribution to society are among the factors attributed to teacher's satisfaction, and maintaining a good level of motivation in the job (Zembylas & Papanastasiou, 2003). Satisfaction tends to motivate teachers to aim for higher performance and achievement to fulfill their sense of accomplishment. Teachers need self-actualization because without it may lead to teacher burn-out and teachers therefore prepare to be provided with opportunities to enhance self-actualization.

Self-actualization is the full use and exploitation of talents, capacities and potentialities. Such people seem to be fulfilling themselves and to be doing the best that they are capable of doing. According to Nieto (2003), self-actualization is the need for achieving full potential, personal and professional success and reaching the peak of satisfaction. The greatest enjoyment in teaching comes from seeing students who have achieved success academically, and in seeing the students developing their personal characters and identities (Dornyei, 2000). Excellent teachers are motivated to continue teaching because they are able to fulfill their personal accomplishment by seeing students' successes. Motivation is associated with satisfaction (Dinham & Scott, 2000).

Many factors influence the performance of teachers in Kenyan secondary schools. According to Kusereka (2003), the primary factor that contributes to good performance of teachers is strong motivation. Motivated Agriculture teachers are often associated with producing motivated students with high achievements (Atkinson, 2000). Thus, in order to bring change to an educational system, factors that

enhance teacher motivation are essential. Planning for such improvements would require the planner to know the existing state of teacher motivation and motivational factors affecting teachers' performance. Although the factors discussed have been identified to relate to teacher motivation in Australia, Thailand, Northeast England and Korea, it was not clear whether the same factors related to teachers' motivation in Kenya and particularly Imenti South District. The three factors (working conditions, teaching load and interpersonal relations) were selected because in literature they have been viewed to have strong relationship with teachers' performance. Therefore, this study aimed at establishing the relationship between selected motivational factors and performance of agriculture teachers' in Imenti South District.

### **1.2 Statement of the Problem**

Teaching of Agriculture is demanding because of the multiple responsibilities of agriculture teachers which include working with the community, laboratory instruction; supervision of student's project, career counseling, non-teaching duties and classroom instruction (Dexter, 2007). Omoro (2005) showed that agriculture teachers often left teaching for other more satisfying jobs. Despite the training and experience of most agriculture teachers in Imenti South District, their performance in the subject has not been good. This has been indicated by the decline in K.C.S.E agriculture subject results over the years (Kenya National Examination Council, 2011). This might have been contributed by inadequate teacher motivation. Lack of motivation may hinder the work output and effectiveness of even dedicated teachers. The influence of teachers' motivation on performance has not been systematically studied and documented. This therefore, calls for a study on the relationship between selected motivational factors and performance of agriculture teachers' in Imenti South District.

### **1.3 Purpose of the Study**

This study sought to determine the relationship between selected motivational factors (working conditions, interpersonal relations and teaching load) and the performance of agriculture teachers' in Imenti South District.

#### **1.4 Objectives of the Study**

The objectives of the study were to:

- i. Determine the relationship between working conditions and the performance of agriculture teachers.
- ii. Determine the relationship between teaching load and the performance of agriculture teachers.
- iii. Determine the relationship between interpersonal relations and the performance of agriculture teachers.

#### **1.5 Hypotheses of the Study**

The following null hypotheses were tested at 0.01 alpha levels.

H<sub>01</sub>: There is no statistically significance relationship between working conditions and the performance of agriculture teachers.

H<sub>02</sub>: There is no statistically significance relationship between teaching load and the performance of agriculture teachers.

H<sub>03</sub>: There is no statistically significance relationship between interpersonal relations and the performance of agriculture teachers.

#### **1.6 Significance of the Study**

This study may provide useful information to the schools administration and the Teachers Service Commission in their effort to boost agriculture teachers' motivation and regular assessment of teachers' needs may help to provide meaningful and relevant incentives to boost their motivation. Also, the findings of this study may reveal the factors that may influence motivation among agriculture teachers. Thus, the study will unveil measures which, when implemented would improve agriculture teachers' motivation. Such improvement is important for attracting, maintaining and holding quality agriculture teachers in secondary schools and by implication, improving teacher and student's performance.

#### **1.7 Scope of the Study**

The study was restricted to the relationship between selected motivational factors (working conditions, teaching load and interpersonal relations) and the performance of secondary school agriculture teachers in Imenti South District, Kenya. Agriculture



teachers were selected because they are the implementers of the Agriculture curriculum.

### **1. 8 Assumptions of the Study**

The following were the assumptions made by the study.

- i) The respondents would co-operate with the researcher.
- ii) The respondents would give honest responses.

### **1. 9 Limitations of the Study**

The study was limited by the fact that it dealt with motivation of Agriculture teachers of secondary schools in Imenti South District; therefore, any generalizations made from the findings was confined to that group of teachers.

### 1.10 Definition of Terms

**Interpersonal relations:** Stoetzer (2010) defines interpersonal relations as the relation between employees, their colleagues and managers at work and how employees are usually treated. In this study, it refers to the way agriculture teachers relate with their colleagues, students, community and the school head.

**Motivation:** refers to the reasons underlying behavior. It is the attribute that moves us to do or not to do something (Guay, 2010). In this study, motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

**Motivational factors:** Refers to Internal and external factors that stimulate desire and energy in teachers to be continually interested and committed to teaching and other associated roles (Bruner,2007). It is the act or process of motivating; an inducement or incentive. In this study, motivational factors refer to factors that motivate agriculture teachers to carry out their teaching roles effectively. They include working conditions, teaching load and interpersonal relations.

**Teacher performance:** O'Driscoll and Beerhr (2000), define teacher performance as behaviors which teachers engage in while at school which contribute to achievement of school goals and objectives. These behaviors are formally evaluated by the school as part of the teachers' responsibilities. In this study, it refers to the scores the teacher will get in the teacher performance index.

**Syllabus coverage:** Refers to completing all the content outlined in the agriculture syllabus (Omoro, 2005).In this study, it refers to the ability of the teacher to cover the content that is supposed to be covered in agriculture syllabus before the students sit for K.C.S.E. Coverage of the syllabus by end of form three (3) a teacher gets a score of 5, end of first term of form four a score of 4, end of second term score of 3, third term before they sit for exams score of 2 and non-coverage a score of 1.

**Teacher experience** – refers to active participation in teaching activities, leading to the accumulation of knowledge or skill (Macmillan Dictionary, 2011).In this study, it refers to the number of years an individual teacher has taught.

**Teaching load:** Rountree (2009) defines teaching load as the actual instructional assignments. In this study, it refers to the class size and number of lessons per week an agriculture teacher teaches.

**Working conditions:** Refers to environment in which an individual or staff works, including but not limited to such things as amenities and physical environment (Macmillan Dictionary, 2011). In this study, they refer to conditions in which an agriculture teacher works, including such things as availability of teaching facilities and resources, paper work and agricultural buildings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains a review of related literature in the area of study. The first section deals with meaning and need for motivation. The second section deals with teacher motivation in education. The third section deals with the selected motivational factors influencing performance of teachers. The last section deals with the theoretical and conceptual frameworks.

#### **2.2 Meaning and Need for Motivation**

Harmer (2001) defines motivation as an internal drive that encourages somebody to pursue a course of action. A person is internally driven when the goal that he or she attempts to achieve is sufficiently attractive. Brown (2007) views motivation as a term that explains the success or the failure of virtually any complex task. Motivation is a psychological construct which is directly unobservable; therefore it can be defined in terms of observable behavior patterns of individuals.

Motivation is responsible for why people decide to do something (choice), how long they are willing to sustain the activity (persistence), and with what level of dedication they pursue it, (Dornyei, 2001). Motivation is an umbrella term which can account for a wide variety of human behavior. Applied to agriculture teaching, for example, this includes what makes people enter the profession of teaching, what makes them stay in the profession or leave it early and how well they perform the act of teaching are all relevant questions in motivation research. Williams & Burden (2001) identify three characteristics of someone who is motivated: interest, curiosity, and desire to achieve a goal.

Gardner (2005) refers to motivation as the combination of effort plus desire to achieve a goal. In Gardner's view, motivation involves four main aspects: goal, effort, the desire to achieve the goal, and the attitude towards the target activity. Though Gardner identifies these aspects in relation to the process of language learning, they can also be applied in any form of teaching. Motivation often contains words such as job satisfaction, commitment, morale, desire, effort, enjoyment, efficacy, and

autonomy, which can also be identified as characteristics of a motivated person. According to Dornyei (2001) de-motivation is specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action.

### **2.3 Teacher Motivation in Education**

In the discussion of motivation in teaching, the teacher is viewed as one major source of learner motivation (Atkinson, 2000; Bernaus, 2009; Pelletier, 2002; Williams & Burden, 2001). One of the primary duties of a teacher is to enhance the intrinsic motivation of learners which in result facilitates their successful mastery. Effective instructors should act as an inspiration and resource, encouraging and supporting students' intrinsic motivation to create, explore, learn and experiment (Pelletier, 2002). Brown (2007) supports this by saying that; the ultimate quest in teaching is to see to it that pedagogical tools can harness the power of intrinsically motivated learners who are striving for excellence, autonomy, and self-actualization.

Motivation research has examined pedagogical implications by exploring different motivational strategies that teachers can use to increase the intrinsic motivation of students in the classroom. Motivation strategies mean instructional interventions applied by the teacher to elicit and stimulate student motivation (Guilloteaux & Dornyei, 2008). Williams & Burden (2001) proposed a long list of strategies that teachers can use to motivate their students: for instance, involve learners in setting learning goals; discuss with learners why they are carrying out activities; build up a supporting environment; and give informational feedback. Motivation is often conceptualized as a construct totally related to the learner. By making use of the strategies, teachers are supposed to increase learners' intrinsic motivation in classroom. The extent to which teachers can motivate their learners depends on how much the teacher is motivated (Atkinson, 2000).

Bernaus (2009) considers teacher motivation as the most important variable in terms of learner motivation and performance. Atkinson (2000) using a sample of teachers and students from four schools in the Northeast of England, reports a direct relationship between teacher motivation and student motivation. Also, Guilloteaux and Dornyei (2008), in their recent study in Korea, report how a teacher's motivational practice affects learners' motivated learning behavior as well as their

motivational state. Thus, teacher motivation in literature is viewed as a variable which directly determines their performance and the motivation level of learners.

## **2.4 Relationship between Motivational Factors and Teacher Performance**

A teacher needs conditions which are conducive to becoming fully competent. Dinham and Scott (2000) in a study of motivation in Australia and England reported that efficiency of the education system was related to many factors that impact directly on the teachers' contribution to the schools, effectiveness and efficiency. These factors include teachers pay, working conditions teaching load, career advancement community and administrative support.

### **2.4.1 Working Conditions**

Teachers who enter into teaching with a strong ethic of service, commitment, satisfaction and self-esteem come from performing a task that they like and the feeling that they are using their abilities properly (Woods, 2002). School conditions that prevent teachers from achieving self-esteem are large class sizes, lack of teaching materials and equipment, parental and community demands and expectations, student problems, excessive paper work, dilapidated buildings without roofs or with torn roofs and broken walls (Chigbu, 2006). Other factors include lack of support from the administration in working with teachers to reduce stress and to facilitate a secure learning environment especially in dealing with problematic students (Kyriacou, 2004). Also, belittling remarks about teachers by politicians and civil servants and threats of sacking are sources of demoralization (Pelletiar, 2002). Unsatisfied and overworked teachers are likely to retard the process of learning in schools (Barlett, 2004).

### **2.4.2 Teaching load**

The lack of intellectual challenge in teaching is a source of dissatisfaction especially in young teachers (Naylor, 2001; Dornyei, 2001). These authors indicate that where teachers are not treated as professional, have so much teaching load and large class sizes, their motivation declines. In the case of Agriculture teachers they manage enormous enterprises in the school farm, supervise farm workers, students' projects and organize fieldtrips for students which make their career challenging (Dexter, 2007). Therefore, such work becomes too demanding which is a de-motivating factor.

### **2.4.3 Career Opportunities**

Chances of upward mobility in teaching with higher responsibilities and better pay are limited among teachers (Embich, 2001). Dornyei (2001) observed that teaching, as an occupation offers little chance for advancement. Experienced teachers needed for school success often leave teaching for a related educational profession such as administration, supervision or counseling. Clear guidelines for promotion can help improve teachers' motivation. For instance in Sri-Lanka, teachers are offered a promotion scheme which allows them to move from grade III (lowest grade in teaching) to grade I (highest grade in teaching) based on their higher studies and experience.

In Thailand, seniority and experience is the criterion (Dornyei, 2001). In Kenya; competitive examinations as a basis for promoting school-teachers have not motivated most of the teachers to move up in their job structure (Barlett, 2004; Hoyle, 2001). Some states of the United States have introduced career ladder plans for teachers which allow them to assume varied roles during different stages of their career: mentor teacher and master teacher who take up the responsibilities like designing curriculum, teacher training, conducting research, and directing in-service training programs (Johnson, 2003). This increases the motivation of the teachers for there is always an opportunity for teachers to perform activities which are varied and challenging during different phases of their careers.

### **2.4.4 Interpersonal Relations**

Good interpersonal relations with the school community the principal, teaching colleagues, students and other non-teaching staff are important for teachers' effectiveness, motivation and performance. The teachers' personality and the way they conduct themselves across the whole range of human and work relationships will determine this variable (Hoyle, 2001). Poor interpersonal relationships may result from posting where teachers are sent to areas which do not allow them to establish long-standing personal relationships with local communities. According to Davis and Wilson (2000), administrators and principals are inclined to back parents against teachers while Hartsell, Ricker and Calmen, (2002) reported that some studies found that administrators may even encourage community criticisms that lower teacher self-

esteem. In any organization, respect and responsibility among employees should prevail.

Teachers strongly desire interaction with colleagues, support of the principal, appropriate workload consistent with their competency, a stable work environment and access to teaching materials required (Woods, 2002). Good relationship between employees decreases the stress level and they feel more relaxed at workplace (Kyriacou, 2004). Whenever people from different backgrounds or groups of people work together, there are chances that a conflict would arise. So it's important to manage the conflict in a way that it would not affect the environment of the workplace. Management should make policies and guidelines that help in resolving conflict at its earliest and in the most amicable way (Wertheim, 2002).

#### **2.4.5 Teacher's Pay**

Chigbu (2006) noted that pay is the only motivational factor for the worker whose need is to obtain desired goods and services. Smithers and Robinson (2003); Addison and Brundrett (2008) identified poor pay as a de-motivator for teachers. In Kenya, teachers' low pay forces them to engage in other activities so as to meet their needs (Sifuna & Otiende, 1994). High pay can be a means of providing recognition, enhancing self-esteem and hence acting as a satisfier (Chigbu, 2006). According to Popoola (2009), more teachers cited better salaries or benefits as reasons for leaving teaching.

Because teachers require the same basic necessities of life as other people, they cannot render maximum service regardless of their ability and preparation, if their income does not meet their basic needs (Popoola, 2009). Poor pay as compared to other civil servants in equivalent job groups makes teaching unattractive. Salaries and allowances tend to remain the same for a long time and there seems to be no policy for automatic revision of the same until industrial actions are called by trade unions particularly Kenya National Union of Teachers (KNUT, 2010).

Several studies have indicated that pay is important in the early years of work especially among those who enter teaching at young ages as well as those who are highly qualified though other factors such as workplace conditions may influence the



impact of an employee's performance (Ondrich, Pas & Yinger (2005); Embich (2001) and Luekan, Lyter & Fox (2004). Naylor (2001) documented that teachers work more hours than other workers. Apart from working more hours, teachers are also expected to perform many roles in the lives of students all of which do not necessarily attract rewards that are commensurate with the responsibility.

#### **2.4.6 Teachers' needs and motivation in joining the profession**

Bastick (2000); Kyriacou and Coulthard (2000); Muller, (2009), reported that the common reasons given by teachers for entering the profession can be categorized into three main groups: intrinsic reasons, extrinsic reasons, and altruistic reasons. A reason concerning the job satisfaction that is derived from the activity itself is termed as intrinsic. Working with children and doing the work that they love are the most common intrinsic reasons that teachers often mention for entering the teaching profession (Dinham & Scot, 2000).

Any reason that deals with the aspect of external rewards of teaching such as long holidays, job security, and social status of a teacher is conceptualized as extrinsic reasons. Reasons such as educating the next generation, sharing knowledge, and furthering knowledge are altruistic reasons for they underlie the perception of teaching as a socially worthwhile and important job (Kyriacou & Coulthard, 2000). Muller (2009) view altruistic reasons as internalized extrinsic motivation because they often represent values associated with the teaching profession.

#### **2.4.7 Teachers' status in relation to other professions**

Teachers need to achieve feelings of respect, competence and professional self-worth so as to be seen as people of achievement (Owens, 2011). Various surveys carried out on the teaching profession indicate that teachers suffer from low motivation as an occupational group (Hoyle, 2001). The low motivation comes from the low ranking in prestige relative to other occupations like extension agents and other professions. Hoyle, (2001), noted that the status of teachers has been undermined as a result of their adherence to government policies and initiatives that many oppose. This author defines status as the position or standing in society accorded to a person or a group relative to their importance of function and competence in performing it; working conditions, other material and non-material benefits as compared to other professions.

Dinhan and Scott (2000) points out that low motivation results from low status the society views the teaching profession relative to other occupations due to low pay, poor working conditions, and teaching being not a respected or valued authority.

Literature has reviewed a number of factors to have a relationship with teacher performance in Australia, Thailand, Northeast England and Korea but it's not clear whether the same factors affects teacher's motivation in Kenya especially Imenti South District. Thus the need to determine and document the relationship between these factors and the performance of Agriculture teacher's in Imenti South District.

## **2.5 Theoretical Framework**

This study was guided by Adam's Equity theory (1963) which was adopted by Johnson (2003) and Disley (2009). This theory is concerned with work outcomes. It explains that individuals are motivated if they are equally compensated for their efforts and achievements (Johnson, 2003). It further indicates that workers often determine equity or inequity by comparing their input/output ratio with that of their referents (co-workers or workers employed by a similar organization). Input here includes education, seniority, effort, experience, skills, and/or creativity to one's loyalty to the organization. Output means things like pay, intrinsic rewards, seniority benefits, status symbols, job security, career advancement, recognition, and so forth (Disley, 2009). Employees can make two kinds of comparisons: their own input with the output and their input/output ratio with their referents. Workers will be motivated if they perceive that they are treated fairly, while inequity can lead to their de-motivation. This theory formed the basis for this study to determine the relationship between selected motivational factors and the performance of secondary school agriculture teachers.

## **2.6 The Conceptual Framework**

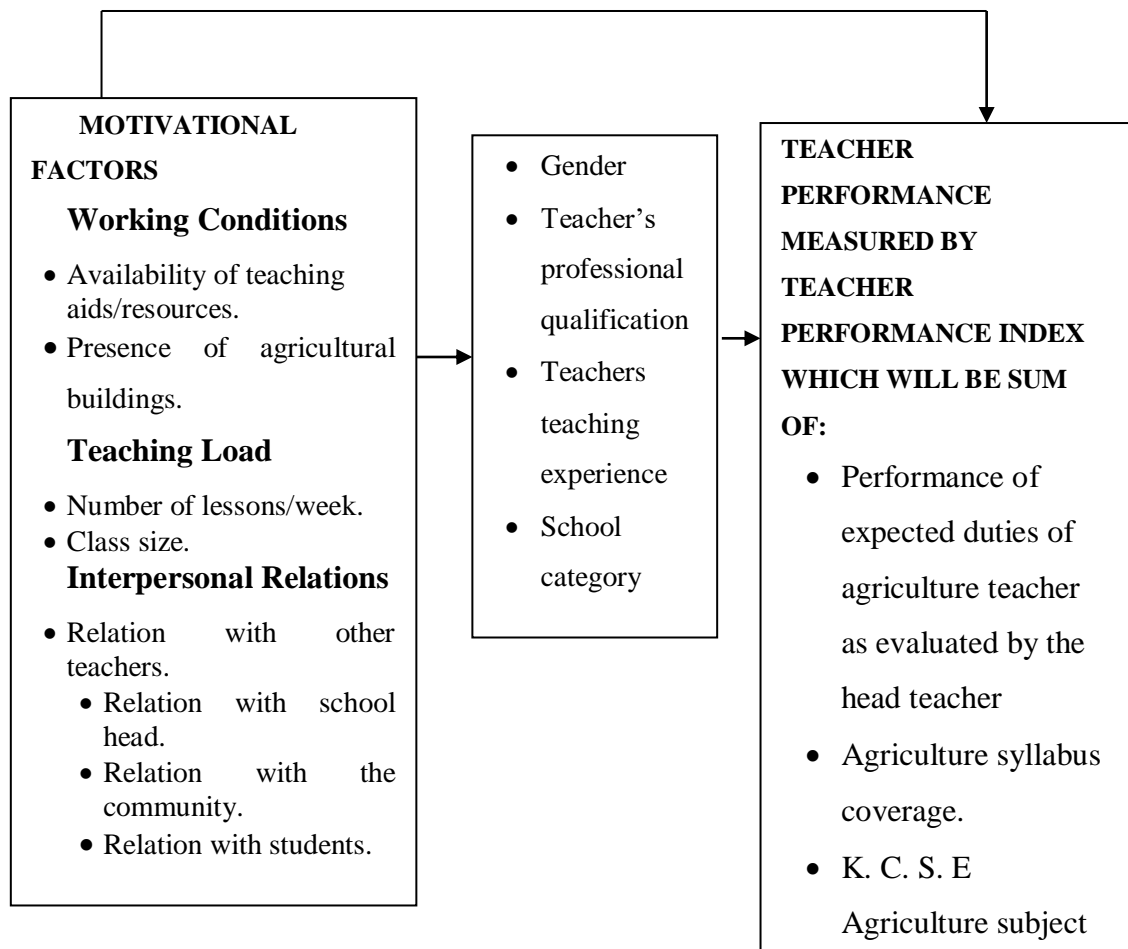
On the basis of Adam's equity theory (1963), the motivation of teachers by the school administration (input) has an effect on their performance (output). Well motivated teachers perform better than their de-motivated counterparts. The dependent variable in this study was teacher performance. This variable was measured by determining the agriculture teacher performance index using the following indicators: Performance of expected duties of agriculture teacher as evaluated by the head teacher, agriculture

syllabus coverage and K.C.S.E Agriculture subject mean score (2009-2011). Teacher performance was related to several motivational factors (the independent variables). The independent variables were working conditions, teaching load and interpersonal relations. The relationship between the independent and dependent variables was further influenced by the intervening variables which were teacher's gender, teaching experience, professional qualification and school category. To ensure that intervening variables did not influence the dependent variable, the variables were controlled. The researcher controlled teacher's gender by ensuring that the sample included both males and females while the school category was controlled by categorizing the schools into National, Provincial, District and Day Schools. Teacher's professional qualifications were controlled by categorizing the profession qualifications into 3 groups; no profession training, diploma level and first degree and above training. To control the teaching experience the study subjects were agriculture teachers who had taught for three years and above.

**Independent Variables**  
**Variables**

**Intervening Variables**

**Dependent**



**Figure 1: Selected motivational factors influencing the performance of secondary school agriculture teachers.**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3. 1 Introduction**

This chapter describes the research design that was used, study location, population and sample selection. Other items include: Instrumentation, validity and reliability of instruments, data collection procedures and data analysis.

#### **3. 2 Research Design**

This study adopted a cross-sectional survey research design. This design is faster and cost effective compared to case and cohort studies and provides self-reported facts about respondents, their feelings, attitudes, opinions and habits (Kombo & Tromp, 2007). A cross-sectional survey collects data to make inferences about a population of interest (universe) at one point in time (Cooper & Schindler, 2003). In cross-sectional research design data is collected on one occasion and represents a snapshot of the respondents' responses at that specific point in time. Therefore, this design was used for the study to seek information on the relationship between selected motivational factors and the performance of public secondary school agriculture teachers, in Imenti South District.

#### **3.3 Study Location**

The study covered Imenti South District which is one of the seven Districts of Meru County. The District headquarters is in Nkubu market. It has six Divisions; Mitunguu, Nkuene, Abogeta East, Abogeta West, Igoji East and Igoji West. The District borders Maara District to the West, Meru Central District to the East, Mt. Kenya forest to the North and Tharaka District to the South. The District was found appropriate for the study because no similar studies had been carried out in the District (DEO Imenti South, 2011). The District has 70 public secondary schools all of which offer agriculture.

**Table 1: Number of public secondary schools in Imenti South District per Division**

Divisions	No. of schools
Mitunguu	5
Nkuene	20
Abogeta East	12
Abogeta West	10
Igoji East	10
Igoji West	13
Total	70

Source: District Education Office, Imenti South District, (2011).

### **3. 4 Population of the Study**

The study targeted all the head teachers and agriculture teachers from all the 70 schools in Imenti South district. De Vos (2002) defines the study population as individuals in the universe who possess specific characteristics. According to Mugenda and Mugenda (2003) a target population is the population to which a research wants to generalize the results of a study. However, the accessible population will be 59 agriculture teachers and 59 head teachers only from the randomly selected schools.

### **3. 5 Sampling Procedure and Sample Size**

Sampling is done in order to minimize costs, increase the speed of data collection, improve on accuracy of results and enhance the availability of population elements (Cooper and Schindler, 2003). Although, the population was not large, sampling was done because of resource constraints and logistics. Krejcie and Morgan (1970) table of recommended sample size, requires a sample size of 59 to be drawn from a population of 70 (see appendix F). Therefore, using a table of random numbers, fifty-nine schools were randomly sampled from seventy schools in the District. The list of schools was obtained from the D.E.O's office in Imenti South District, which formed the sampling frame. In each school, one teacher who had taught agriculture in the

same school the highest number of years was purposively selected. Also, in each school the head teacher was used in the study. According to Kathuri and Pals (1993), a minimum sample of thirty (30) is recommended to ensure effective statistical analysis.

### **3. 6 Instrumentation**

The instruments for the study were questionnaires developed by the researcher. Gay and Airasian (2000), maintain that questionnaires give respondents freedom to express their views or opinions and also make suggestions. There were two sets of instruments for agriculture teachers and head teachers.

The head teacher's questionnaire collected information on how well agriculture teacher performed the administrative and professional duties, syllabus coverage and agriculture subject mean score (2009-2011). The agriculture teachers' questionnaire was divided into four parts: Part i provided their basic information; Parts ii-iv collected information on working conditions, teaching load and interpersonal relations respectively. The parts consisted of statements coupled with a four point likert scale in which they indicated the extent of agreement to which each statement affected their performance as agriculture teachers by ticking the appropriate response on the selected motivational factors. Since motivation is an issue of perception it was best checked on this type of scale. Grobler (2003) postulates that perception is best analyzed using the likert scales which makes it a method of choice in this study.

#### **3.6.1 Validity**

According to Mugenda and Mugenda (2003) validity is the degree to which an instrument measures what it purports to measure. Two types of validity were tested: face and content validity. Face validity refers to the likelihood that a question will be misunderstood or misinterpreted (Wilkinson, 2000). A pilot study was used to identify those items that could be misunderstood, and such items were modified accordingly, thus increasing face validity. Content validity refers to whether an instrument provides adequate coverage of the topic. According to Cozby, (2001) using a panel of experts familiar with the content is the best way in which content validity can be established. The researcher prepared the instruments in close consultation with peers, supervisors and experts in research from the Faculty of Education and Community

studies, Egerton University. Two experts who had experience in teaching and supervising post graduate students were then provided with two sets of instruments and requested to determine its content validity. Their comments were adopted to improve the instrument.

### **3.6.2 Reliability**

To ensure consistency of the questionnaire, the instrument was pilot-tested using fifteen agriculture teachers and fifteen head teachers in Maara District who had similar characteristics with those under study. Reliability is a measure of how consistent the results from an instrument are (Kombo & Tromp, 2006). It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). The researcher analyzed the reliability of the instrument by use of Cronbach alpha coefficient which is a measure of internal consistency. A reliability coefficient of 0.8914 and 0.8350 was obtained for headteacher's and agriculture teacher's questionnaires respectively. This was above the minimum acceptable alpha coefficient of 0.70. Therefore, the questionnaires were used for data collection.

### **3.7 Data Collection**

Data was collected through self-administered questionnaires developed by the researcher, after obtaining approval from Egerton University Graduate School and a permit from the National Council for Science and Technology to undertake the study. Consent to undertake the study and to access the information from the teachers in the schools was sought from District Education Office in Imenti South District. Subsequently selected schools were visited by the researcher to introduce the research, explain the purpose of the study and give clear instructions before administering the questionnaire. The researcher was in attendance throughout the exercise to explain any issues that arose.

### **3.8 Data Analysis**

Descriptive and inferential statistics were used to analyze data. De Vos (2002), states that the purpose of data analysis is to seek the meaning of the research data. The Statistical Package for Social Science programme (SPSS) was used to assist in data analysis. The Descriptive statistics was used to summarize the data which include



frequencies and percentages. Inferential statistics involved use of Pearson's Product Moment Correlation Co-efficient. All the hypotheses were tested using PPMC at 0.01 confidence level set a priori. Table 2 presents inferential statistics that were used to test the hypotheses.

The teacher performance index was computed by getting the aggregate score for performance of expected duties as evaluated by the head teacher and then the score for syllabus coverage depending on when the teacher covered the syllabus and K.C.S.E agriculture subject mean score for three years (2009-2011). The head teacher was supposed to evaluate the agriculture teacher by a scale of 1-4 where 1 denote Poor, 2-Fair, 3-Good and 4-Excellent. A performance indicator for the teacher's responsibilities was then got. Coverage of the syllabus by end of form three (3) a teacher got a score of 5, end of first term of form four a score of 4, end of second term score of 3, third subject mean scores for the three years were also calculated. The three values (performance indicator for the teacher, score for syllabus coverage and mean of the mean scores) were added up to get a single index for the teacher. This formed the Teacher performance index (see appendix D).

**Table 2: Summary of data analysis**

<b>Hypothesis</b>	<b>Independent variables</b>	<b>Dependent variables</b>	<b>Statistic</b>
H <sub>01</sub> : There is no statistically significance relationship between working conditions and the performance of agriculture teachers.	Working conditions <ul style="list-style-type: none"><li>• Availability of teaching facility/resources</li><li>• Presence of agricultural buildings</li></ul>	Agriculture teacher performance <ul style="list-style-type: none"><li>• performance index</li></ul>	PPMC
H <sub>02</sub> : There is no statistically significance relationship between teaching load and the performance of agriculture teachers.	Teaching load <ul style="list-style-type: none"><li>• Number of lessons</li><li>• Class size</li></ul>	Agriculture teacher performance <ul style="list-style-type: none"><li>• performance index</li></ul>	PPMC
H <sub>03</sub> : There is no statistically significance relationship between interpersonal relations and the performance of agriculture teachers.	Interpersonal relations <ul style="list-style-type: none"><li>• Relation with other teachers</li><li>• Relation with school head</li><li>• Relation with the community</li><li>• Relation with students</li></ul>	Agriculture teacher performance <ul style="list-style-type: none"><li>• performance index</li></ul>	PPMC

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter highlights and discusses the results based on the objectives and hypotheses of the study. The discussion is organized based on the objectives of the study. It comprises of five main sections namely the profile of respondents, working conditions and performance of agriculture teachers, teaching load and performance of agriculture teachers, interpersonal relations and performance of agriculture teachers and the general performance of agriculture teachers in Imenti South District.

#### 4.2 Profile of the Respondents

The demographic characteristics of the respondents that were assessed by the study include gender, academic qualification, school category and the work experience of agriculture teachers in the District.

##### 4.2.1 Gender of Respondent

An assessment of gender of the respondents revealed that out of the 59 agriculture teachers who participated in the study, 54% were male while 46% were female. Further, out of 59 head teachers who were engaged in the study, 61% were male while 39% were female as presented in Table 3. This implies that majority of the teachers in the District are male.

**Table 3: Gender of the respondents**

Gender	Agriculture teachers		Head teachers	
	Freq	Percent	Freq	Percent
Male	32	54.2	36	61.02
Female	27	45.8	23	38.98
Total	59	100.0	59	100.0

##### 4.2.2 Academic Qualifications of the Respondents

The academic qualifications of the respondents were also established by the study. According to the results in Table 4, 49% of the agriculture teachers had attained degree and above, 44% were diploma holder and 7% were untrained teachers. This

shows that most of the teachers had the required academic training to deliver good agriculture subject results in the national exams like their counterparts in other districts in the country. The results further indicate that majority (92%) of the head teachers had a degree and above while only 8% were diploma holders as shown in Table 4.

**Table 4: Academic Qualifications of the Respondents**

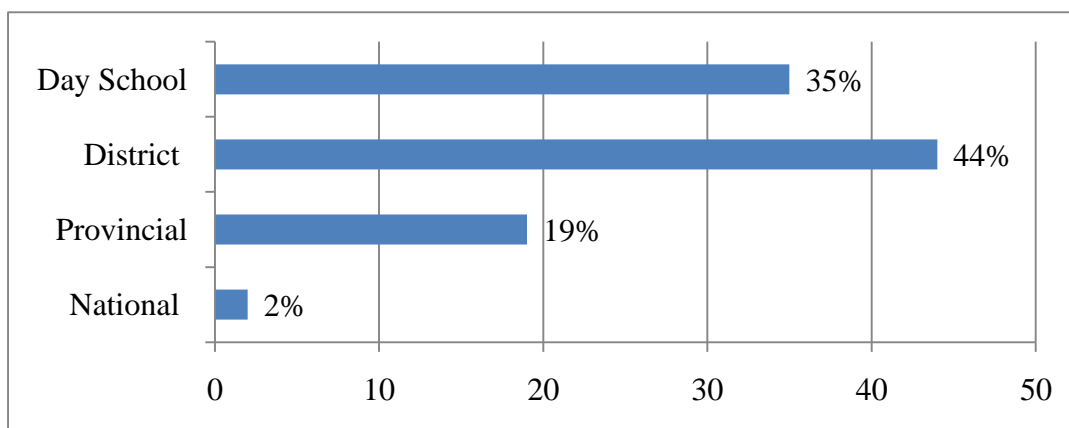
Academic qualifications	Agriculture teachers		Head teachers	
	Freq	Percent	Freq	Percent
Degree & Above	29	49.2	54	91.53
Diploma	26	44.1	5	8.47
Un trained	4	6.8	0	0
Total	59	100.0	59	100.0

#### 4.2.3 Respondents School's Category

An analysis of the school's categories of the respondents revealed that 35% were from day secondary schools, 44% of the respondents were from District secondary schools, 19% were from Provincial schools and 2% were from the National school in the District. This implies that majority of the respondents (79%) were from Day and District secondary schools. Figure 2 and Table 5 presents the categories of schools where the study sample was drawn from.

**Table 5: Schools' categories**

Schools category	Freq	Percent
National	1	1.7
Provincial	11	18.6
District	26	44.1
Day School	21	35.6
Total	59	100.0



**Figure 2: Percentage of schools involved in the study**

#### **4.2.4 Work Experience**

According to the results in Table 6, 41% of the respondents had taught agriculture subject for less than 5 years, 30% had taught the subject for a period of between 6 and 10 years, 19% had taught the subject for a period of between 11 and 15 years, 7% had taught the course for a period between 16 and 20 years, and 3% had taught the course for a period of over 20 years. This means that majority (59%) of the respondents had taught the subjects for over 5 years and thus they had the necessary experience in teaching the subject.

**Table 6: Work experience of the respondents**

Period in years	Freq	Percent
Less than 5	24	41
6 -10	18	30
11 – 15	11	19
16 – 20	4	7
Above 20	2	3
Total	59	100

#### **4.3 Working Conditions and Performance of Agriculture Teachers**

Objective one sought to determine the influence of working conditions on the performance of agriculture teachers in Imenti South District. The study assessed the

availability of agriculture subject teaching aids, instructional materials, demonstration farm and their influence on the performance of teachers.

#### **4.3.1 Availability of Instructional Materials and Teaching Aids**

In a scale of 1 – 4, the respondents were asked to indicate the extent to which they agreed with a set of statements regarding the availability of instructional materials and aids for teaching agriculture. According to the results in Table 7, majority of the respondents (76%) indicated that the schools' workshop lacked adequate tools and equipment for teaching agriculture. The respondents (63%) stated that the inadequacy of teaching tools/equipment in their schools hindered their teaching effectiveness. Further, the respondents (73%) also confirmed that the school farm made it easy for them to teach effectively. They (85%) also stated that their schools did not have enough audio-visual aids for teaching agriculture.

Regarding instructional materials, 57% of the respondents stated that agriculture teachers had sufficient access to instructional technology including computers, printers and internet access. The respondents (68%) also felt that their schools' had enough agriculture reference books and textbooks which increased their teaching effectiveness. It also emerged from 86% of the respondents that teaching agriculture without practicals made their work difficult. The respondents (92%) also stated that they were satisfied with the geographical location of their schools. The results also indicate that agriculture teachers had sufficient access to appropriate instructional materials, office equipment and supplies e.g. paper, pens as noted by 91% of the respondents. In addition, the respondents (91%) pointed out that their school's environment was clean and well maintained to provide a favourable atmosphere for teaching and learning.

**Table 7: Availability of Instructional Materials and Teaching Aids**

Statement/ item	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	F	%	F	%	F	%	F	%	Fq	%
The school workshop has adequate tools and equipment.	12	20.3	33	55.9	14	23.7	0	0	59	100
The inadequacy of teaching tools/equipment hinders my teaching effectiveness.	5	8.5	17	28.8	35	59.3	2	3.4	59	100
The school farm makes it easy for me to teach effectively.	5	8.5	11	18.6	42	71.2	1	1.7	59	100
My school has enough audio-visual aids for teaching agriculture	18	30.5	32	54.2	7	11.9	2	3.4	59	100
Agriculture teachers have sufficient access to instructional technology including computers, printers and internet access.	8	13.6	17	28.8	30	50.8	4	6.8	59	100
The school has enough agriculture reference books and textbooks which increases my teaching effectiveness	1	1.7	18	30.5	32	54.2	8	13.6	59	100
Teaching agriculture without practicals makes my work difficult.	3	5.1	5	8.5	41	69.5	10	16.9	59	100
I am satisfied with the geographical location of my school	2	3.4	3	5.1	39	66.1	15	25.4	59	100
Agriculture teachers have sufficient access to instructional materials, office equipment and supplies	1	1.7	4	6.8	44	74.6	10	16.9	59	100
The school	0	0	5	8.5	28	47.5	26	44.1	59	100

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environment is clean  
and well maintained to  
provide conducive  
teaching/learning  
atmosphere

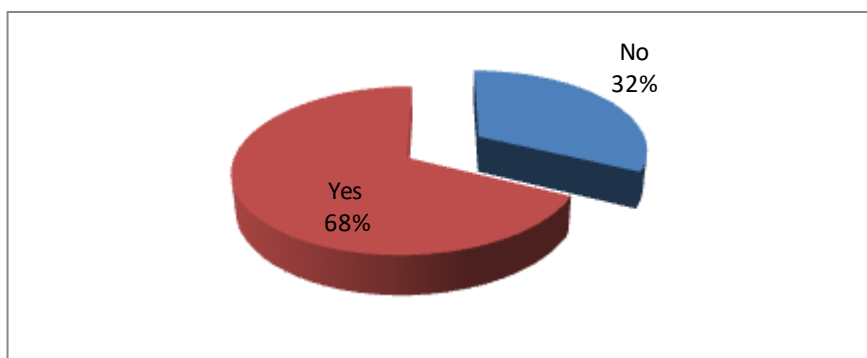
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#### 4.3.2 Availability of Demonstration Farm

Agriculture subject is practical oriented and its effective teaching requires the learner participation in the various activities by actual doing. A school farm is therefore, necessary to facilitate practicals, projects and demonstrations (Wambua, 1996). When asked to indicate whether their schools had a farm, 68% of the respondents indicated that they had a farm while 32% were from schools with no demonstration farms as shown in Figure 3 and Table 8. This implies that majority of the secondary schools in the districts had demonstration farms.

**Table 8: Percentage of schools with a demonstration farm**

Presence of demonstration farm	Freq	Percent
No	19	32.2
Yes	40	67.8
Total	59	100.0



**Figure 3: Percentage of schools with demonstration farms**

#### 4.3.3 General Working Conditions in Secondary Schools in Imenti South District

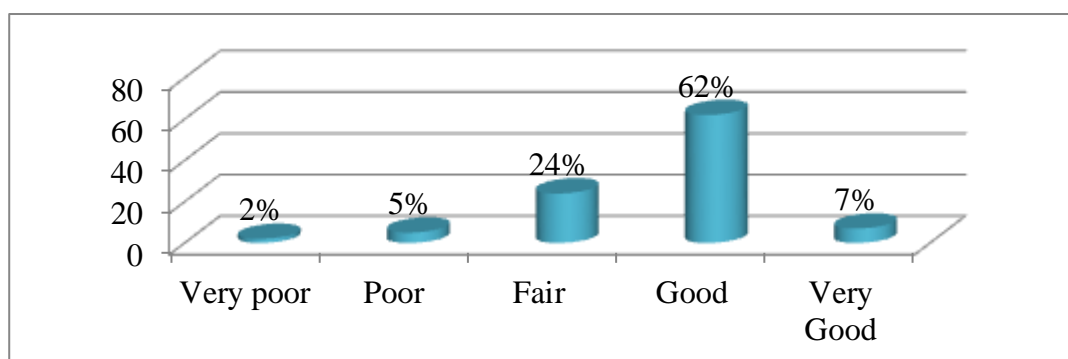
An analysis of the general working conditions in the schools revealed that 2% of the schools had very poor working conditions, 5% had poor working conditions, 24% had fair conditions, 62% had good working conditions and 7% had very good working



conditions as presented in Table 9 and Figure 4. This implies that majority of the secondary schools (69%) had favourable working conditions.

**Table 9: Schools’ general working conditions**

Working conditions	Freq	Percent
Very Poor	1	1.7
Poor	3	5.1
Fair	14	23.7
Good	37	62.7
Very good	4	6.8
Total	59	100.0



**Figure 4: General working conditions in secondary schools in Imenti South District**

*Hypothesis 1: There is no statistically significant relationship between working conditions and the performance of agriculture teachers.*

The hypothesis was tested using Pearson’s Product moment correlation. This test was used to establish whether there exists a relationship between working conditions and performance of agriculture teachers. As shown in Table 10, there is a positive correlation (0.444) between working conditions and performance of agriculture teachers.

**Table 10: Pearson’s correlation analysis between working conditions and performance of agriculture teachers.**

Variables		school's working conditions	performance of agriculture teachers
School's working conditions	Pearson Correlation	1	0.444(**)
	Significance(2-tailed)	.	0.000
	N	59	59
Performance of agriculture teachers	Pearson Correlation	0.444(**)	1
	Significance(2-tailed)	0.000	.
	N	59	59

\*\* Correlation at 0.01(2-tailed).

The p-value is 0.000 and thus, less than the confidence interval of 0.01 hence establishing a significant relationship between variables. This implies that working conditions had a significant effect on performance of agriculture teachers’ i.e. An improvement in the working conditions led to an increase in the teachers’ performance. This confirms the findings of Arnold and Feldman (1986) who found that employees may feel that poor working conditions will only provoke negative performance, since their jobs are mentally and physically demanding. According to Luthans (2006), if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks.

#### **4.4 Teaching Load and Performance of Agriculture Teachers**

Objective two sought to determine the influence of teaching load on the performance of agriculture teachers. The study assessed the level of teaching load of agriculture teachers, number of candidates assigned to them and the influence of load on their performance.

#### 4.4.1 Lesson Allocation per Week

The respondents were asked to indicate the number of lessons they taught per week. According to the results in Table 11, 12% of the respondents taught between 11 and 17 lessons per week, 29% taught between 18 and 24 lessons, 42% taught between 25 and 31 lessons, and 17% taught between 32 and 39 lessons per week. The minimum recommended number of lessons per week for a teacher is 27 while the maximum number is 32. This shows that 17% of the agriculture teachers in the District were overloaded. The mean number of lessons per agriculture teacher in a week is 25

**Table 11: Lessons taught per week**

Number of lessons	Freq	Percentage	Nature of work load
11 – 17	7	11.86	Under load
18 – 24	17	28.81	Normal load
25 – 31	25	42.37	Over load
32 – 39	10	16.95	
Total	59	100	

#### 4.4.2 Number of Candidates Prepared by each Teacher

The study further assessed the average number of K.C.S.E candidates prepared by each agriculture teacher. The results in Table 12 indicate that 42% of the respondents prepared between 11 and 30 candidates every year, 34% prepared between 31 and 50 candidates, 24% prepared 51 student and above. This shows that 24% of agriculture teachers were handling a large number of candidates than the recommended student, teacher ratio of 1: 50. The average number of candidates that was being prepared by each teacher was 38.1017.

**Table 12: Average number of K.C.S.E candidates prepared by each teacher**

No. of Candidates	Freq	Percentage	Nature of class size
11 -30	25	42.37	Under
31 – 50	20	33.90	Normal
51 and above	14	23.73	Over
Total	59	100.00	

#### 4.4.3 Agriculture Teachers' Teaching Load

In a scale of 1 – 4, the respondents were asked to indicate the extent to which they agreed with a set of statements regarding their teaching load. The results in Table 13 indicate that most of the respondents (64%) complained about the number of lessons they taught per week.

**Table 13: Teaching load**

Statement/ item	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	Fq	%	Fq	%	Fq	%	Fq	%	Fq	%
I have no complaints regarding the number of lessons that I teach per week	7	11.9	31	52.5	16	27.1	5	8.5	59	100
Agriculture teachers have reasonable class sizes affording them time to meet the educational needs of all students.	6	10.2	24	40.7	23	39.0	6	10.2	59	100
My teaching load did not lower my motivation as a teacher	8	13.6	35	59.3	15	25.4	1	1.7	59	100
My teaching load is a good challenge towards my performance	3	5.1	4	6.8	39	66.1	13	22.0	59	100
Regardless of other non-teaching duties that I have (organizing fieldtrips, supervising students projects, manage school farm) my working potential is not affected	4	6.8	6	10.2	39	66.1	10	16.9	59	100

The respondents (51%) also indicated that agriculture teachers had large class sizes and this hindered them from meeting the educational needs of all students. It was also confirmed by 73% of the respondents that the teaching loads lowered their motivation. However, the teaching load was a good challenge towards their performance as noted by 88% of the respondents. The results in Table 9 further indicates that regardless of other non-teaching duties that they had have (organizing

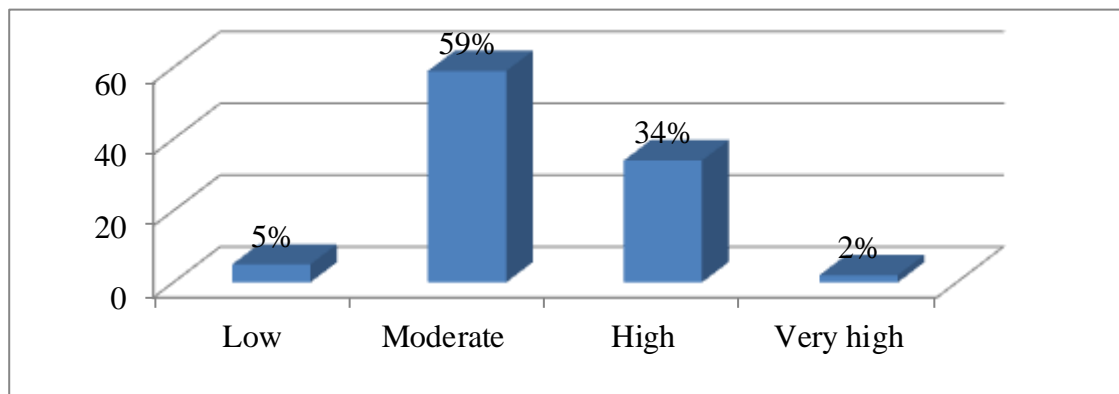
fieldtrips, supervising students projects, manage school farm) their working spirit was not affected.

#### 4.4.4 Level of Teaching Load

An assessment of the level of teaching load of the agriculture teachers revealed that 5% of the respondents handled a low load, 59% had a moderate load, 34% had a high load and 2% had a very high load as presented in Table 14 and Figure 5. This shows that 36% of the respondents had a high teaching load which might have affected their performance.

**Table 14: Level of teaching load of agriculture teachers in Imenti South District**

Level of teaching load	Freq	Percent
Low	3	5.1
Moderate	35	59.3
High	20	33.9
Very high	1	1.7
Total	59	100.0



**Figure 5: Level of teaching load of agriculture teachers in Imenti South District**

*Hypothesis 2: There is no statistically significance relationship between teaching load and the performance of agriculture teachers.*

A Pearson's Product Moment Correlation test was run establish the influence of teaching load on performance of agriculture teachers. According to the results in

Table 15, there is a negative correlation (-0.416) between teaching load and the performance of agriculture teachers in secondary schools. This means that as the teaching load increases the performance of the teacher declines. The p-value is 0.001 and thus, less than the alpha of 0.01 hence establishing a high significant relationship between variables. This implies that that teaching load had a significant effect on performance of agriculture teachers. The results are in line with Dexter, (2007) argument that agriculture teachers manage enormous enterprises in the school farm, supervise farm workers, students' projects and organize fieldtrips for students which make their career challenging. Therefore, such work becomes too demanding which is a de-motivating factor.

**Table 15: Pearson's Correlation analysis between teaching load and performance of agriculture teachers in Imenti South District.**

		Teaching load	Performance of agriculture teachers
Teaching load	Pearson Correlation	1	-.416(**)
	Significance(2-tailed)	.	.001
	N	59	59
Performance of agriculture teachers	Pearson Correlation	-.416(**)	1
	Significance(2-tailed)	.001	.
	N	59	59

\*\* Correlation at 0.01(2-tailed).

#### **4.5 Interpersonal Relations and Performance of Agriculture Teachers**

Objective three sought to determine the influence of interpersonal relations on the performance of agriculture teachers. To address the objective, the status of interpersonal relationships and the influence of the relationships on the performance of agriculture teachers were assessed.

#### 4.5.1 Status of Interpersonal Relations in Schools

In a scale of 1 – 4, the respondents were asked to indicate the extent to which they agreed with a set of statements regarding the interpersonal relations at their work place. The results in Table 16 indicate that most of the respondents (88%) disputed claims that they had more abilities than their colleagues. They (98%) also indicated that they worked harmoniously with all teachers in their schools. Additionally, they (93%) indicated that they talked freely with their fellow teachers, principal and the deputy principal.

**Table 16: Interpersonal relations in secondary schools in Imenti South District**

Statement/ item	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	Fq	%	Fq	%	Fq	%	Fq	%	Fq	%
I have more abilities than my colleagues	7	11.9	45	76.3	6	10.2	1	1.7	59	100
I work harmoniously with all teachers in my school.	0	0	1	1.7	47	79.7	11	18.6	59	100
I talk freely with my fellow teachers, principal and the deputy principal.	2	3.4	2	3.4	39	66.1	16	27.1	59	100
The school head is often sensitive about my needs.	0	0	7	11.9	40	67.8	12	20.3	59	100
There is team work among members of staff and the school administration.	0	0	5	8.5	33	55.9	21	35.6	59	100
The school head is very supportive in my work.	0	0	8	13.6	35	59.3	16	27.1	59	100
My teaching job promotes my relationship with the community.	0	0	9	15.3	40	67.8	10	16.9	59	100

The results further show that the school heads were often sensitive about the teachers needs according to 88% of the respondents. The respondents (91%) also confirmed that there was team work among members of staff and the school administration.

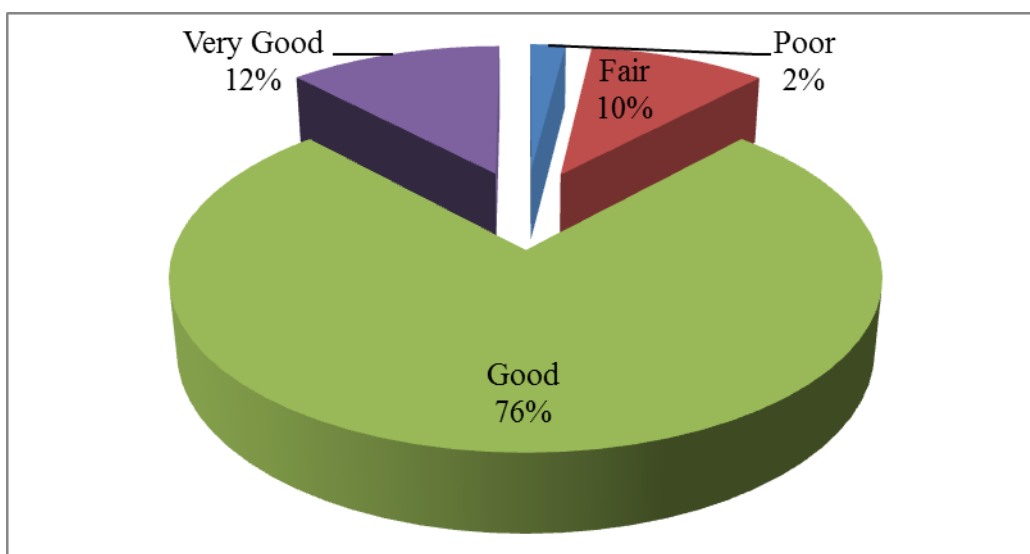
Most of the respondents (86%) also acknowledged the support of their head teachers. According to 75% of the respondents the teaching job promoted good relationship with the community.

#### 4.5.2 Level of Interpersonal Relationships in Imenti South District Secondary Schools

When asked to rate the level of interpersonal relationships in their schools, 2% rated it poor, 10% rated it fair, 76% rated it good and 12% rated it very good as illustrated in Figure 6 and Table 17. This shows that the interpersonal relationships in Imenti South District secondary schools were high.

**Table 17: Level of interpersonal relationships in Imenti South District secondary schools**

Level of interpersonal relationships	Freq	Percent
Poor	1	1.7
Fair	6	10.2
Good	45	76.3
Very good	7	11.9
Total	59	100.0



**Figure 6: Level of interpersonal relationships in Imenti South District secondary schools**



**Hypothesis 3:** *There is no statistically significance relationship between interpersonal relations and the performance of agriculture teachers.*

A Pearson’s Product Moment Correlation analysis was conducted to determine the influence of interpersonal relations on performance of agriculture teachers. According to the results in Table 18, there is a positive correlation (0.430) between interpersonal relations and the performance of agriculture teachers in secondary schools. This means that as the interpersonal relationships increases the performance of the teacher also increases. The p-value is 0.001 and thus, less than the alpha of 0.01 hence establishing a high significant relationship between variables. This implies that interpersonal relationships had a significant effect on performance of agriculture teachers. The results are in line with Woods (2002) findings that teachers strongly desire interaction with colleagues; support of the principal, appropriate workload consistent with their competency, a stable work environment and access to teaching materials required. Birch and Ladd (1997) found that students who had closer relationships with teachers were better adjusted academically than students with conflicted teacher-student relationships. Ryan and Grolnick (1986) found that students who perceived their teachers as personally positive and supportive were more likely to feel a greater sense of competence and to be more intrinsically motivated.

**Table 18: Pearson’s Correlation analysis between interpersonal relationships and performance of agriculture teachers in Imenti South District.**

		Interpersonal relations	Performance of agriculture teachers
Interpersonal relations	Pearson Correlation	1	.430(**)
	Significance(2-tailed)	.	.001
	N	59	59
Performance of agriculture teachers	Pearson Correlation	.430(**)	1
	Significance(2-tailed)	.001	.
	N	59	59

\*\* Correlation at 0.01(2-tailed)...

#### 4.6 Performance of Agriculture Teachers in Imenti South District

Performance of agriculture teachers in the District was measured by computing a performance index. The index had captured three components that is syllabus coverage, agriculture subject mean scores over a period of 3 years and their performance in non-teaching duties as evaluated by the school's head teacher.

##### 4.6.1 Performance Index

The teacher performance index was then computed by getting the aggregate score for performance of expected duties as evaluated by the head teacher and then the score for syllabus coverage depending on when the teacher covered the syllabus and K.C.S.E agriculture subject mean score for three years (2009-2011). The head teacher was supposed to evaluate the agriculture teacher by a scale of 1-4 where 1 denote Poor, 2-Fair, 3-Good and 4-Excellent. A performance indicator for the teacher's responsibilities was then got. Coverage of the syllabus by end of form three (3) a teacher got a score of 5, end of first term of form four a score of 4, end of second term score of 3, third term before they sit for KSCE score 2 and non-coverage score of 1. Subject mean scores for the three years were also calculated. The three values (performance indicator for the teacher, score for syllabus coverage and mean of the mean scores) were added up to get a single index for the teacher. This formed the Teacher performance index (see appendix C).

**Table 19: Performance of agriculture teachers in Imenti South District**

Scores	Freq	percent
26- 35	1	1.7
36-45	0	0.0
46-55	4	6.8
56-65	9	15.3
66-75	23	39.0
76-85	20	33.9
86-95	2	3.4
Total	59	100

According to the results in Table 19, 2% of the teachers scored between 26 and 35, 0% scored between 36 and 45, 7% scored between 46 and 55, 15% scored between 56 and 65, 39% scored between 66 and 75, 34% scored between 76 and 85, and 3% between 86 and 95. This shows that majority of teachers (73%) scored between 66 and 85, meaning that the performance was fairly good.

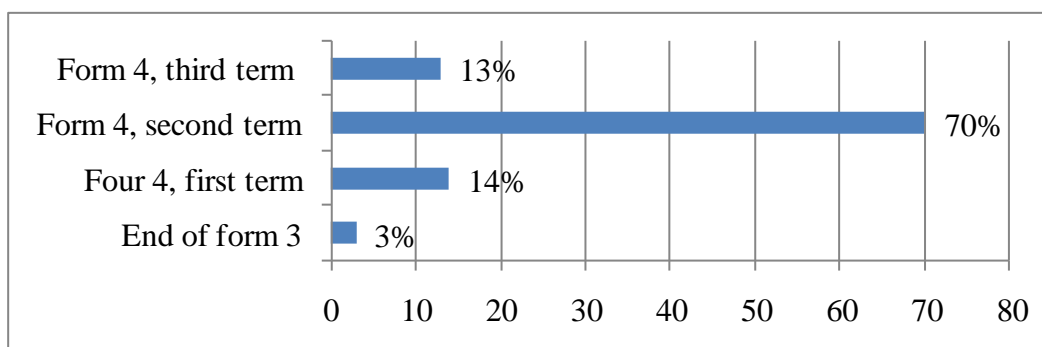
#### 4.6.2 Agriculture Syllabus Coverage

The respondents (head teachers) were asked to respond to a set of statements regarding syllabus coverage and the results are presented in Table 20. The result indicate that extent of syllabus coverage was highly influenced by teacher motivation as noted by 86% of the respondents. According to 95% of the respondents, early syllabus coverage affected KCSE agriculture subject results to a high extent.

**Table 20: Agriculture Syllabus Coverage**

Statement/ item	Very Low		Low		High		Very High		Mean
	Fq	%	Fq	%	Fq	%	Fq	%	
	To what extent is syllabus coverage influenced by teacher motivation	0	0	8	13.6	49	83.1	2	
To what extent does early syllabus coverage affect KCSE agriculture subject results	1	1.7	2	3.4	10	16.9	46	78.0	3.712

When asked to indicate the period they completed the agriculture syllabus, 13% of the respondents stated that they completed the syllabus in form four third term, 70% completed the syllabus by the end of second term in form four, 14% completed the syllabus by the end of form four first term and only 3% completed the syllabus by the end of form three as depicted in Figure 7. This implies that majority of the respondents (87%) completed the syllabus by form four second term.



**Figure 7: Agriculture syllabus coverage in Imenti South secondary schools**

#### 4.6.3 Agriculture Subject Means Scores

An analysis of the agriculture subject means scores from 2009 to 2011 in Imenti South District indicate that the scores ranged from 2.80 to 12.00 as shown in Table 21. The results indicate that majority of the schools have been getting a score of between 6.00 and 8.00 in the subject. The average scores for 2009, 2010 and 2011 are 6.13342, 6.35906 and 6.70548 respectively.

**Table 21: Agriculture subject means scores in Imenti South District from 2009 to 2011**

Agriculture subject mean score	2009		2010		2011	
	Frequency	Percent	Frequency	percent	Frequenc y	percent
Less than 3.00	0	0	2	3.39	2	3.39
3.00 – 5.00	32	54.24	27	45.76	21	35.59
6.00 – 8.00	24	40.68	24	44.07	28	47.46
9.00 - 11.00	3	5.08	2	3.39	8	13.56
Above 11.00	0	0	2	3.39	0	0
Total	59	100.0	59	100.0	59	100.00
	<i>Mean score = 6.13342</i>		<i>Mean score = 6.35906</i>		<i>Mean score = 6.70548</i>	

Source: District Education Office, Imenti South District, (2011).

#### 4.6.3 Performance of Agriculture Teacher in Non-Teaching Duties

In a scale of 1 – 4, the respondents (head teachers) were asked to rate the performance of the agriculture teachers with regards to other duties other than teaching. According to the results in Table 22, agriculture teachers were rated good in the following activities; participation of agriculture teachers in the development of the school farm

by 78% of the respondents, supervision of farm work by 88% and linking between the school, surrounding farming community, various agricultural institutions by 51% of the respondents, consultations on the purchase of farm inputs were concerned by 49% and preparation of the various documents that helps in effective teaching (scheme of work, lesson plan and record of work) by 51% of the respondents.

**Table 22: Performance of agriculture teachers in non teaching duties**

Responsibilities	Poor		Fair		Good		Excellent	
	Fq	%	Fq	%	Fq	%	Fq	%
Participate in the development of the school farm	0	0	11	18.6	46	78.0	2	3.4
Supervise farm work	1	1.7	4	6.8	52	88.1	2	3.4
Patron of YFC-gives guidance assists where necessary in organizing club activities	1	1.7	11	18.6	38	64.4	9	15.3
Acts as a liaison between the school and surrounding farming community, various agricultural institutions	0	0	27	45.8	30	50.8	2	3.4
Consulted on purchase of farm inputs wherever necessary	0	0	22	37.3	29	49.2	8	13.6
To prepare the various documents that help teaching agriculture effectively (scheme of work, lesson plan and record of work)	0	0	12	20.3	30	50.8	17	28.8
To prepare the necessary teaching aids and materials (do advance planning)	0	0	0	0	28	47.5	31	52.5
Initiate and maintain agricultural projects	0	0	2	3.4	40	67.8	17	28.8
Maintain agricultural facilities, equipment, material and tools	0	0	9	15.3	37	62.7	13	22.0
Make arrangements for various activities that would help teach agriculture effectively e.g. educational tour/trips	0	0	0	0	43	72.9	16	27.1
To translate the objectives of the agriculture course	0	0	0	0	53	89.8	6	10.2
Effective classroom teacher	0	0	0	0	35	59.3	24	40.7
Undertakes agriculture practical's	0	0	0	0	43	72.9	16	27.1

The respondents (53%) rated the teachers regarding preparation of necessary teaching aids and materials (do advance planning). They were also rated as being good with regards to; initiation and maintenance agricultural projects by 68%, maintenance

agricultural facilities, equipment, material and tools, making arrangements for various activities that would help teach agriculture effectively e.g. educational tour/trips by 73%, translation of the objectives of the agriculture course by 90%, effectiveness in classroom teaching by 59% and undertaking the necessary agriculture practicals.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of the study was to assess the relationship between selected motivational factors and the performance of public secondary school agriculture teachers in Imenti South District. This chapter therefore, presents the summary of the findings, conclusions and the recommendations which are made based on the objectives and hypothesis of the study. It concludes by indicating the suggested areas of further research.

#### 5.2 Summary of Findings

The study engaged 59 agriculture teachers out of which 54% were male while 46% were female and 59 head teachers out of which 61% were male while 39% were female. The respondents (49%) had attained degree and above, 44% were diploma holder and 7% were untrained teachers. Majority (92%) of the head teachers had a degree and above while only 8% were diploma holders. The study also revealed that 35% were from day secondary schools, 44% of the respondents were from District secondary schools, 19% were from Provincial schools and 2% were from the National school in the District. Regarding work experience, majority (59%) of the respondents had taught the subjects for over 5 years.

Objective one sought to determine the relationship between working conditions and the performance of agriculture teachers in Imenti South District. According to the results, majority of the respondents (76%) indicated that the schools' workshop lacked adequate tools and equipment for teaching agriculture. The respondents (63%) stated that the inadequacy of teaching tools/equipment in their schools inadequacy hindered them from teaching effectiveness. Further, the respondents (73%) also confirmed that the school farm makes it easy for me to teach effectively. They (85%) also stated that their schools did not have enough audio-visual aids for teaching agriculture.

Regarding instructional materials, 57% of the respondents stated that agriculture teachers had sufficient access to instructional technology including computers,

printers and internet access. The respondents (68%) also felt that their schools' had enough agriculture reference books and textbooks which increased their teaching effectiveness. It also emerged from 86% of the respondents that teaching agriculture without practicals made their work difficult. The respondents (92%) also stated that they were satisfied with the geographical location of their schools. The results also indicate that agriculture teachers had sufficient access to appropriate instructional materials, office equipment and supplies e.g. paper, pens as noted by 91% of the respondents. In addition, the respondents (91%) pointed out that their school's environment was clean and well maintained to provide a favourable atmosphere for teaching and learning.

Regarding the availability of a demonstration farm, 68% of the respondents indicated that they had a farm while 32% were from schools with no demonstration farms. Concerning, the overall working conditions in the schools, 2% of the schools had very poor working conditions, 5% had poor working conditions, 24% had fair conditions, 62% had good working conditions and 7% had very good working conditions. A Pearson's product moment correlation test was run to establish whether there exists a relationship between working conditions and performance of agriculture teachers. There is a positive correlation (0.444) between working conditions and performance of agriculture teachers. The p-value is 0.000 and thus, less than the confidence interval of 0.01 hence establishing a high significant relationship between variables.

Objective two sought to determine the relationship between teaching load and the performance of agriculture teachers. The results indicates 9% of the respondents taught between 11 and 15 lessons per week, 20% taught between 16 and 20 lessons, 15% taught between 21 and 25 lessons, 39% taught between 26 and 30 lessons, 14% taught between 31 and 35 lessons and 3% taught between 36 and 40 lessons. The mean number of lessons per agriculture teacher in a week was 25.2881. The results also indicate that most of the agriculture teachers prepared between 30 and 60 students for K.C.S.E every year.

The results further indicate that most of the respondents (64%) complained about the number of lessons they taught per week. The respondents (51%) also indicated that agriculture teachers had large class sizes and this hindered them from meeting the



educational needs of all students. It was also confirmed by 73% of the respondents that the teaching loads lowered their motivation. However, the teaching load was a good challenge towards their performance as noted by 88% of the respondents. It also merged that 5% of the respondents handled a low load, 59% had a moderate load, 34% had a high load and 2% had a very high load. This shows that 36% of the respondents had a high teaching load which might have affected their performance. A Pearson's product moment correlation test was run establish the influence of teaching load on performance of agriculture teachers. The results shows that there is a negative correlation (-0.416) between teaching load and the performance of agriculture teachers in secondary schools. The p-value is 0.001 and thus, less than the alpha of 0.01 hence establishing a high significant relationship between variables.

Objective three sought to determine the relationship between interpersonal relations and the performance of agriculture teachers. The results show that most of the respondents (88%) disputed claims that they had more abilities than their colleagues. They (98%) also indicated that they worked harmoniously with all teachers in their schools. Additionally, they (93%) indicated that they talked freely with their fellow teachers, principal and the deputy principal. The results further show that the school heads were often sensitive about the teachers needs according to 88% of the respondents. The respondents (91%) also confirmed that there was team work among members of staff and the school administration. Most of the respondents (86%) also acknowledged the support of their head teachers. According to 75% of the respondents the teaching job promoted good relationship with the community.

Regarding interpersonal relationships, 2% of the respondents rated it poor, 10% rated it fair, 76% rated it good and 12% rated it very good. This shows that the interpersonal relationships in Imenti South District secondary schools were high. Correlation analysis that was conducted to determine the influence of interpersonal relations on performance of agriculture teachers revealed a positive correlation (0.430) between the variables. The p-value is 0.001 and thus, less than the alpha of 0.01 hence establishing a high significant relationship between variables.

An evaluation of the overall performance of the agriculture teachers in the District indicates that 5% of the respondents (head teachers) rated the teachers' performance

very high, 64% rated it high, 24% rated it low and 7% rated it very low. The agriculture subject means scores from 2009 to 2011 in Imenti South District secondary schools indicate that the scores ranged from 2.80 to 12.00. The results indicate that majority of the schools have been getting a score of between 6.00 and 8.00 in the subject. The result further show that extent of syllabus coverage was highly influenced by teacher motivation as noted by 86% of the respondents. According to 95% of the respondents, early syllabus coverage affected KCSE agriculture subject results to a high extent. Generally 87% of the respondents completed the agriculture subjects' syllabus by form four second term.

Most of the respondents rated their agriculture teachers as being good in terms of performance in non-teaching roles. The teachers were rated good in the following activities; participation of agriculture teachers in the development of the school farm by 78% of the respondents, supervision of farm work by 88% and linking between the school, surrounding farming community, various agricultural institutions by 51% of the respondents, consultations on the purchase of farm inputs were concerned by 49% and preparation the various documents that helps in effective teaching by 51% of the respondents. They were also rated as being good with regards to; initiation and maintenance agricultural projects by 68%, maintenance agricultural facilities, equipment, material and tools, making arrangements for various activities that would help teach agriculture effectively e.g. educational tour/trips by 73%, translation of the objectives of the agriculture course by 90%, effectiveness in classroom teaching by 59% and undertaking the necessary agriculture practicals. However, the respondents (53%) rated the teachers' excellent regarding preparation of necessary teaching aids and materials (do advance planning).

### **5.3 Conclusions**

The overall performance of agriculture teachers in the District has been fair for the last three years, however, this can be improved by reducing the teachers work load, improving the working conditions and interpersonal relations in the schools. The District's average K.C.S.E mean grade for agriculture subject ranged from 6.13342 (C plain) to 6.70548 (C+) between 2009 and 2011, which is a poor score compared to other Districts in the country.

The working conditions that enable agriculture teachers to teach more effectively include appropriate and fair teaching assignments, continuing professional development, instructional materials, office equipment and supplies, facilities and resources, and principals' leadership. It is palpable from the results that majority of the secondary schools in Imenti South District have fairly good working conditions for teaching. However, most of the schools lack well equipped workshops which hindered effective agriculture subject teaching and hence poor results as compared to other Districts in the country. The situation is worsened especially by lack of schools' farm in a number of schools. It is evident that an improvement in working conditions significantly increased the performance of agriculture teachers. Appropriate teaching assignments contribute significantly to a teacher's ability to deliver quality instruction and to have a positive impact on student achievement.

The teaching load of an agriculture teacher in the District is generally high in terms of the number of lessons handled per week however; he/she prepares a small number of K.C.S.E candidates every year. Despite the fact that the teachers view the high load as a manageable challenge, it is clear from the results that high teaching load negatively affects the performance of an agriculture teacher.

The interpersonal relations among agriculture teachers and their colleagues in secondary schools in the District were good. The relationships were characterized by; team work among members of staff and the school administration, free interaction among all members of staff, school heads were often sensitive about the teachers' needs and good relationship with the community. Interpersonal relations in schools serve a critical role in the development and maintenance of trust and positive feelings in the institutions. Although, the quality of interpersonal relationships alone is not enough to produce good teacher performance, it can significantly contribute to it.

Most of the agriculture teachers performed fairly good in non-teaching roles such as participation of agriculture teachers in the development of the school farm, supervision of farm work, linking between the school, surrounding farming community, various agricultural institutions, consultations on the purchase of farm inputs were concerned and preparation the various documents that helps in effective teaching, initiation and maintenance agricultural projects.

#### **5.4 Recommendations**

Based on the findings, the study made the following recommendation;

- i) Although, the working conditions in Imenti South District secondary schools are fairly good, the school administrators should equip the available workshops with appropriate tools and equipment. In schools with no workshops, the administrators should construct them and equip them appropriately to facilitate effective teaching.
- ii) Agriculture teachers should make use of the surrounding community in the teaching of agriculture since some schools in the District lack demonstration farms and well equipped agriculture workshops for instructional purpose.
- iii) Despite the fact that the interpersonal relationships between teachers and their colleagues, and teachers and students were fair. There is need for school administrators to continue encouraging and maintaining a behavior that is associated with the modeling and nurturing of interpersonal relationships that encourage student success.

#### **5.5 Suggested Areas for Further Research**

The following areas are recommended for further research;

- i) The study mainly focused on the relationship between selected motivational factors (working conditions, teaching load and interpersonal relations) and the performance of public secondary school agriculture teachers. Therefore, further research should be conducted to establish the relationship between other factors such as teachers' remuneration, ability of the students etc and the performance of the agriculture teachers.
- ii) A further study is needed to verify the association between working conditions and interpersonal relationships at work place. This will provide information regarding the link between working conditions and conflicts as well as social exclusions in secondary schools. It is important to note that personality clashes between teachers and students as well as teachers and their colleagues can and do exist. Ridicule, favoritism, exclusion, and deliberately demeaning behaviors exhibited by teachers toward certain students can be a reality in some situations.

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## APPENDIX A: HEAD TEACHER'S QUESTIONNAIRE

### Introduction

The purpose of this questionnaire is to gather information on how well agriculture teachers perform their administrative and professional duties, syllabus coverage and agriculture subject mean score in Imenti South District. The information you give will be used for study purposes only and will be treated with great confidentiality.

### Part I: Basic Information

#### Guidelines

*Please complete all the sections*

1. Gender

i) Male [ ]

ii) Female [ ]

2. Academic qualifications

i) Degree and above [ ]

ii) Diploma [ ]

iii) No training [ ]

3. Indicate your school category

i) National [ ]

ii) Provincial [ ]

iii) District [ ]

iv) Day School [ ]

4. How long have you taught agriculture in secondary school \_\_\_\_\_years and in this school \_\_\_\_\_years?

### Part II: Agriculture Syllabus Coverage

1. To what extent is syllabus coverage influenced by teacher motivation?

Very low  Low  High  Very High

2. When do teachers finish agriculture form four syllabus in your school?

- i) End of form three
- ii) End of form four first term
- iii) End of second term
- iv) Third term before they sit for the K.C.S.E
- v) Do not cover syllabus at all

3a. Does early syllabus coverage help to improve K.C.S.E agriculture subject results?

Yes  No

Give reasons for your answer.....  
 .....

3b. To what extent does early syllabus affect K.C.S.E agriculture subject results?

Very low  Low  High  Very High

**PART III: K.C.S.E Agriculture Subject Mean score**

4. Please indicate the K.C.S.E agriculture subject mean score from 2009 to 2011 in your school.

Year	2009	2010	2011
Mean score			

**Part IV: Agriculture Teacher Performance of Expected Duties.**

5. In a scale of 1 to 4 where P= Poor, F=Fair, G=Good, E= Excellent, kindly rate by ticking in the appropriate box how well the agriculture teacher performs the following responsibilities.

Responsibilities	Poor	Fair	Good	Excellent
Participate in the development of the school farm				
Supervise farm work				
Ensure the school is running in order while on duty				

Patron of YFC-gives guidance assists where necessary in organizing club activities.				
Act as a liaison between the school and surrounding farming community, various agricultural institutions.				
Consulted on purchase of farm inputs wherever necessary				
To prepare the various documents that help teaching agriculture effectively (scheme of work, lesson plan and record of work).				
To prepare the necessary teaching aids and materials(Do advance planning)				
Initiate and maintain agricultural projects				
Maintain agricultural facilities, equipment, material and tools				
Make arrangements for various activities that would help teach agriculture effectively e.g. educational tour/trips.				
To translate the objectives of the agriculture course				
Effective classroom teacher				
Undertakes agriculture practical's				

6. Please rate the general overall performance of agriculture teachers in your school

Very low [ ] Low [ ] High [ ] Very High

### Part V: Motivational Factors Influencing Agriculture Teacher's Performance

In a scale of 1 – 4, please rate by ticking in the appropriate box the level of influence of the motivational factors listed below on agriculture teachers' performance.

Motivational factors	Very low	Low	High	Very high
Working conditions				
Teaching load				
Interpersonal relations				

*Thank you so much for your cooperation*

## APPENDIX B: AGRICULTURE TEACHERS' QUESTIONNAIRE

### Introduction

The purpose of this questionnaire is to gather information on the relationship between selected motivational factors and the performance of secondary school agriculture teachers in Imenti South District. The information you give will be used for study purposes only and will be treated with great confidentiality.

### Part I: Basic Information

#### Guidelines

*Please complete all the sections*

#### 2. Gender

Male

ii) Female

#### 2. Academic qualifications

i) Degree and above

ii) Diploma

iii) No training

#### 3. Indicate your school category

i) National

ii) Provincial

iii) District

iv) Day School

4. How long have you taught agriculture in secondary school \_\_\_\_\_years and in this school \_\_\_\_\_years?

**Part II: Working Conditions**

6. On a scale of 1 to 4 where SD= Strongly Disagree, D=Disagree, A=Agree, SA= Strongly Agree, kindly rate the extent to which you agree with the following statement regarding working conditions in your school.

Statement	SD	D	A	SA
The school workshop has adequate tools.				
The school farm makes it easy for me to teach effectively.				
The inadequacy of teaching tools/equipment hinders my teaching effectiveness.				
My school has enough audio-visual aids for teaching agriculture.				
Agriculture teachers have sufficient access to instructional technology including computers, printers and internet access.				
The school has enough agriculture reference books and textbooks which increases my teaching effectiveness.				
Teaching agriculture without practicals makes my work difficult.				
I am satisfied with the geographical location of my school				
Agriculture teachers have sufficient access to appropriate instructional materials, office equipment and supplies e.g. paper, pens				
The school environment is clean and well maintained to provide conducive teaching/learning atmosphere.				

7. In your own opinion how do you rate the working conditions in the school?

- i) Very good [ ]
- ii) Good [ ]
- iii) Fair [ ]

iv) Poor [ ]

v) Very poor [ ]

8. Generally, do you think that the school's working conditions influences your performance as an agriculture teacher? Yes [ ] No [ ]

Please support your answer

.....  
.....  
.....  
.....  
.....

9. Does your school own an agricultural demonstration farm? Yes [ ] No [ ]

### Part III: Teaching Load

10. On a scale of 1 to 4 where SD= Strongly Disagree, D=Disagree, A=Agree, SA= Strongly Agree, kindly rate the extent to which you agree with the following statement regarding teaching load in your school.

Statement	SD	D	A	SA
I have no complaints regarding the number of lessons that I teach per week				
Agriculture teachers have reasonable class sizes affording them time to meet the educational needs of all students.				
My teaching load lowers my motivation as a teacher				
My current teaching load affects my teaching ability				
My teaching load is a good challenge towards my performance				
Regardless of other non-teaching duties that I have (organizing fieldtrips, supervising students projects, manage school farm) my working potential is not affected				

11. On average, how many Agriculture candidates do you prepare for KCSE each year? |\_|\_|



12a. How many lessons do you teach per week? .....

12b. What is the maximum number of lessons would you recommend for an agriculture teacher.....

13. In your own opinion, to what extent do you think that the teaching load influences your performance? Very Low [ ] Low [ ] High [ ] Very High [ ]

Briefly support your answer  
 .....  
 .....  
 .....

14. Please rate the level of your teaching load  
 Very Low [ ] Low [ ] Moderate [ ] High [ ] Very High [ ]

**Part IV. Interpersonal Relations**

15. On a scale of 1 to 4 where SD= Strongly Disagree, D=Disagree, A=Agree, SA= Strongly Agree, kindly rate the extent to which you agree with the following statement regarding to interpersonal relations in your school.

Statement	SD	D	A	SA
I have more abilities than my colleagues.				
I work harmoniously with all teachers in my school.				
I talk freely with my fellow teachers, principal and the deputy principal.				
The school head is often insensitive about my needs.				
There is team work among members of staff and the school administration.				
The school head is very supportive in my work.				
Most students enjoy being in my class.				
My teaching job promotes my relationship with the community.				
Due to the demanding nature of the subject students' don't enjoy being in my class.				

16. Generally, how would you rate interpersonal relationships in the school?

- i) Very good [ ]
- ii) Good [ ]
- iii) Fair [ ]
- iv) Poor [ ]
- v) Very poor [ ]

17. In your own opinion, to what extent do you think that the interpersonal relations influence your performance? Very Low [ ] Low [ ] High [ ] Very High [ ]

Briefly support your answer

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.....

18. Apart from the above factors, which other factors have an influence on your performance

a) Teacher factors

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b) School factors

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c) Student factors

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19. What are the challenges that you face in teaching Agriculture

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20. Give suggestions to improve agriculture teacher motivation in schools

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*Thank you so much for your cooperation*

### APPENDIX C: PERFORMANCE OF AGRICULTURE TEACHERS

One agriculture teacher was selected from each of the schools	Syllabus Coverage	Subject mean score /3 years	Head teacher evaluation	Total Score	Performance Indicator in %
	x/5	x/12	x/56	73	100
Igandene Sec School	2	7.65	49	58.65	80.3
Mikumbune Boys Sec School	3	7.45	46	56.45	77.3
Lower Chure Sec School	3	6.25	34	43.25	59.2
Kithangari Boys Sec School	3	6.7	26	35.7	48.9
Gikurune Girl's High School	2	5.87	35	42.87	58.7
Menwe Day Sec School	4	7.3	26	37.3	51.1
St.Eugene Sec School	3	9	41	53	72.6
Ukuu Sec School	3	7.1	45	55.1	75.5
Kiune Sec School	3	8.3	42	53.3	73.0
Upper Mikumbune Sec School	3	7.78	50	60.78	83.3
ACK Mitunguu Sec School	2	8.9	38	48.9	67.0
Kionyo Day Sec School	3	7.1	50	60.1	82.3
Kaubau Sec School	3	7.2	47	57.2	78.4
Blessed Joseph Girl's High School	3	8	38	49	67.1
Ndagene Boys Sec School	3	9	44	56	76.7
St.Agnes Girl's High School	3	6.26	46	55.26	75.7
Kithakanaaro Sec School	3	3.94	42	48.94	67.0
Yururu Girl's High School	3	4	44	51	69.9
Nkumari Mixed Sec School	2	3.8	42	47.8	65.5
Kithunguri Mixed Sec School	3	5.96	47	55.96	76.7
Nkubu Boys High School	5	10.3	53	68.3	93.6
Nkuene Girl's High School	3	8.14	48	59.14	81.0
Kathera Girl's High School	3	7.9	48	58.9	80.7
Geeto Mixed Sec School	3	7.2	52	62.2	85.2
Ntharene Mixed Day Sec School	4	7	42	53	72.6
St.Pius Seminary High School	2	8.2	49	59.2	81.1
Kathera Boy's High School	3	7.9	48	58.9	80.7
Gaatia Day Sec School	3	5.4	44	52.4	71.8
Mukaragatine Day Sec School	3	9	49	61	83.6
Kithangari Girl's Sec School	3	9	45	57	78.1
St.Lucy's Sec School	3	7.96	47	57.96	79.4
Uruku Girl's Sec School	3	7.3	9	19.3	26.4

Karoe Mixed Day Sec School	3	6.5	42	51.5	70.5
Mbaine Mixed Sec School	4	4.3	48	56.3	77.1
Gikurune Boy's Secondary School	4	8.9	34	46.9	64.2
St Mary's Girl's High School Igoji	3	8.65	52	63.65	87.2
Rurama Mixed Secondary School	3	5.76	40	48.76	66.8
Kanyakine Boy's High School	3	6	44	53	72.6
Muutiokiamu Sec School	3	5.07	39	47.07	64.5
Nkuene Boy,s Secondary School	3	5.7	48	56.7	77.7
Igoki Secondary School	3	6.2	50	59.2	81.1
Kinoro Girl's Sec School	3	5.7	45	53.7	73.6
Igoji Boy's Sec School	3	3.01	37	43.01	58.9
Maraa Sec School	3	5.2	30	38.2	52.3
Miruriri Boy's Sec School	3	4.25	44	51.25	70.2
Miruriri Girl's High School	4	6.9	44	54.9	75.2
Nyagene Girl's High School	3	5.7	42	50.7	69.5
Kairaa Day Sec School	2	4.03	47	53.03	72.6
Gakuuni Girl's Sec School	3	3.9	43	49.9	68.4
Kiangua Mixed Sec School	4	5.29	40	49.29	67.5
Kinoro Sec School	3	3.71	43	49.71	68.1
Nkubu Day Sec School	1	3.7	35	39.7	54.4
Rwompo Mixed Sec School	3	8.3	48	59.3	81.2
Yururu Mixed Sec School	3	5.7	42	50.7	69.5
Mugae Hill Day Sec School	2	5.4	37	44.4	60.8
Murembu Sec School	2	5.18	40	47.18	64.6
Nyombayaathi Sec School	3	5.1	43	51.1	70.0
Mworoga Mixed Sec School	2		41	43	58.9
Mutunguru Mixed Sec School	4	8.8	40	52.8	72.3

## APPENDIX D: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NGST/RCD/14/013/592**

Date: **7<sup>th</sup> May 2013**

Florence Kaumi Kirimi  
Egerton University  
P.O Box 536-20115  
Egerton

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **24<sup>th</sup> April, 2013** for authority to carry out research on ***"Influence of Selected Motivational Factors on the Performance of Secondary School Agriculture Teachers in Imenti South District, Kenya."*** I am pleased to inform you that you have been authorized to undertake research in **Imenti South District** for a period ending **31<sup>st</sup> May, 2013**.

You are advised to report to **the District commissioner and District Education Officer, Imenti South District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

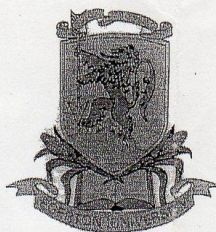
Copy to:  
The District Commissioner,  
The District Education Officer,  
Imenti South District.

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*

## APPENDIX E: GRADUATE SCHOOL PERMIT

**EGERTON**

Tel. Pilot: 254-51-2217620  
254-51-2217877  
254-51-2217631  
Dir. line/Fax: 254-51-2217847  
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**UNIVERSITY**

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Egerton, Njoro, Kenya  
Email: bpgs@egerton.ac.ke  
www.egerton.ac.ke

### OFFICE OF THE DIRECTOR GRADUATE SCHOOL

Ref: EM11/3032/11

Date: 25<sup>th</sup> March, 2013

Ms. Florence Kaumi Karimi  
Department of Agricultural Education and Extension  
Egerton University  
P.O. Box 536  
**EGERTON.**

Dear Ms. Karimi,

#### **RE: CORRECTED PROPOSAL**

This is to acknowledge receipt of two copies of your corrected proposal entitled  
“**Influence of Selected Motivational Factors on the Performance of Secondary  
School Agriculture Teachers in Imenti South District, Kenya.**”

You are now at liberty to commence your fieldwork.

Please note, you are expected to publish at least one paper in an international peer-  
reviewed journal before final examination (oral defense) of your Phd or Masters thesis.

Thank you.

Yours sincerely

  
**Prof. M.A. Okiror**  
**DIRECTOR, BOARD OF POSTGRADUATE STUDIES**

c.c. Supervisors

MAO/cwk

---

*Egerton University is ISO 9001:2008 Certified*

**APPENDIX F: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size.

Source: Krejcie and Morgan (1970)