

**THE USE OF MOTIVATION IN INFLUENCING ACADEMIC TASK
PERFORMANCE AMONG TEACHERS IN TOP ACHIEVING
PUBLIC HIGH SCHOOLS IN KENYA: A CASE STUDY OF
SCHOOLS IN BUNGOMA DISTRICT**

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ABSTRACT

Efficient work behavior in school organization depends upon the motivative skills and attitudes of the people in the unit. A good administrative structure should facilitate motivation of its teaching staff to encourage productive work behavior among them for excellent performance. The study was prompted by the fact that many schools fail to realize their academic objectives due to poor work behaviour among the teaching staff.

The purpose of this study was to examine the role of motivation in reinforcing performance of academic tasks by teachers in top achieving public high schools in Bungoma District, Western province, Kenya. The study was based in four public high schools, which are top performing in the District. The study was guided by Skinner's Reinforcement theory (1969) that is grounded in Thorndinckes Law of Effect and Expectancy theory of Victor Vroom (1964).

This was a case study set to determine the connection between motivation and performance. The respondents included school principals, deputies, heads of departments and heads of subjects in the schools. Data was collected using questionnaires, interviews, observation, and document analysis.

Independent variables under study were monetary payoffs, adequate teaching and learning materials, trips, medals and trophies, feedback on one's performance and praise. Dependent variables were punctuality, regular attendance of duty, extra responsibilities, regular assignments to students and prompt marking, signing in and out among others. The data collected were presented in form of tables and frequencies showing percentages of the effect of motivation on performance. The data were then analysed using appropriate descriptive statistics. It was found that motivation is central in teacher task performance and should be applied skillfully and along the guidelines recommended for sustainable work behavior among teachers for goal achievement. The study recommended that motivation be enhanced by improving the conditions of service of teachers, encourage staff development among teachers and recognize teacher's effort by rewarding them. This research will give insight into the role motivation plays in the achievement of academic results by teachers and will be quite useful to school principals, School Boards of Governors and the ministry of Education and its agencies such as the Teachers Service Commission.