

The Influence of Teacher Motivation on Planning Instruction, a Case of Primary Schools in Nandi County, Kenya

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Abstract

Planning for instruction plays a pivotal role in connecting curriculum to instruction. Even experienced teachers rely on it to ensure the direction of their teaching and bolster the confidence. The ability to plan for instruction effectively can affect not only a teacher's success but also the results of education reform. For teachers to gain the respect they deserve they need to act professionally in their classrooms and this can be realized if they are well prepared. Teaching calls for more than the love of learners and good knowledge of the material to be taught. It calls for proper planning which lead to mastering of techniques, imagination, versatility and an understanding. The purpose of this study was to establish the relationship between teacher's motivation and planning for instruction. The study subscribes to what is termed as general theories of instructions embodied in what recent psychologists' term instructional theories. A descriptive survey design approach was employed in this study. Stratified and purposive sampling procedures were used in the study. Questionnaires, observation and interview schedules were employed, validated and administered in the field to obtain data used in the present study. The results indicated that motivation both socially and financially encourages teachers to be thorough in their preparation for instruction. Teachers should be motivated through improved remuneration and improved teaching and learning conditions and this enhance curriculum implementation. The study recommends that teachers need to be motivated through various incentive such as better remuneration, quality in-service programmes, fair administration and provision of adequate and variety of teaching and learning media. The study is relevant to all stakeholders and policy makers in education.

Key words: planning Instructions, Motivation, Curriculum, Implementation, Teacher.

INTRODUCTION

Planning for instruction plays a pivotal role in connecting curriculum to instruction (Byra and could, 1994, Clark and Yinger 1998). Even experience teachers rely on it to ensure the direction of their teaching and bolster the confidence (MC Cutcheon, 1980). Motivation is defined as some kind of internal drives which someone to do things in order to achieve something (Harmer, 2009). As stated by Brown (1994) , motivation is a term that is used to define the success or the failure or the failure of any complex task. Steers and Porter (191) deal with three matters while discussing motivation.

- What energizes human behavior
- What directs or channels such behavior and
- How this behavior is maintained or sustained.

Motivation is thought to be responsible for why people decided to do something, how long they are willing to sustain the activity and how hard they are going to pursue it." Dorneyei (2001). Ryan and Deci (2001) state that "to be motivated means to be moved to do something". Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of the task. "Interest curiosity or a desire to achieve." William and Burden (2007) are the key factors that compose motivated

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people. However, they believe that arousing interest is not enough to be motivated. Environment plays a key role in job motivation, in other words, it is the worker but work itself which has a great influence on persistence and performance. Extrinsic influences on work motivation are thought to be real domain. While its presence results in dissatisfaction, its absence does not make any sense in the increase of job satisfaction.

These contextual influences are negative sides of the positive part, intrinsic domain of work motivation. There are two types of construal and micro-contextual motives are related to teaching as the job itself should fulfill the chief societal duties such as bringing up and educating the next generation of people. Thus, every level of society as an external influence deals with teaching. However, micro dimension is featured with the organizational climate of the particular institution where teachers work, and the traits of teaching environment, students. “*Tangible benefits*” (Latham, 1998:82) related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards. Wages increase or insufficient salary increase are in salary category. Tenure and company stability are handled in job security. In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards. Herzberg et al (1993) competence and autonomy are the important issues on intrinsic motivation. Socio-contextual events such as feedback, communications, rewards which cause feeling of competence, foster intrinsic motivation (Ryan & Deci 2000). While positive performance feedback increases intrinsic motivation, negative performance feedback decreases it.

The ability to plan for instruction can affect not only teachers success but also the results of education reform effectively reform (Hoo Gredl, 2002). Effective planning is a basic requirement for success in most professionals such as Architecture, Engineering, Law, Business, Military establishment and even politics. Just as it is unthinkable that an engineer would embark on building a bridge without a plan, no teacher should start teaching without a careful and conscientious plan. Perhaps it was with this mind that Bunyi (1995) quickly disputed the old assumption that good teachers are born not made and she is quick to add: “*Effective teaching at any level is not achieved through some magical formulae that are a preserve of a selected few, rather effective teaching to a large extent depends on the teacher preparedness. Preparation is in no way different from design or planning*”. Teachers have been charged with mediocrity in applying pedagogy and incompetence in classroom. For teachers to gain the respect they deserve they need to act professionally in their classrooms and this can be realized if they are well prepared (Sifuna and Kaime, 2005). Teaching calls for more than the love of learners and good knowledge of the material to be taught. It calls for proper planning which will lead to mastering of techniques, imagination, versatility and an understanding (Ingule et al., 2006). Primary school teachers from time to time will be called upon to organize the above variables so that measurable changes in the learners’ behavior can be effected. The organization of such varied and complex phenomena calls for what Matiru, Mwangi and Schlette (1989) have called a special competence in the field of instructional planning. Moreover, effective instructional planning is absolutely essential if the teacher is to make full use of his knowledge and skills. Most teachers do not prepare adequately before teaching (Sifuna & Kaime, 2005). As much as learning activities and resources have been integrated in the curriculum, and most of them remain loosely co-ordinated within the curriculum (Taylor, 1970). Hence the teacher retains a major role in the selection and organization of these learning activities. A review on the state of teaching in Kenya reveals that despite efforts to improve teacher efficiency through training, there are replete complaints from numerous sectors. Maranga (1993; 13) highlights that: Complaints from parents, employees and educators are that the general performance in education is still wanting. There are incompetent teachers in schools, inadequate content coverage, and

presence of ignorant teachers, inadequate lesson preparation and high rate of absenteeism by teachers, poor teacher training strategies and so on.

This is an indication that school teachers could be ignorant of procedures and skills of disseminating content to learners. The unclear situation as far as teacher competence in instructional matter is concerned calls for further investigation to establish the real problem and possible solutions especially in the area of planning for instruction, which determines the success of the entire instructional process. It is against this background that the present study set out to establish primary. Again Caar 1962 in kafu (1976:24) asserts that one of the most troublesome aspects of teacher education is the failure of many teachers to teach as they were taught by college at which they were trained". Teacher's motivation in planning for instruction in Nandi South.

“(Kafu 1978:98) had noted this problem when he wrote that:

“Teachers had abdicated their role as regards the design, development and selection of teaching materials and equipment... making good materials to be imperfectly implemented in the classroom and not in accordance with the producers design.

Again, (Sifuna, 2005) contends that poor planning has ruined many classes. In fact, it has been described as the most common cause of students not learning. This scenario therefore, brings out clearly the need to establish primary school teacher's competence in planning for instruction.

THEORETICAL FRAME WORK

This study subscribes to what Bower and Hilgard (1981) have termed general theories of instructions. These theories are embodied in what recent psychologist term instructional theories among these theories are Gagne's (Later hierarchical task analysis), Brunner's (1966) theory of instruction, Ausubels (1965) meaningful reception learning and Gagne and Brigs (1974) instructional sequencing. Gagne (1965) theory of instruction postulates that teaching has to be design to match the type of learning that was taking place in hierarchy. He suggested that teachers should plan before teaching in a sequence. Gagne also suggested that it is valuable to have a sequence in instruction and a sequence can usefully be based on learning types. This theory relates to the study because of emphasis placed on planning for instructions in a hierarchy. Planning for feedback is the key feature of the approach advocated by Gage and is characteristics of Neo-behaviorism; according to Gagne planning enables the teacher to organize the content and materials which shall model the learner outcome. However, of particular significance to this study is Bruner's theory of instruction (1966). Brunner's (1966) collection of essays came to known as theory of instruction where he pointed out that a theory of instruction is prescription of rules for achieving knowledge or skills and providing techniques for measuring or evaluating outcomes. It is also a normative theory that set goals to be achieved and condition for meeting them. A major theme in the Bruner's theoretical framework is that learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. The leaner selects and transforms information; construct hypotheses and makes decisions, relying on a cognitive structure to do so. Cognitive structure provides meaning and organization to experiences and allows the leaner to go beyond the information given. It is evident from Bruner's theory that prerequisite sequencing provides linkages between each lesson as student's spiral upwards in course of a study. As a new knowledge and skills are introduced in a subsequent lesson, they reinforce what is already learnt and become related to previous learnt information. What the students gradually achieves is a rich breadth and depth of information that is not normally developed in curriculum where each topic is discrete and

disconnected from each other. Brunner insists on empirical steps necessary before a theory can be prescribed to the practice. It was this feature which was found appealing to the present study. Given that planning for instruction is based on following empirical steps, the theory was found to be more encompassing than others.

METHODOLOGY

This study was conducted through survey design that was deemed appropriate in the study because it is concerned with teacher motivation in planning for instructions. Survey design enabled the researcher to get as much as possible details within the limited time and financial resources. The present study was carried out in Nandi County in the Rift Valley Province of Kenya. The target populations for this study were primary school teachers, in Nandi South District. Nandi South Sub County has 148 Primary schools. Of the 148 primary schools, the study used 30% being a third of all the primary schools in the sub county to give 39 public schools and six private schools. The percentage according to Kerlinger(2000) is acceptable and yields reliable data. A sample of 120 teachers was selected and drawn from the 45 schools which had a total of 400 trained teachers. Six primary schools were further selected to check sampling error. A total of 18 primary schools were selected from the six schools which had 60 trained teachers. A total of 138 teachers was therefore the sample of the study. The total number of teachers in Nandi South Sub-County was 1200 of which 900 were trained and 300 were untrained according to Sub County Director of Education Records. The study adopted stratified and purposive sampling procedures. Stratified and purposive samplings were used to sample primary teachers from which the sample for the present study was drawn. The study used purposive sampling based on the previous knowledge that teachers had through teaching experience and training on planning for instruction. The researcher used questionnaires as the main tools for collecting views, opinions and attitudes of teachers, interviews schedule was designed for the school teachers and document analysis was used to obtain data on whether teachers prepare instructional documents. Descriptive statistics such as frequencies and percentages were used to answer research questions. Inferential analysis such as chi-square and ANOVA were used to test hypothesis. The researcher grouped data from closed ended questionnaire items, open ended interview schedules and document analysis under broad themes and converted them into frequency counts. The study independent variables were teachers' professional qualification, teaching experience, personal characteristics and teacher motivation. The dependence variable includes principles, knowledge, and skills of planning for instruction. All data was analyzed at a level of significance of 95% or $\alpha=0.05$

RESULTS AND DISCUSSIONS

Socio-Economic Characteristics of the Respondents

Out of 138 respondents, majority were male teachers 80 (57.9%) as compared to female 58 (42.1%) teachers. Perhaps this is an indication of gender disparities in the appointment of primary teachers.

Table 1: Frequency distribution of respondents by gender and school category

School Category	Proportion		Total
	Male	Female	
Public	157.14	34.8	81.16
Private	11.6	7.2	18.84
Total	57.9	42.0	100.0

The table below (Table 2) shows that majority of the respondents 79 (57.2%) were P1/S1 holders followed by, 42 (30.4%) who were diploma holders in education. Those with Bachelor of Education were a few 13 (9.4%). Those with least figure which is 4 (2.8%) were having other qualification like Certificate in Montessori and Early Childhood Education.

Table 2: Frequency distribution of respondents by qualification and teaching experiences

Teaching Experience	Bachelor of Education (%)	Diploma in Education (%)	P1/S1 (%)	Others (%)	Total (%)
0-5 years	3 (2.1)	10 (7.2)	18 (13.0)	1 (0.7)	32 (23.1)
6-10 years	6 (4.3)	14 (10.1)	23 (16.6)	3 (2.1)	46 (33.3)
11-15 years	4 (2.8)	12 (8.6)	18 (13.0)	-	34 (24.6)
16-20 years	-	6 (4.3)	10 (7.2)	-	10 (7.2)
21 years	-	-	10 (7.2)	-	10 (7.2)
Total	13 (9.4)	42 (30.4)	79 (57.2)	4 (2.8)	138 (100)

From the table below (Table 3), it is indicated that 48 (35.5) were subject teachers, 24 (17.3) were either masters or mistresses. The senior teachers were 16 (11.5) while 31 (22.4) were either head/deputy teacher, the rest 19 (13.8) teachers held other responsibilities like games teachers etc. It is also clear from the table that no teacher in the category of teaching experience 0-5 years, held bigger positions such as of head teachers.

Table 3: Frequency distribution among response by teaching experiences and responsibilities held

Teaching Experience	Subject Teacher	Class Master/Mistress	Senior Teacher	Head/Deputy Teacher	Others	Total
0-5 years	26 (18.8)	4 (2.8)	-	-	2 (1.6)	32 (23.1)
6-10 years	20 (14.4)	10 (7.2)	1 (0.7)	2 (1.6)	13 (9.4)	46 (33.3)
11-15 years	2 (1.6)	8 (5.7)	11 (7.9)	10 (7.2)	3 (2.1)	34 (24.6)
16-20 years	-	1 (0.7)	2 (1.6)	12 (8.6)	1 (0.7)	16 (11.6)
21 +	-	1 (0.7)	2 (1.6)	7 (5.1)	-	10 (7.2)
Total	48 (35.5)	24 (17.3)	16 (11.5)	31 (22.4)	19 (13.8)	138

Teachers' motivation and planning for instruction

The study objective sought to establish the relationship between teachers planning for instructions and motivation. The research question and hypothesis was “*is there a relationship between primary school teachers and teacher motivation?*”

Measurement of these questions and hypothesis were achieved by presenting questionnaires and interviews schedules to teachers. The results of the findings were showed in table 1 below. The table shows that majority of the teachers (103) 74.6 generally agree that motivation socially or economically would enhance their preparedness. A few teachers 23 (16.7) generally disagree while 12 (8.7) were undecided.

The results show that most teachers 103 (74.6) generally agree that motivation whether social or financial would enhance their preparedness. A few teachers 23(16.7) generally disagree while 12 (98.7) were undecided.

Table 4: Teachers responses on the influence of motivation on teacher preparedness

	Frequency	Valid %	Cumulative %
Strongly Agree	49	35.5	35.5
Agree	54	31.1	74.6
Undecided	12	8.7	83.3
Disagree	19	13.8	97.1
Strongly Disagree	4	2.9	100
Total	100	100	100

Analysis of teacher's responses on the influence of motivation on teacher preparedness

Table 5 below shows that the calculated value of F is 4.747 which is more than the table value at 5% with df being VI = 4 and V2 =133, P = 0.017 and chance the result couldn't have been due to chance. The null hypothesis that there is no significant relationship between teacher's motivation and planning for instruction was rejected. This means that both social and financial motivation encourage teachers to be thorough in their preparation for instruction.

Teachers should be motivated through improved teaching and learning conditions in particular those using instructional media so that they continue using instructional media.

Table 5: Analysis of teachers' responses on the influence of motivation on teacher preparedness

	Sum of squares	df	Mean Square	F	Sig.
Between Groups	7.792	4	2.948	4.747	.017
Within Groups	85.592	133	.621		
Total	90.384	137			

The null hypothesis that there is no significant relationship between motivation and planning for instruction were rejected. F ratio calculated was higher than the critical 4.2.6.

All the primary school teachers who were interviewed felt that they should be well motivated by proper supervision, environment well-endowed with learning and teaching resources. Teachers argued also that they need to be paid well so that they concentrate on teaching profession.

Teachers openly admitted that they venture in other economic activities in order to supplement what they earn on monthly basis. This also concur with what T.S.C secretary Lengoiboni (2006) was saying that teachers will in future be paid well as to make them concentrate on teaching profession. Malachi (2006) investigated relationship between motivation and attitude, he found out that motivation energizes attitude perhaps this could be the reasons why teachers have negative attitude toward the same. David 2008 asserts that motivation makes employees more productive. If teachers are well motivated they will have interest and concentrate fully in the teaching profession.

CONCLUSION

Teachers' motivation influence teaching and learning. Teachers should be motivated through improved remuneration and improved teaching/learning environment. Teachers should also be well motivated by proper supervision.

RECOMMENDATION

The following recommendations are made:

1. In-service course, seminars, workshops and conference should be emphasized to enable teachers widen their knowledge and further their skills.
2. Teachers need to be remunerated well through monthly salaries and in-service training.
3. The government should give promote and hire enough teachers in primary schools.

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