

**INFLUENCE OF TEACHERS' MOTIVATION ON ACADEMIC
PERFORMANCE OF STUDENTS WITH LEARNING DIFFICULTIES
IN SECONDARY SCHOOLS IN KAKAMEGA NORTH
SUB-COUNTY, KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
CONFERMENT OF THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL PSYCHOLOGY, UNIVERSITY OF ELDORET, KENYA.**

2025

DECLARATION

Declaration by the Candidate

This thesis is my original work and has never been presented for the award of an academic degree in any other university and should not be copied, or reproduced in any format without written authority from the author and/or University of Eldoret.

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DEDICATION

This thesis is dedicated to all students with learning difficulties in secondary schools in Kenya.

ACKNOWLEDGEMENT

I would like to thank God the Almighty for granting me the strength and good health throughout the process of developing this thesis. Special gratitude goes to my supervisors; Dr. Esther Nyabuto and Dr. Stella Kabesa for their invaluable, tireless and endless guidance towards ensuring that my work is up to the required standards. I also wish to give my sincere gratitude to all lecturers I interacted with during my coursework. I am particularly, indebted to thank my course work lecturers in the department of Educational Psychology. Curriculum Design and general Instruction Methods and Educational Psychology.

I thank Mr Ratemo James for his encouragement and support. I also wish to thank Mrs Wanjala Martha for her moral support and encouragement. I want to sincerely thank all my course mates for their motivation and advice throughout the process of writing this thesis. Special credit goes to my wife Janet Musera for her forbearance, moral and financial support during the entire process of developing this thesis.

ABSTRACT

Teacher motivation is an essential component of the learning process that ultimately influences students' academic performance. The academic performance of students can be regarded as interplay between the teaching and learning processes. Furthermore, students' academic performance is closely associated with teachers' motivation. Teachers' motivation is pivotal in enhancing classroom excellence that is generally measured through students' attainment of their learning outcomes. However, the academic performance of students with learning difficulties has been a pertinent issue in the education circle. The purpose of this study was to determine the influence of teachers' motivation on academic performance of students with learning difficulties in secondary schools in Kakamega North Sub County. In particular, the study sought to; Determine the influence of teachers' in-service training on academic performance of students with learning difficulties in Kakamega north subcounty, to investigate the influence of teachers workload on academic performance of students with learning difficulties in Kakamega north subcounty as well as to examine the influence of teachers' institutional work environment on academic performance of students with learning difficulties in Kakamega north subcounty. A cross sectional survey design was adopted for this study an attempt to achieve the objectives of the study. The target population for this study were students with learning difficulties in form two and form three classes as well as teachers of English and Mathematics spread out in the 55 registered secondary schools in Kakamega North Sub County. A sample of 132 teachers was selected using stratified random sampling method. Yamane's formulae were used to determine the sample for this study. This study was guided by Herzberg's two factor and McClelland achievement theories. Self-reported questionnaire was used to collect quantitative data whereas qualitative data was collected by use of structured interview guides. Descriptive statistics through computation of mean, percentages and standard deviation was used to analyse the data collected. Spearman's rank correlation and Multiple linear Regression analysis was used analyse quantitative data at 95% confidence interval. The study established that in-service training for teachers had statistically significant moderate positive influence on academic performance of students with learning difficulties ($\beta=0.267, t=8.713; p<0.001$). The study also revealed that teachers work load had significance statistical influence on academic performance of students with learning difficulties ($\beta=0.456, t=6.531; p<0.001$). It was also established from this study that teachers' institutional work environment had a significant statistical influence on academic performance of students with learning difficulties ($\beta=0.563, t=11.13; p<0.001$). However, the three variables taken together did not significantly influence the academic performance of students with learning difficulties. This study concluded that all the three predictors of teacher motivation studied demonstrated that there is a significant influence of teachers' motivation on academic performance of students with learning difficulties in Kakamega north sub county. Therefore the study recommends that there is need to have proper motivation strategies for teachers that will enhance their enthusiasm and morale to provide the extra attention, support and assistance needed by the students with learning difficulties in order for them to enhance their learning progress. The ministry of education through relevant agencies should ensure proper teachers' institutional work environment as well as ensure their workload remain within manageable limits to enhance teachers' individualized attention to students with learning difficulties.

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LIST OF ABBREVIATIONS, ACRONYMS AND SYMBOLS

CEMASTEA-Centre for Mathematics and Science Education Assessment

GPE-Global Partnership for Education

INSET-In -Service Training

KCSE-Kenya Certificate of Secondary Education

KISE –Kenya Institute of Special Education

KNBS-Kenya National Bureau of Statistics

KNEC-Kenya National Examinational Council

KNSAC-Kakamega North Subcounty Academic Committee

KNSE-Kenya National Special Education

LD-Learning Difficulties/Learning Disabilities

MOE-Ministry of Education

SDGs-Sustainable Development Goals

SDOE-Sub county Director of Education

SLO-Students Learning outcomes

SN-Special Needs

TMTF-Teacher Motivation Theoretical Framework

UNESCO-United Nations Educational, Scientific and Cultural Organisation

VSO-Voluntary Service Overseas

WB-World Bank

WEF-World Education Forum

WIAT-Wechsler Individual Achievement Test

OPERATIONAL DEFINITION OF TERMS

Learning difficulties -inability by a student to learn naturally due to obstacles and threats in writing, reading and performance of basic numeric computations.

Motivation -Drive to do something

Students learning outcomes-level of knowledge, skills and competences acquired by students after undergoing a learning process

Teacher motivation-Motivation given to teachers to perform

Teacher's institution work environment -Teachers immediate physical and social working environment

Teacher motivation-the force that drives and directs teacher's energy and efforts towards a particular goal

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter deals with the background of the study, the statement of the problem, purpose of the study, the research objectives, research hypothesis and rationale of the study. It also constitutes the scope of the study, delimitations of the study and assumptions of the study. In addition, the chapter deals with the limitations of the study as well as the operational definition of key terms as used in this study.

1.2 Background of the Study

Students' academic performance is influenced by numerous factors that range from those that are student related, teacher related or even school related. Good academic performance promotes a sense of satisfaction, accomplishment and love for school among students. An improvement in academic performance is dependent on a combination of teacher, student, school as well as parental factors. Students' academic performance refers to the measure of the extent to which a student attains a certain level of competence required to accomplish a task. Particularly, these learning outcomes act as a benchmark of students' abilities to achieve learning objectives (Marlina, Hendrawati & Kasumastuti, 2019). Thus, the attainment of high scores in each of the learning areas can be interpreted as well achieved learning outcome. Conversely, poor learning outcomes may result from a number of factors such as poor teaching and learning environment, insufficient teaching and learning resources, inappropriate motivational strategies as well as students' background factors among others (HakiElimu, 2016).

The academic performance of students with learning difficulties has continued to be the centre of focus for by many educational researchers. This is partly because, this group of students continue to face a myriad of challenges in institutions of learning which

greatly affects their access and full participation in academic programmes (Maingi, 2016). Teachers' motivation is one of the factors that affect the realization of the teaching objectives and academic achievement of students as well as attainment of quality education. The fundamental role played by teachers in solving students learning difficulties is both strategic and direct (Zainuddin, Halim & Zainuddin, 2018). Students learning outcomes are highly dependent on the quality of instructions they receive and the teaching effectiveness (Agnes, 2015; Dornyei & Ushioda, 2011). This quality of instruction is in turn influenced by the level of motivation of the teachers which eventually stirs students' desire to learn. Teachers are regarded as architects, managers and engineers of pedagogy and hence their influence on students' academic outcome is quite significant (Waseka, Simatwa & Okwach, 2016). In a study about the influence of teacher factors on students' academic performance in secondary school education in Kakamega county, Waseka et al (2016) identified teaching experience, teacher qualification, teacher's age and gender as well as teacher's workload as fundamental teacher related factors that influence students' performance. These factors accounted for about 59.4% variation in students' academic performance. A similar finding by Kariuki (2020) revealed that teacher motivation causes about 7% influence on their job retention and productivity. Where teachers' levels of motivation are significantly low or missing, teachers are less successful and less productive in their work (Kagama, 2018). This is attributed to the fact that, when teachers' workload is huge, a great demand is placed on the teachers in terms of preparation for teaching. This does not only stress them but also leads to inadequacies in planning and execution of the lessons with an end result being dissatisfaction among the teaching fraternity. Resultantly they do not effectively plan for their varied students learning abilities.

Many students with learning difficulties (LD) have continued to underperform in school related work due to insufficient attention and necessary learning support. Their academic progress faces many obstacles since their completion rates is slow and poor academic outcomes compounds the already worse situation at a hand. Mihegwa, Mutsostso & Mutende (2025) opine that learning difficulties often lowers teacher's expectations and morale hence impacting negatively on their output. In study about selected risk factors influencing academic achievement of students with learning difficulties in secondary schools in Kakamega county, Wafula (2021) established that majority of the learners exhibited a low cognitive ability of about 47%. A substantial number who took part in the mathematics and English aptitude tests had an achievement of 42.89% which was lower than the average mark of 50% hence linking them to students with learning difficulties. Furthermore, the study established that majority of the schools had large class sizes which contributed to low teacher morale, consequently, negatively affecting students with learning difficulties. Huge class sizes impact negatively on teachers' motivation. Such teachers have to grapple not only with managing these classes but with adequately catering for the diverse students learning needs. This requires a sustained levels of both intrinsic and extrinsic motivation which is missing, In another study on levels of stress among secondary school teachers and its implication on students' academic performance in Kakamega north, Baraza, Simatwa & Gogo (2016) established that majority of the teachers in Kakamega north experienced high levels of stress occasioned by large workload, students misbehaviour and students slow performance hence significantly contributing to low levels of teacher motivation. Even though several studies have been conducted on motivation, most of the studies have tended to be skewed towards student's motivation. There has been very minimal or no attention on the influence of teachers' level of motivation on the academic performance of students with learning difficulties. Furthermore, most of these studies

have concerned themselves with normal or average students with very little regard to students with learning difficulties who are integrated in the mainstream schools. This limited attention to this group of students, disfranchises them from receiving the much-needed academic attention and support thereby hampering their academic progress and potential. This study therefore aimed at addressing the influence of teachers' motivation on the academic performance of students with learning difficulties in Kakamega north subcounty

1.3 Statement of the Problem

Access to basic education for all students is an essential goal for many nations worldwide. The Kenyan Constitution 2010 as well as the vision 2030 and the African agenda 2063 have emphasised the importance of inclusive education to enhance regional, national and regional economic balance through provision of basic and universal education for sustainable development. Equity and inclusivity in education is paramount in fostering equal opportunities for learners of all abilities thus ensuring that none of them lags behind in accessing quality and relevant education as well as the necessary support. In fulfilling the global mandate of education for all, Kenya has committed herself to providing access to education for its citizens. It is in this regard that the government of Kenya rolled out free secondary schooling education program in 2008, which has led to an increase in school enrolment. Furthermore, in an attempt to promote basic education for all, the government of Kenya bankrolled a 100% transition policy in 2020 that aimed at enhancing accessibility to secondary education. Even though remarkable steps have been made in this direction, there is still some glaring gaps that have continued to persist in certain areas due to a number of challenges. One of such areas is the accessibility of quality education for students with learning difficulties. Learning difficulties have a huge impact on both academic progress of

students as well as their social relationships thus significantly affecting their academic achievement.

The fundamental role played by teachers in ensuring quality teaching and effecting learning cannot be underestimated. Teacher motivation is paramount in ensuring that the anticipated learning outcomes are positive and desirable. In the absence of such motivation no one can expect good grades and this inhibits acquisition of required competencies by students. Oluoch & Gogo (2022) opine that low students' academic achievement results from low teachers' motivation. In their research on the relationship between intrinsic teacher motivation and teacher amotivation and students' academic performance in public secondary schools in Gem subcounty, the duo established that, intrinsic teacher motivation enables the teachers to take up their teaching roles with enthusiasm and vigour because the occupation interests them and hence can go an extra mile to help their students in learning. The study further established that one unit increase in teacher motivation correlated with a unit increase in students' academic performance. The underpinning principle is that teacher's motivation influences students' academic outcomes. Teachers are critical in helping students overcome academic hindrances. Furthermore teachers' vital role in creating an environment that supports students learning needs to be given a central focus in all education discussions. The level of teachers' interest and motivation in their work significantly influences student's motivation to learn. Another corresponding study on the influence of teachers' motivation on students' performance in public secondary school in Kinangop subcounty revealed that when teachers are appreciated through rewards, incentives for good performance, their work commitment increases and their engagement with the students is enhanced which results into improved academic performance (Wambugu,2018).

A documented estimate of 44 teachers exit the profession on daily basis citing various reasons (Omondi,2023). Furthermore, majority of the teachers indicated that they are likely to exit the profession if alternative job opportunities arise (Emoja,2016). Apparently, this attitude has far reaching ramifications on teachers' engagement with their students. It has been noted that Kakamega County continues to score very low in literacy and numeracy levels (Uwezo, 2014). According to this report the county scored lower than the national percentage average of 32% on numeracy and literacy competencies with Kakamega North Sub County scoring less than 21%. The performance of mathematics and English which area indicators of learning difficulties has been very low in Kakamega north subcounty with majority of the students scoring below average grades Wafula (2021). In the past two years the number of students who have been scoring grade E's in maths and English has sharply risen with a total of 2351(43.98%) scoring grade E in the in 2023 and 3208(53.67%) scoring grade E in 2024 Kenya Certificate of Secondary Education examinations (KNSAC,2024). These alarming results point to some difficulties in reading, writing (expressive language) and mathematical computations. Owing to an increasing number of learning difficulties and the dynamicity of these difficulties, majority of the students still suffer a great deal as they are unable to meet their academic goals. This aggravates the situation as it on aids to increase the number of incompleteness among these students. Without mitigating strategies such learners will remain disfranchised ultimately affecting the social economic development of the region. The studies which have been conducted in this area of study have not addressed the concept of the influence of teachers' motivation on academic performance of students with learning difficulties. This limited attention and inability of these studies to address this issue has necessitated need to determine the influence of teachers' motivation on the academic performance of students with learning difficulties in secondary schools in Kakamega north subcounty.

1.4 Purpose of the Study

The purpose of this study was to determine the influence of teachers' motivation on academic performance of students with learning difficulties in secondary schools in Kakamega North Sub County.

1.5 Objectives of the Study

This study sought to achieve the following objectives;

- i. To determine the influence of teachers' in-service training on academic performance of students with learning difficulties in secondary schools in Kakamega north sub county
- ii. To investigate the influence of teachers' workload on academic performance of students with learning difficulties in public secondary schools in Kakamega north sub county
- iii. To examine the influence of teachers' institutional work environment on academic performance of students with learning difficulties in secondary schools in Kakamega north sub county

1.6 Research Hypotheses

This study was guided by the following research hypotheses;

- i. **H₀₁**: There is no significant relationship between teachers' in-service training and academic performance of students with learning difficulties in secondary schools in Kakamega north sub county
- ii. **H₀₂**: There is no significant relationship between teachers' workload and academic performance of students with learning difficulties in public secondary schools in Kakamega north sub county
- iii. **H₀₃**: There is no significant relationship between teachers' institutional work environment and academic performance of students with learning difficulties in secondary schools in Kakamega north sub county

1.7 Justification of the Study

Students with learning difficulties possess inherent capacities to learn only that they may need extended time to comprehend things as compared to their counterparts (Wafula ,2021). In regard to this, such students may require an environment that is pleasant and that can offer the kind of intervention needed for them to excel in their academic pursuit. They, therefore, look up to their immediate support system who are teachers. However, teachers of this calibre who will go out of their way to ensure that such learning environment is available are rare to come by. The remedy therefore will be devising proper strategy of motivation for teachers so that they are well equipped to handle this group of learners. This research will address need of having a motivated teaching workforce that will enhance effective learning for students with learning difficulties in Kakamega north.

1.8. Significance of the Study

The research findings from this study have a pivotal role in guiding the selection and the nature of the content of the in-service training of teachers in line with the teachers specific needs as far as handling students with learning difficulties is concerned .Furthermore , research findings emanating from this study should guide the relevant agents in education sector to reconsider the policy in teacher staffing and distribution in relation to the demands of students with learning difficulties in all levels of academic learning. Finally, it is expected that the findings from this study help in the restructuring of teachers' institutional work environment so that such environment will enable teachers to appreciate it and exploit it to help students with learning difficulties attain their academic learning goals.

1.8. Scope of the study

This covered teachers of English and mathematics teaching within Kakamega north subcounty and students with learning disability studying within the subcounty.

1.9 Assumptions of the Study

The main assumptions of this study were:

- i. Students with learning difficulties are nearly uniformly distributed in public secondary schools chosen for study
- ii. All teachers had adequate knowledge on identifying and handling learners with learning difficulties.

1.10 Limitations of the Study

The scope of learning difficulties that students face is wide and varied. The study focused on the learning outcomes of students with learning difficulties that could easily be detected in their low academic achievement in reading and writing abilities as well as performing mathematical calculations. Furthermore, this study relied on teachers' ratings and assessment as a way of identifying students with learning difficulties in secondary schools. Due to a varied teacher perception and understanding of the learning difficulties, teachers' ratings may or may not give a true reflection of the criticality of the situation at hand.

1.11 Theoretical Framework

The study was guided by Herzberg's Two Factor theory and McClelland's Achievement theory. According to Herzberg's theory (1959), there are certain factors at work place that enhance job satisfaction. He identified two groups of factors that influence employees job satisfaction at work place; hygiene factors and motivational factors. The motivational factors also referred to as intrinsic factors include recognition, challenging work and responsibility, opportunities for advancement as well as promotion. On the other hand, hygiene factors (extrinsic factors /dissatisfiers) include

job status, security, salary and other fringe benefits which actually they don't motivate if present but if absent they lead to job dissatisfaction. He argued that meeting the lower needs of (hygiene factors) individuals would in real sense not motivate them to exert effort but would only prevent them from being dissatisfied (Ghazi,Shahzadi &Khan,2013). On the other hand, if higher level needs (motivators) were met the individuals would be motivated.

He concludes that motivators point to actual performance of the task while hygiene factors relate to the working environment. Even though the concept of job satisfaction is not synonymous with motivation, it could however, be associated with feeling of achievement hence the two concepts could be linked (Ghazi et al, 2016).

In order for management to create motivated employees, with high level of performance, the hygiene factors must be maintained at a satisfactorily good level (Giertz, 2016). Subsequently, motivation factors must be available and present in order to create motivation and satisfaction (Jacobsen & Thorsvik, 2010). Teacher's motivation is key to students' academic performance and therefore factors that affect teachers have a direct influence on the performance of the students they teach. Of particular concern is the possibility that teachers' dissatisfaction adversely affects the quality of teach (Barbieri et al, 2016). In order to achieve higher learning outcomes by students, the teacher factor must be well addressed. Both the motivator and hygiene factors must be present to boost the teachers' morale to attend to learners with leaning difficulties. On the other hand, the demotivators must be eliminated or reduced significantly. Well-motivated teacher will enhance students learning outcomes.

McClelland's Achievement theory holds that people have inherent drive to desire to succeed and avoid failure. He observes that people hope to succeed in whatever they do and do not think about failures or negatives. In other words, people are motivated by

the desire to succeed. Success in this case is a motivator and therefore guides behaviour towards a set goal. McClelland highlights three characteristics of the people who have great desire to achieve; these people prefer work environment where they are able to assume responsibility for solving problems, they enjoy taking calculated risks and set moderate achievable goals and would love to hear continuous recognition as well as feedback so as to know how they are doing. He proposes that when a need is strong in a person, the effect is to motivate the person to use an appropriate behaviour that would lead to satisfaction of needs.

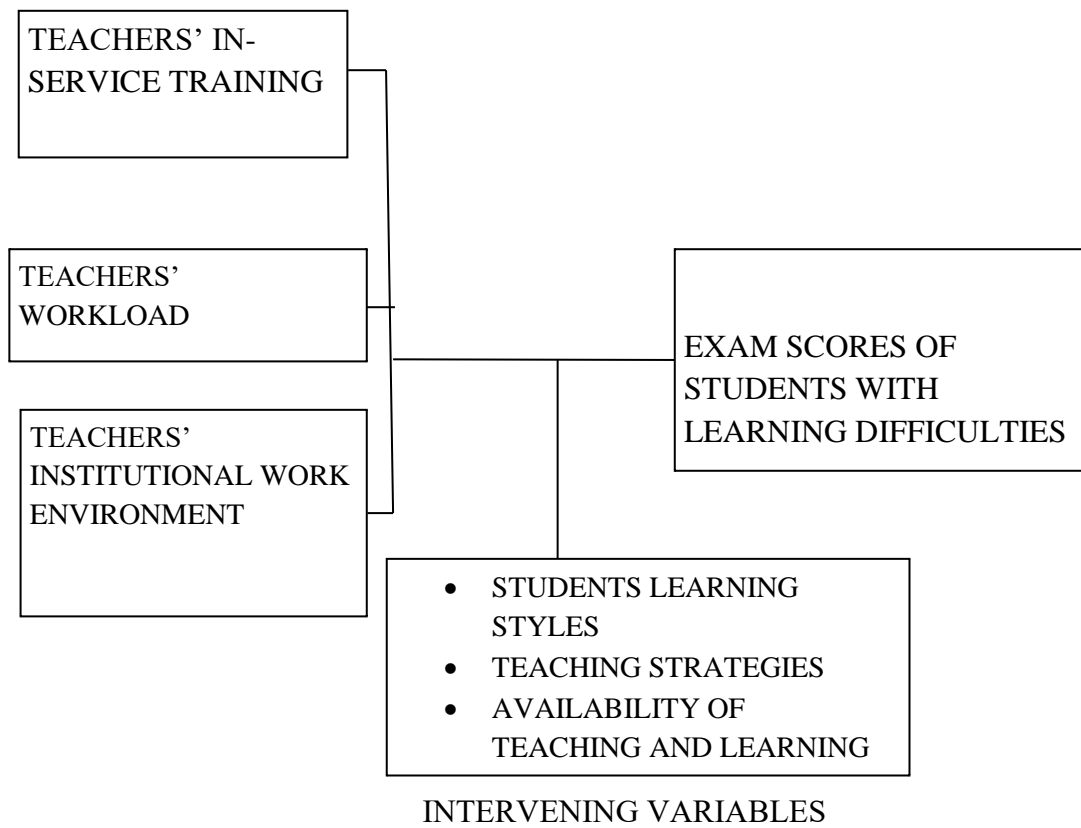
The two theories were cardinal to this research as they both highlighted the dominant factors motivational factors that formed the framework of teacher motivation. The factors highlighted in the two theories that is; opportunities for growth (professional development which is inclusive of Inservice training, autonomy and independence as well as work environment were used in the study as teacher motivators.

1.12 Conceptual Frame Work

The conceptual framework of this study comprised teacher motivation as independent variables and students' academic performance as dependent variable. The teacher motivation factors investigated were teacher' in-service training, teacher's workload and teachers' institutional work environment. The intervening variables were administration style as well as availability of teaching and learning resources. The summary of the conceptual framework is indicated in the figure 1.1 .

INDEPENDENT VARIABLE

DEPENDENT VARIABLE



Conceptual Framework

Figure 1.1 Conceptual Framework Showing the Relationship Between Teachers' Motivation and students with learning difficulties Academic Performance of Students with learning Difficulties

1.14. Summary of the Chapter

This chapter has highlighted the rationale of this study by looking at background regarding the current status of students of teacher motivation in Kakamega north in line with the performance of students with learning difficulties to the study. The chapter has also highlighted the problem of study as well the objectives and hypotheses guiding this research. The importance of the findings of this study and the scope of this study have also been dealt with. Theoretical and conceptual framework upon which this study was premised has also been addressed in the chapter besides the basic assumptions of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter focuses on the relevant literature review on teacher motivation and academic performance. The chapter also highlights gaps exposed by the literature review.

2.2. The Concept of Teacher Motivation and Academic Performance

Education is considered as a continuous lifetime process of behavioural change and development throughout every stage of one's life (Kacabas, 2009). Education and development have been thought to be intertwined processes. This process is a very powerful tool for liberating individuals and ultimately transforming societies. Of fundamental importance in education is the quality and accessibility of the same. The quality of education is directly influenced by the teaching process which is assessed and evaluated and through academic performance either in terms of grades scored or its contribution to the global human resource output. One of the most determinants of quality education is teacher commitment Ofoegbu (2004). The quality of education depends on the quality of the instructions given (Giertz, 2016). Since students are the beneficiaries, academic performance is an important aspect that determines the quality of education. Academic performance does not only promote a sense of self accomplishment but also a sense of personal satisfaction. It is therefore, very critical to explore all the factors that may impinge on these personal desires to excel in life. Education is an essential tool that advances the society both socioeconomically as well as culturally. The nature and relevance of the education offered is key in enhancing such progress. Quality education demands that there needs to be proper teaching and relevant learning and teaching resources. Cardinal to this is the quality of classroom instructions. The quality of classroom instruction is dependent on teachers' level of motivation.

Nawaz & Yasin (2015) opine that teachers are essential components of effective teaching and learning processes which eventually translates to students' academic achievement. Teachers who are effectively facilitated are well motivated and hence ready to take up their teaching roles unreluctantly. Dornyei & Ushioda (2011) and Han & Yin (2016) affirm that students' academic performance is highly dependent on the quality of instruction and teaching effectiveness. Teaching process is a multifaceted exercise that is affected by a number of factors among which is teacher's motivation. The influence of teachers' motivation with regard to the attainment of students learning outcome has been the focal of many educational research scholars. Some of their key findings about teacher motivation and the effect it has on academic achievement of students are hereunder discussed.

Motivation can be defined as specific reason as to why people decide to do something and how long they are willing to sustain the activity as well as how hard they are going to pursue the activity (Han et al, 2016). Wambugu (2018) defines motivation as the drive that influences someone's efforts towards performing a task. It is a force that drives and directs a person's behaviour and energy towards a pre-determined goal. In other words, motivation is the attitude to achieve rather than the achievements themselves (Deepika, 2018).

Motivation increases the performance of an employee so that the goals can be achieved in a better way (Muhammad et.al, 2018).

According to Dornyei & Ushioda (2011) teacher motivation can be defined in terms of direction and magnitude of human behaviour. The fact that motivation specifies the reason why people do something and how long they are willing to pursue the activity means that there must be a sustained drive that will lead to the attainment of the desired goal. The duo identified two dimensions of teacher motivation in accordance with their

conception of motivation namely the motivation to teach and the motivation to remain in the teaching profession.

Teacher motivation is an essential component that enhances classroom effectiveness as well as promotion of teaching and learning excellence. According to Han & Yin (2016), desired learning goals can only be achieved when teachers are well motivated. This is because of the immense role the teachers play in the teaching and learning environment. Teacher's commitment is one of the key determinants of the quality of education as well as students' academic performance. Ofoegbu (2004) states that teachers' motivation is closely linked to their attitude to work, their desire to participate in pedagogical processes as well as trying out new techniques.

Additionally, where there is low motivation different dimension of education quality suffer inevitably beginning with low commitment to teaching duties, poor instructional preparation, underutilization of class time and overall commitment to school goals (Muvunyi, 2016). Teachers are estimated to have about 2 to 3 times the impact of all school factors (Nyakundi, Raburu and Okwara, 2019) that influence students' performance. Performance in this sense is seen as the competence acquired by students after undergoing learning programme. It goes on without saying that teachers' motivation provides students with the motivation to learn. In order for the learners to achieve the desired learning outcome, teachers are tasked the role of creating a learning environment that supports the learning activities appropriate to achievement of desired outcomes (Han & Yin, 2016). In another study by Oguejiofor (2021) on teachers motivation as a factor for classroom effectiveness and students academic performance in secondary schools in educational zones in Enugu state, established that the factors motivate teachers to pursue good academics of students are good working environment, provision of working materials, promotion of teachers, participations in decisions that affect them, provision of health care facilities, provision of loans as well as giving them

loans and responsibilities coupled with recognizing them and giving them feasible workload.

Research has revealed that there is a great correlation between motivation and job satisfaction. Teachers who are well motivated tend to experience greater job satisfaction and report higher levels of achievement (Collie, 2017). A well-motivated teacher is passionate about his teaching profession which translates into student's enthusiasm to learn. The learners' desire to learn is stirred up by the teachers' motivation. The level of teacher's motivation to a greater extent determines the level and the desire of the students to learn. However, Mangaleswarsharma (2019) notes that, even though teacher motivation is fundamental to the teaching and learning process, research studies show that that most teachers in developing countries are poorly motivated, significantly impacting negatively on their output.

While studying the relationship between teacher's motivation and student academic performance in private secondary schools in Moshi, Tanzania, Rugarabamu (2019), noted that providing teachers with good and quality professional development opportunities has been shown to be an effective way of increasing teachers competencies and therefore improving students learning outcomes in a variety of ways. His study revealed that there is a significant relationship between teachers' motivation and students' performance in private secondary schools. These findings concur with Nyakundi et al (2019) research findings on the influence of teacher's motivation to academic performance of pupils in primary schools in Nyamira sub county Kenya. This research found a positive correlation between teacher's motivation and pupil's academic performance.

In the study of influence of teacher factors on students' academic performance in secondary schools within Kakamega county Waseka et al (2016) established that

teachers influence about 59.4% of students' academic performance. The teacher factor is ranked as the second in factors that influences students' academic performance. He considers teachers as architects, managers and engineers of pedagogy. Owing to this pivotal role they play, it is worthwhile noting that teachers have both intrinsic and extrinsic needs which must be fulfilled in order for them to perform well. This fact is affirmed by Anghelache et. al (2012) that established that the level of overall job satisfaction in teachers is dependent on the intensity of their dominant need. For instance, a teacher who is intrinsically motivated would be more willing to engage in a task for satisfaction or even for feeling of accomplishment and self-actualization (Recepoglu, 2013). Therefore, teachers who have high levels of motivation work efficiently and effectively (Recepoglu,2013).

In the same limelight, it is noted that the satisfaction of the teachers is highest when the need of achievement as an intrinsic factor is increased (Anghelache, 2012). Intrinsic motivation assumes that people reward themselves in response to the feedback they receive from their work (Firestone ,2014). In order to increase teachers' motivation Suleyman (2015) observes that there is need to support positive factors that motivate teachers and eliminate the negative factors from the environment. The impact of teachers' motivation on the academic achievement of students is quite significant. While studying the development of teachers' motivation scale at secondary level, Muhammad et al (2018) noted that teacher motivation has a major role in quality education. Attempting to attain quality education without having an effectively motivated teaching force is an effort in futility. Motivation empowers teachers to perform their tasks with confidence and effectively. A well-motivated teacher would be intentional in undertaking their duties and ultimately this would impact positively on the academic performance of their students. Furthermore, research on teacher motivation has also revealed that those teachers who receive proper recognition and have an access to

growth opportunities as well as being trusted to carry out their professional responsibilities, often see have a positive perception about teaching and consider it essential in attaining desirable learning outcome.

Nyam (2014) established that most teachers acknowledged that poor motivation negatively affects their productivity and teaching exercise at large hence adversely affecting the students' performance. Similar findings established by Inusah (2014) revealed that teachers' commitment to their professional work is greatly affected by their levels of motivation. Furthermore, Tsang (2016), suggests that when teachers are empowered, they will always exhibit higher commitment to their work and increased enthusiasm in duty performance. The teaching profession should be made attractive to increase teachers job satisfaction as well as improving the quality of teaching. Great teachers can change the lives of their students in a number of ways. Developing a positive relationship between a teacher and a student is a fundamental aspect of quality teaching and students learning.

However, a critical examination of most of the studies on teacher motivation reveals that most of these studies have not only tended to focus on in -service teachers at primary and secondary school levels but also on general students. There is lack of studies focussing on the influence of teachers' motivation on academic performance of students with LDs.

2.2.1 In-service Training and Academic Performance

In-service training is defined as educational programs and activities aimed at enhancing teachers' professional knowledge and skills (Sahamkhadam,2020). In-service training is a fundamental component and indicator of teachers' level of motivation. According to Norwan,Daud,Mausor &Rohaila(2017), in service training can be regarded as an activity that enhances skills ,knowledge and attitude change towards work. In-service

training can regard as a progressive training received by individuals who are already and actively engaged in service especially after having undergone a formal professional training. The aim of the in-service training is to enhance skills and knowledge and build capacity for work. This kind of training takes various forms such as workshops, seminars, conferences as well as capacity building meetings. Empirical evidence has shown that teachers' in-service training has significant impact on teacher's performance output. Sahamkhadam (2020) from his study on effect of in-service training on teachers' attitudes towards inclusion, established that in-service training was effective and significant on regular teachers' attitudes towards inclusion. Another study by Rose and Sika (2018), established a significant effect of teachers in-service training on teachers' performance. Through in-service training of teachers, teachers get equipped with necessary and relevant skills, as well as resources that enhances their competencies needed in the dynamic world. While studying the impact of in-service training on the performance of primary school teachers in Kyela district in Tanzania, Victoria (2020), found out that in-service training had a significant influence on work performance of primary school teachers. She further observed that through in-service training teachers' competencies and capabilities are built and enhanced which ultimately improves their teaching and evaluation procedures. These capabilities and competencies are eventually translated in into improved students' performance.

2.2.2. Teachers' Workload and Academic Performance

Teachers workload can be defined as the totality of academic teaching work assigned to a teacher for the attainment of overall education goals. Teachers workload is of fundamental concern since it impacts directly on the teacher's productivity. An increase in teachers' workload has always tended to reduce the productivity of teachers. When teacher's workload is in excess then it will automatically impinge on the students'

academic performance. This is because, as teachers struggle with heavy workload, their efficiency is greatly reduced and their ability to influence a positive student 'academic performance is adversely affected. While conducting a study on the effects of teachers' workload on students' academic performance in community secondary schools in Mbeya city, Gwombombo (2013) established that heavy teacher' workload negatively affected students' academic performance. A similar research by Rose and Sika (2019) in Suba sub county found a significant impact of teachers' workload on students' academic performance. Teacher' workload can be seen to be well correlated with teachers' motivation. When teachers feel that they have too much work handle, they get stressed up and easily burn out (Jomuad,2021). On the other hand, if the workload within manageable limits, teachers may feel that their welfare is taken care of and hence their performance would increase exponentially. It should be noted that teachers' workload is one of the significant determinants of teachers' level of motivation at the work place.

2.2.3 Teachers' Institutional Work Environment and Academic Performance

The working conditions prevalent in a workplace has huge influence on the performance of individuals within a given organization. According to Masoom (2021), working conditions may are relationships that exists among employees and employers. These conditions can be put into two categories that is, those that promote workers' performance as well as those that inhibit the workers' performance. Among the work enhancers are conducive aspects which include organizational and supervisory engagements, autonomy at work and independence among the workers. On the other hand, the conditions which retard workers' performance such as work pressure, insufficient resources, frequent changes in the organization are regarded as work impediments. The impediments are also referred to as dissatisfiers or demotivators whose presence or absence has far reaching implications on an organizational general performance. Numerous studies on influence of working conditions on individual's

performance across the globe have shown that, working condition or environment bear a significant impact on workers performance. Myeya & Rupia (2022) while conducting research on the influence of working conditions on teachers' job performance in public secondary schools in Bukombe District, Geita region, Tanzania established that working conditions had a significant impact on teachers' job performance. When teachers work environment is favourable, their morale and motivation is boosted hence they can positively influence students' academic performance.

2.3. Learning Difficulties

Learning difficulties otherwise referred to as learning disabilities is among hidden disabilities that generally witness late focus globally and in Kenya specifically. According to special needs education policy paper 2010, the school age children with learning disabilities form the largest group in Kenya accounting for 5% of the total number of those with special education needs. Whether these are recognised in our educational institutions is another thing. Students with learning difficulties or disabilities oftenly get poor learning outcomes (Marlina, Hendrawati& Kasumastuti, 2019). Such learners have difficulties in mastering the learning programme (Galvydyte & Alisauskas, 2016). A learning disability is a specific impairment of academic learning that interferes with a specific aspect of school work and that reduces student's academic performance significantly. Learning disability refers to delays, deviations and performance discrepancies in the basic academic subjects such as arithmetic, reading writing, spelling and speech (Tuttle et al, 2006). Such difficulties often arise while learning to read, write and calculate (Galvydyte and Alisauskas, 2016).

Burke (2000) defines individuals with LD as persons who are likely to require through actual intellectual impairment or delay in development some form of additional support from their families and communities. In actual sense, a learning problem passes to be a learning disability if it manifests as a discrepancy between a student's ability and some

feature of achievement in which a student would be delayed either in reading, writing or carrying out some mathematical activities. Mauya (2017) opines that LD usually has several negative implications on child's development. She further notes that access and participation of pupils with special needs (SN) in education is low and their needs are often not specifically being addressed. From the above definitions, it can be noted that learning disabilities encompasses a category of disorders that are expressed through receptive language (listening), expressive language (speaking), basic reading skills, written communication and mathematics calculation (MacArthur ,2009). These categories can be condensed into reading and calculation disorders.

Kenya is one of the countries that have endorsed an inclusive approach to education. The guiding principle of inclusivity is that all children should be accommodated in public schools irrespective of their physical, intellectual, emotional, social and other precluding conditions. Inclusion demands that transformative public policies should be designed and implemented in order to respond to learners' diversity and needs as well as addressing the multiple forms of discrimination that would impede the fulfilment of these learners' rights to education (Pauline, 2019). This may demand that a robust approach to reach the most disenfranchised children within the country such as those with multiple disadvantages like poverty, location and disability be established. Despite the fact that students with learning disabilities are adequately incorporated within schools, research evidence has revealed that such students still experience school failure (Watson et al, 2005) as they face various struggles at school in their attempt to deal with various related challenges (State of Victoria, 2019). Such students are often branded as slow learners, low achievers inefficient and off the task learners (Julie et al, 2005). Consequently, such learners receive very little attention or no attention at all in their learning process and therefore they are at a high risk of having a poor sense of academic self –concept which leads to negative beliefs about themselves. This negative perception

of themselves is directly linked to their classroom performance. Shamabukuro et al (2018), observe that students with LDs experience wide range of problems with learning or performing academic skills in classroom environment. These learners often, have low level of attention to task, inattentive and easily get distracted.

Their low level of academic achievements may be related to information retention difficulties, lack of working memory and attention as well as inability to successfully keep in mind a piece of information required by a task (Galvydyte & Alisauskas, 2016). The perceived low academic attainment by these learners make teachers not to spend much time with them and therefore it becomes hard for such students to achieve their desired learning outcomes. Due to their repeated school failure, students with LD are likely to develop a set of beliefs that can have detrimental implications in their future achievements (Helzman ,2006). This persistent failure by students with LD predisposes them to maladaptive beliefs that can develop problems that go beyond their initial disability (Woodcock et al, 2010). Teacher based factors are thought to have a huge impact on the learning outcomes of learners with LDs. Teachers' experience, their values, attitudes and expectations particularly with regard to learners with LD, affect how the teachers instruct the child and how they develop interaction (Mauya,2017). It is worthwhile noting that learners with LDs possess an inherent ability to contribute to the society once they receive better services and clear diagnosis in relation to their deficits (Kimberly et al, 2017).

This study envisages a situation whereby well-motivated teachers would take sufficient time in supporting such learners so that they can benefit more from the learning process. Ogonda (2002) observes that most students with specific learning difficulties in Kenya are still not adequately supported by the education system regardless of the much effort put. He further observes that even though a few teachers have been provided to support such learners in an inclusive setting, such learners still experience school failure not

only because of lack of awareness of them but also due to lack of specialized techniques to help them compensate for their learning deficit. Students with learning disabilities need accessibility to quality education just like their counterparts without LD. However, most of the studies that have been done tend to focus on academic achievement of students in general.

Moreover, there are insufficient studies that have been done regarding the impact of teachers' motivation on the learning outcomes of students with learning difficulties. Students with learning difficulties need to be given relevant attention as they are mostly left out or ignored.

2.4. Academic Performance

European Union (2017) defines academic achievement as the ultimate goal of any learning process both in terms of what the learners need to know as well as what they should be able to do and understand. Every academic programme has an ultimate goal which is attainment of the educational learning outcomes (L.O). Learning outcomes refer to written statements of what a successful student or learner is expected to do at the end of a module, course unit or qualification (Adam, 2004). Apparently learning outcomes are not only statements about what the learner knows, understands, and can do after completion of a learning process but also the knowledge the skills and attitudes learned through this process. Learning outcomes encompass all the three domains of learning, cognitive domain, affective domain and psychomotor domain.

Cognitive domain is based on knowledge and intellectual skills with emphasis on knowledge, comprehension, application, analysis and evaluation while affective domain deals with changes in interests, values, feelings and attitudes and generally competence. Psychomotor domain on the other hand emphasises on skills involving coordination of the brain and muscular activity (Declan,2007). Of the three domains, cognitive domain

has tended to be over emphasised than the other two. Consequently, the learning outcomes have always been measured and determined basing on the cognitive domain. Nevertheless, learning outcomes or learning achievement remains to be an important aspect in educational evaluation since it could be used as a benchmark of students' abilities to achieve learning objectives (Marlina, Hendrawati and Kasumastuti ,2019). Academic achievement is as a result of the interaction between the teaching and learning process. Generally speaking, there are two divisions of factors that affect academic performance.

These are factors that are internal to the student and factors that are external to the student (Sugihartono, 2007). One of the external factors that influence education and learning is the teacher factor. The teacher factor influences up to 59.4% of student's performance (Waseka et al,2016). Students learning outcomes (SLO) demonstrates the expected skills, attitudes and competences, a student should be able to possess after undergoing some curriculum (Nyam , 2014). It is argued that SLO can be improved by at least changing the class room variables which in this sense is the teacher and the teaching process. The teaching process is seen to improve SLO or achievement and therefore a well-motivated classroom teacher can contribute significantly to the attainment of students learning outcomes. Empirical evidence has established that teacher's motivation has significant influence on students' performance. However, most of the studies carried out have not been so specific about the real influence of teachers' motivation on LO of students with LDs. There is therefore to gather empirical evidence that highlights the extent of teachers' motivation on the LO of students with LDs who are part of the mainstream classes. The study sought to investigate the specific influence that teachers' motivation has on the academic achievement of students with LDs.

2.5. Gaps in Literature Review

Empirical evidence from previous studies shows that there is significant influence of teachers' motivation on academic achievement of students. However, most of these studies have been skewed towards teachers' influence on the general students' performance with very little or no regard to the specific students who experience learning difficulties. Furthermore, majority of these studies have not only been general in nature but have tended to lean towards learners in pre-primary and primary school levels. A few of the studies that have attempted to focus on post primary learners have tended to over focus on student's motivation and less on teacher's motivation thereby overlooking the cardinal influence of teacher motivation as an integral part to teachers' goals, aspirations, beliefs, perceptions and behaviour that might guide academic performance. The discrepancy in the performance of tasks and achievement of skills exhibited by students with LDs needs a great attention. This is due to the fact that inclusive education for all should be ensured by giving specific attention to the most vulnerable groups such as students with LDs (Pauline, 2019). Since academic performance is a function of the teaching and learning process, the players –teachers and students need special attention. Generally, the motivation of the teachers to attend to students with LDs is low and therefore such students will continue lagging behind the rest of the students if this problem is not adequately addressed. It is worthwhile to note that learning disability is not a prescription for failure (Declan, 2007). With the right kind of instruction, guidance and support, there are no limits to what individuals with LD can achieve. This study seeks to establish the extent of the influence of teachers' motivation on academic performance of students with LDs in public secondary schools.

2.6. Summary of the Chapter

This chapter has explored various literature on the past studies conducted on teacher motivation. More specifically the chapter has reviewed critical findings from the past studies as well as analyzing the concept of teacher motivation. In addition, the chapter has highlighted key findings on learner with learning disabilities as far as their learning outcomes is concerned. Finally, the chapter has established the various gaps from the reviewed literature in order to bring out the existing discrepancies that help to justify the reason why this study has to be conducted.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter gives a description of the selected research design, the philosophical paradigm upon which this study was based. The details about sampling procedure that was used are also dealt with in this chapter. The chapter also highlights how the validity and reliability of research instruments was established. Moreover, methods of data analysis used as well as ethical considerations that were observed are also addressed in this chapter.

3.2. Research Paradigm

All research is based on some philosophical assumptions about what constitutes valid research methods that are appropriate for development of knowledge in a given study (Fresen, 2005). A paradigm can be regarded as a shared belief system that influences the type of knowledge the researchers seek to obtain and how they interpret any evidence they may collect (Morgan, 2007 & Brierley, 2017). In other words, these are philosophical assumptions that encompass the basic set of beliefs which guide and define the frame of reference of the researcher (Lincoln et al, 2011). The major aim of research work is to identify and solve problems. This process requires a proper conceptual and practical tool that can be used to solve research problems.

Understanding the relationship between research philosophy and methods is important. Easterby (2002) outlines three reasons why understanding of philosophical issues and approaches is useful. He notes that through philosophical paradigm a researcher is able to make informed decision about the research design the want to employ and identify which of the research design will work and those that will not work.

Research philosophy enables the researcher to adopt a research design according to the limitation of different knowledge structures. The source, nature and development of

knowledge is main focus of research philosophy. (Dudovskiy, 2018). It constitutes the beliefs about the ways through which data for a given phenomenon, would be collected, analyzed and used in order to solve specific research problems. This study will be guided by the pragmatism philosophical view. Pragmatism recognizes that there are many different ways of interpreting the world and undertaking research. It is a philosophical paradigm that encourages the researchers to use different methods in different paradigms to arrive at shared meaning and pursue a joint action (Morgan, 2007).

Pragmatism is regarded as an embrace of positivist, post-positivist and constructivist paradigms (Teddlie & Tashakkori; 2009; Brierley, 2017). The hallmark of pragmatism is that no single view can suffice to give the entire picture of the situation in the world or realities in the world (Dudovskiy, 2018). This philosophical underpinning accords a researcher an opportunity to study a phenomenon from varied points of view using multiple methods and analysis strategies (Ronald,2015) thereby allowing for integration of more than one research approaches and strategies within the same study. It is therefore on this basis that this study adopted pragmatism paradigm in its quest for answers to the hypothesis. This is because both qualitative and quantitative methods will be adopted in this study and therefore a mixed method paradigm like pragmatism would qualify as a guiding philosophical paradigm.

3.3. Research Design

Research design is a procedural action plan that the researcher chooses so as to answer questions not only objectively, accurately, validly but also economically (Kumar, 2009).

It is a comprehensive plan for data collection in research work aimed at answering specific research questions or testing specific research hypotheses (Bhattacharjee, 2012).

Research design therefore, constitutes the overall plan chosen by the researcher to integrate different components in a coherent and logical way with an aim of addressing the research questions validly, objectively and accurately. In other words, a research design is a blue print for the collection organization, measurement and analysis of data (William, 2006). Research design specifies the process of data collection, the instrument development process as well as the sampling process thus playing a critical role of bridging the gap between the research questions and research methods (Vibha, 2019). Furthermore, the research design ensures that the evidence obtained is significant enough to enable the research to effectively address the research problem in a logical and an unambiguous manner.

In order to achieve the research objectives and address the research problem, the study employed cross sectional survey design. Thomas (2012) defines cross sectional survey study design as a research design in which great deal of data is collected from individuals at a single point in time across a spectrum of respondents. Cross sectional study design was used to determine the influence of the various indicators of teacher motivation on academic performance of students with learning difficulties. This research design is actually preferred for this study because of its ability to provide holistic description of phenomena under study as it occurs contextually without any alterations on the variables. It does not only allow comprehensive use of data collection tools such as questionnaires and interview schedules but also provides quick information directly

from the primary source. Issues are described as they are or exist. Since the variables in this study are an unalterable, cross sectional study design becomes the most suitable research design for the study.

3.4. Study Location

The study was carried out in Kakamega North Sub County within Kakamega County in Western Kenya. Kakamega North is one of the 13 sub counties that constitute the large Kakamega County. The area of study is located between latitude $34^{\circ}45'E$ to $34^{\circ}55'E$ and longitude $0^{\circ}19'N$ to $0^{\circ}33'N$. Kakamega north is the largest of the thirteen sub counties that form Kakamega County. The area of study has an average area of 427.3 km² and a population of 205,166 (KNBS, 2009). The main economic activity carried out in the area of the study is sugar cane farming. This study site has 50 registered public secondary schools (DEO, 2019). The choice of this study location was necessitated by the 2018 education quality dialogues report and the 2014 Kenya National Special Education (KNSE) survey reports. The KNSE report of 2014 revealed that out of the 22 listed disabilities by KNSE, learning disability was the most prevalent and constituted the highest percentage of about 45% of the total disabilities. Furthermore, it was established that 64. % of these learning disabilities were based in rural areas while 36% were in urban areas. Learning disability had the highest teacher –student ratio of 1:105 in the Kakamega County (KNSE, 2014).

On the other hand, the 2018 education dialogues report revealed that western region recorded the lowest achievement competences in literacy and numeracy (M.O.E. 2018). The report showed that western region had the lowest levels of achievement in both numeracy and literacy. A similar survey on Monitoring Learning and Assessment (MLA) on learning outcomes of form two students based on literacy and numeracy achievements also revealed that there is a low acquisition of literacy and numeracy skills with Kakamega County recording the lowest acquisition percentage (M.O.E, 2018).

This report also established that the low attainment of academic achievement which could be attributed to low teacher morale of 37.9%. According to Uwezo (2014) Kakamega North scored less than 21% on acquisition of literacy and numeracy competencies among the class three pupils and form two students. These shocking statistics necessitated the need to conduct this study.

3.5. Study Population

The word population in research work has been variously defined by different scholars and their definitions have always pointed to the same direction. For instance, Adeniyi (2011; 49) defined a population of study as a total number of large habitations of people in one geographical area such as a country. However, this definition is broad as far as research work is concerned. It is for this reason that Popoola (2011;2) refined the definition of population study to mean the totality of the items or subjects under the universe of study. To be specific, population of study is conceptualized to mean the whole body of items, objects, materials or people that fall within a given geographical location in which a researcher intends to investigate for his study (Yaya, 2014). This definition agrees with Bhattacharjee (2012) that population of study is actually a unit of analysis –that is all people or items that possess the characteristics that one wishes to study. The study population comprised principals, teachers and students of the 50 registered secondary schools in Kakamega North Sub-county.

There are 50 registered secondary schools which include 2 extra county schools, 5 county schools and 43 sub –county schools.

3.6. Sampling Procedure

Sampling is a statistical process of selecting a sub- set (otherwise called a sample) of a population of interest for purposes of making observations and statistical inferences about that population (Bhattacharjee,2012). In other words, sampling refers to a specific principle used to select members of a population to be included in the study. A

sample is a manageable section of a population but with the elements which have common characteristics (Yaya, 2014) with the parent population. Awanoyi et al (2011) define a sample as any portion of a population selected for the study and on whom information needed for the study is obtained. The above definitions point to the fact that a sample is a proportion of a population of study that is carefully selected in a manner that it reflects the characteristics of the parent population.

3.6.1 Target Population

The target population consists of all members of a group under investigation to which the results of the investigation can be applied (Yaya 2014). The target population consisted of class teachers and selected subject teachers and principals of selected schools.

3.6.2 Sampling Frame

Sampling frame is an accessible section of the target population from where a sample can be drawn. The sampling frame for this study constituted the 149 teachers of English and Mathematics drawn from the 50 secondary schools in Kakamega North Sub-county.

3.6.3 Sample Size Determination

Sample size is the number of elements that can be selected for a research (Yaya, 2014). These are the number of individuals from a sampling frame who will participate in a study. On the other hand, sample size determination entails the techniques of selecting the number of observations to be included in a sample (Singh & Masaku, 2014).

The sample size was determined using Yamane (1985) simplified formula shown below;

$$n = \frac{N}{1 + Ne^2}$$

Where n=sample size

N=population

e= margin of error

At 95% confidence level the margin error also known as accepted sampling error will be 0.05. Yamane formula is used when dealing with finite population with known population size (Saxema, 2017).

In this case there are 50 registered secondary schools within Kakamega North Sub-county thus N=50. This gives sample size of 44 schools as follows:

$$\begin{aligned} n &= \frac{50}{(1 + 50 \times 0.05^2)} \\ &= 44.4444444 \end{aligned}$$

≈ 44 Schools

The same formula will be used to determine each proportion of respondents per school as follows:

Table 3.1. Sample of Selected Schools

School category	No of schools	Sample size (n)
Extra county	2	2
County	5	4
Sub-county	43	38
Total	50	44

Source: MOE (2019)

Similarly the sample size of the respondents was determined using the same formula as shown the in the table 3.2 .

Table 3.2. Sample Size Determination of the Respondents

School category	No of teachers	Sample size (n)
Extra county	13	13
County	42	38
Sub county	94	81
Total	149	132

Source: MOE (2019)

3.6.4 Sampling Method

This study employed a stratified random sampling method. Stratified random sampling entails identifying and dividing a heterogeneous population into a set of mutually exclusive non-overlapping sub sets or strata and thereafter selecting a random sample from each substratum for a detailed study (Popoola 2011; Yaya, 2014). Random sampling is useful especially when the population is heterogeneous even though each of the strata could be homogenous within itself (Singh et al, 2014). Since the study population of this study is already stratified into Extra County, county and sub-county schools this makes stratified random sampling technique an appropriate method of choosing the sample of study. A sample of the study was first divided into five distinct zones. A proportionate stratified random sample from each of the zones formed the strata. Yamane's formula was then used to determine the proportionate size of respondents from each stratum that were included in the sample.

3.7. Study Variables

Study variables are measurable attributes of a given phenomenon of interest without which research wouldn't be possible Agravante (2018). The main variables for research are dependent, independent and intervening variables. Dependent variables for this study was students' academic performance which comprises numeracy and literacy competences measured using marks scored and grades attained as well as skills acquired. Independent variable was teacher's motivation measured by teacher motivational theoretical framework (TMTF) scale. TMTF is framework of analysis used to diagnose threats to teachers' motivation (Hu, 2017). It encompasses eight interconnected categories or factors that influence teachers' motivation. These categories are workload and challenges, remuneration and incentives, accountability, career development, institutional environment, teacher's voice as well as learning materials and facilities.

3.8. Research Instruments

Research instruments is a general term that researchers use for measurement devices which includes but not limited to questionnaires, surveys, tests etc. (Biddix ,2019). These are basically instrument of data collection in order to answer the research questions. According to Punchihewa, Kumara& Gamage (2012) qualitative data collection methods rely on random sampling and structured data collection instruments that fit diverse experiences. The trio further note that qualitative data collection methods produce results that are easy to summarize, compare and generalize. Qualitative data was collected using structured interview schedules which were mostly used while collecting data from the principals. On the other hand, quantitative data was collected a questionnaire. A questionnaire consists of a series of questions for the sole purpose of gathering information from the respondents. It is a form of inquiry document with systematically compiled and well-organized series of questions intended to elicit

information needed from the respondents which will provide insight into the nature of the problem under study (Munir et al, 2016). A five-point Likert scale questionnaire was developed for teachers to fill in their responses based on the items that addressed each of the objectives of this study. To ascertain the learners with learning disabilities a standardized teacher questionnaire for identification of pupils with learning difficulties was employed. The questionnaire consists of four scales; oral language, written language, mathematics and reason. Each scale comprises 15 statements regarding the difficulties pupils may exhibit in the above learning domains. The teacher's ratings formed the identification of learners with learning disabilities.

3.9. Validity and Reliability of Research Instruments

Reliability refers to the extent to which a research tool is consistent in eliciting similar responses when the same instrument is used more than once. Bhattacharjee (2012) defines reliability as the degree to which the measure of a construct is consistent and dependable. According to Sileyew (2019) reliability is a measurement that specifies the amount to which the instrument is without bias therefore ensuring that there is consistent in measurements across the items in the measuring instrument. Even though it is not possible to have an absolute free from bias instrument of measurement in any research work, great care was taken to ensure that the errors due to measurement instrument were kept at bare minimum.

On the other hand, the term validity refers to the extent at which the requirements of scientific research method have been followed during the process of generating research findings (Dudovskiy, 2018). It is the extent to which a measure adequately represents the underlying construct that it is supposed to measure (Pelz, 2012). Validity determines whether a given research instrument really measures what it is supposed to measure.

3.9.1 Validity of Research Instruments

Taherdoost (2016) recommends the use of expert's assessment in the field of focus to ascertain validity of research instruments. Adequate consultation and scrutiny by the panel of experts within the department was conducted to ascertain construct and face validity and other aspects of the research instruments. In addition, an extensive literature review was done to ascertain content validity.

3.9.2 Reliability of the Research Instruments

The research instruments were pre –tested before the actual study was carried out. A pilot test was carried out in two schools in the neighbouring sub county of Kakamega East so as to ensure that there is uniform understanding of terms in the research instruments. The results from the pilot study helped to reshape the research instruments. Some of the items in the research instruments which appeared to be ambiguous during the pilot study were expunged from the questionnaire. These pilot results provided a mechanism for updating the research instruments. Furthermore, in order to ensure internal consistency, Cronbach's alpha was computed. The pilot results yielded a reliability coefficient of 0.76. According to Ayadole (2012) a reliability coefficient of 0.70 and above is considered an indicator of a good reliability.

3.10. Administration of Research Instruments

The research instruments were administered by the researcher himself. The researchers employed distribute and wait approach in administering questionnaire. This method of administration of questionnaires was not only preferred because of its high rate of return but also because of the presence of the researcher would compel the respondents to answer the questions appropriately and timely. The researcher was also able clarify some of the areas was unclear to respondents (Zohrabi, 2013).

Face to face interview with school administrators was also conducted by the researcher using structured interview guides. The responses were recorded by the researcher during the interview session and later analyzed thematically and qualitatively.

3.11. Data Analysis

The data collected was cleaned to establish missing values. Descriptive statistics was computed by the help of IBM SPSS 26 .0 software. The frequencies, mean and standard deviation was calculated in the analysis of descriptive statistics through computation of mean and standard deviation was used in analysis of data. Sharma (2019) describes descriptive statistics as a statistical tool that highlights the behavior of a sample data giving the researcher an opportunity to quantify and describe basic characteristics of a given set of data (Allen, 2017). The goal of descriptive research is to simply describe phenomena and its characteristics. Regression analysis seeks to show the relationship between a dependent variable and one or more independent variables (Mohammed, 2016). In other words, a linear regression explores relationship that can be readily described by straight lines or their generalizations to many dimensions (Zaid, 2015). In order to ascertain the influence of teacher's motivation on academic achievement of students with learning disabilities linear regression was performed. Since teachers' motivation is defined in terms of components of teacher motivation that is teachers' in-service training, teachers, workload and teachers' institutional work environment, academic performance was regressed on each of the predictors to determine the strength of the influence each of the predictors.

A simple regression model for each independent variable was sought as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \mu$$

Where X_1, \dots, X_n = Independent variables (explanatory variables)

Y = Dependent variable

β_1 = Regression coefficient of variable X (slopes)

β_0 = The intercept point of intersection of the regression line and the Y-axis

μ = Residual (error)

On the other hand, qualitative data was analysed basing on qualitative data frame work analysis approach. Lacey & Luff (2009) identified two distinct approaches of qualitative data analysis that is grounded theory approach and framework analysis approach. According to the duo, framework analysis approach has five distinct key stages, familiarization, identifying thematic framework, indexing (coding), charting, mapping and interpretation of qualitative data. This approach allowed the researcher to categorize qualitative data into various thematic areas as appropriately code the data and chart it out basing on identified themes and sub themes. Framework analysis approach is preferred because it provides systematic and visible stages to the analysis process making it clear the stages through which the results are obtained from the data (Lacey & Luff, 2009).

3.12. Ethical Considerations

Ethics are principles and guidelines that forms the basis of judgement of what is valued (Burke & Larry, 2014). Research ethics guides and assists the researcher in conducting ethical studies. Akaranga & Makau (2016), research ethics are established rules and guidelines that define the conduct of researchers. This study was based on established

ethical considerations that govern research. First of all, the researcher obtained a research permit from National Commission for Science, Technology and Innovation (NACOSTI). Secondly, the researcher sought letters of authorization to conduct research from the county commissioners' office, Kakamega county as well as the county director of education's office. Furthermore, the researcher allowed voluntary participation of the respondent in this study. In order to preserve confidentiality of the respondents, the researcher ensured that the participants remained anonymous by not requiring them to indicate their names that could easily identify them. The researcher also assured the respondents that the information they provided was exclusively meant for academic purposes.

3.13. Summary of the Chapter

This chapter has extensively described the research design for the proposed study. It has also given an over view of the research paradigm for this study. The sampling techniques that was used and methods for validating research instruments have also been highlighted. The chapter also describes the methods adopted for analysis of data for the study. The chapter concludes by highlighting how various ethical issues were addressed.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter presents analysis and findings of the study as spelled out in the research objectives. The data was gathered exclusively from questionnaire as well as interview schedules. The aim of this study was to find out the influence of teachers' motivation on academic achievement of learners with learning difficulties in Kakamega north Sub County. More ,specifically the study sought to achieve three objectives that is : to determine the influence of teachers' workload on the academic performance of students with learning difficulties, to establish the influence of teachers in service training on the academic achievement of student with learning difficulties and to assess the influence of teachers' institutional work environment on academic performance of students with learning difficulties .The questionnaire was designed in line with the objectives of the study. To enhance quality of data obtained, five-point Likert type questions ranging from strongly disagree, disagree, neutral, agree and strongly agree. An analysis of variance was run to ascertain the influence of teachers' motivation on academic performance of students with learning disabilities.

4.2 Demographic Information of the Respondents

The Part 1 of questionnaire was used to collect the data regarding the socio-economic attributes of the respondents. It contained six questions i.e. gender, age brackets, marital status, higher educational level, teaching experience, school category and motivation.

4.2.1 The Characteristics of the Sample

The sample consisted of 66(64.1%) male and 37(35.9%) female gender (N = 103).

There were fairly more male respondents than women respondents

Table 4.1 Frequencies for gender of the Respondents

Gender	Frequency	Per cent (%)
Female	37	35.9
Male	66	64.1

Table 4.1 shows that there are likely to be more male teachers employed in the sub county as compared to female teachers.

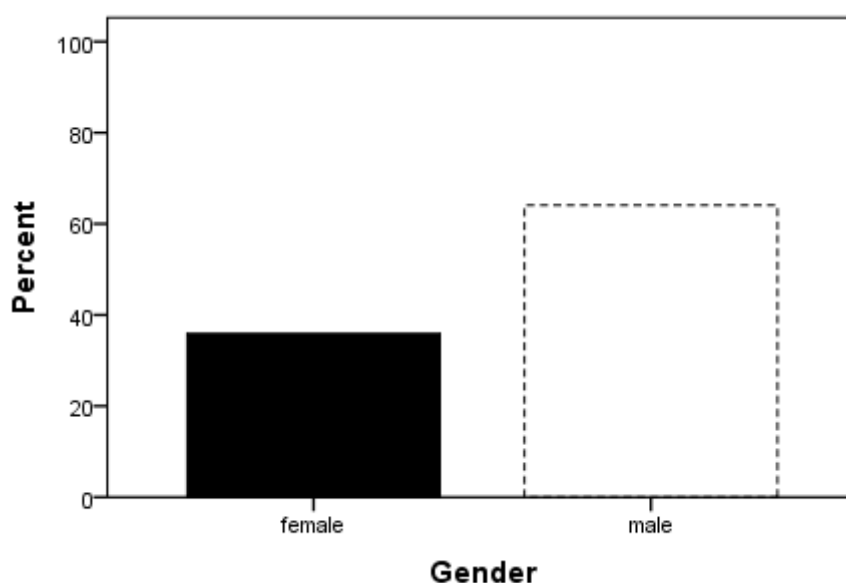


Figure 2 .0. Bar graph showing the Frequencies of the Gender of the Respondents

4.2.2. Age of the Respondents

The composition of the sample for this study in terms of age was computed and presented as appears in the table below.

Table 4.2 Frequencies for Age of the Respondents

Age bracket	Frequency	Per cent (%)
46-50yrs	4	3.9
36-45yrs	23	22.3
26-35yrs	71	68.9
below 25yrs	5	4.9

From the table, it can be established that the sample consisted of 4(3.9%) 46-50 years, 23(22.3%) 36-45 years, 71(68.9%) 26 – 35 years, and 5(4.9%) below 25 years of age brackets (N = 103). Majority of the respondents were in the age bracket of between 26years and 35 years. This is fairly young teachers whose motivation to work will be fundamental in their professional development. 22.3% of the teachers were in the age brackets of between 36years and 45 years. These are quite experienced teachers who have been in the teaching profession for long time and hence have the relevant experience and therefore they are in a good position to be able to identify various learners with learning difficulties. The frequencies of the age of the respondents were plotted and represented in the table 4.1.

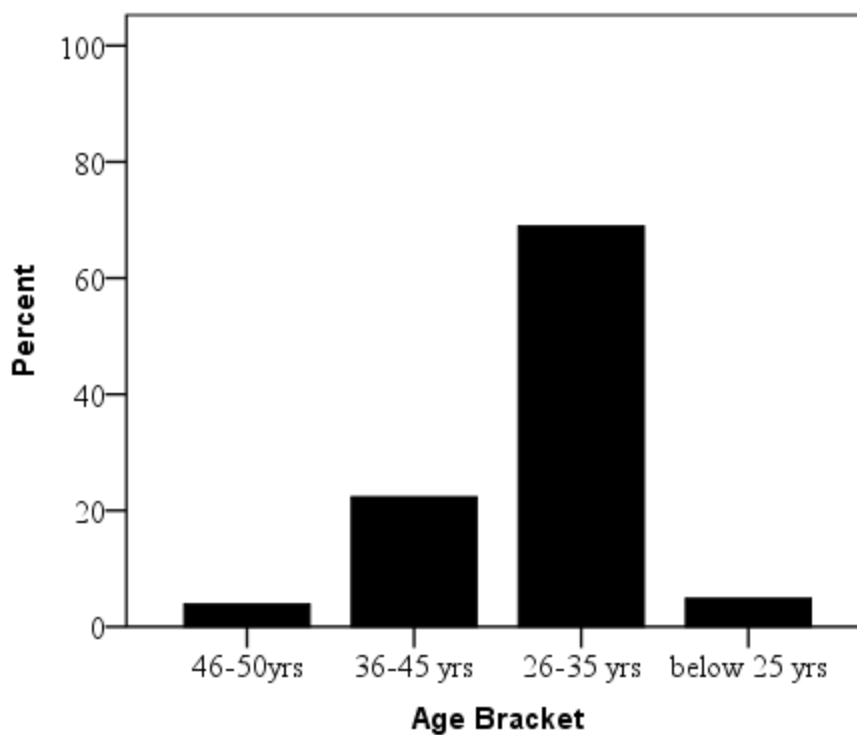


Figure 3 .0. Bar graph showing the Age Brackets of the Respondents

4.2.3. Marital Status

The marital status of the respondents was also computed. The respondents were asked to state whether they are single or married. The results obtained from these responses were tabulated as shown in the table below.

Table 4.3 Frequencies of Marital Status of the Respondents

	Frequency	Per cent (%)
Married	76	73.8
Single	27	26.2

The sample consisted of 76(73.8%) married and 27(26.2%) single status (N = 103). Majority of the respondents were married and with families hence they were people who were settled and socially stable and mature enough to give valid responses. The graph of the respondents based on marital status is as shown in fig 4.2.



Figure 4 .0. Bar graph showing the Marital Status of the Respondents

4.2.4. Teaching Experience

The respondents were asked to indicate their level of teaching experience. The results obtained were summarised in a table as follows:

Table 4.4 Frequencies for the Teaching Experience of the Respondents

Teaching Experience	Frequency	Per cent(%)
Above 25YRS	1	1.0
21-25yrs	6	5.8
16-20yrs	4	3.9
11-15yrs	13	12.6
6-10yrs	62	60.2
1-5yrs	17	16.5

The results showed that 17(16.5%) of the respondents had a teaching experience of between 1-5 years. Another 62(60.2%) of the respondents had between 6-10 years of teaching experience. It was also revealed that 13(12.6%) of the respondents had 11-15 years of teaching experience. Only 4(3.9%) had a teaching experience of 16-20 years and 6(5.8%) had a teaching experience of 21-25 years. Only 1(1.0%) of the respondents had a teaching experience above 25 years. Majority of the respondents who took part in this study had sufficient and necessary teaching experience needed to offer quality responses.

Majority of the respondents had a teaching experience of above 5 years. The information on years of teaching experience was represented on a bar graph as shown below

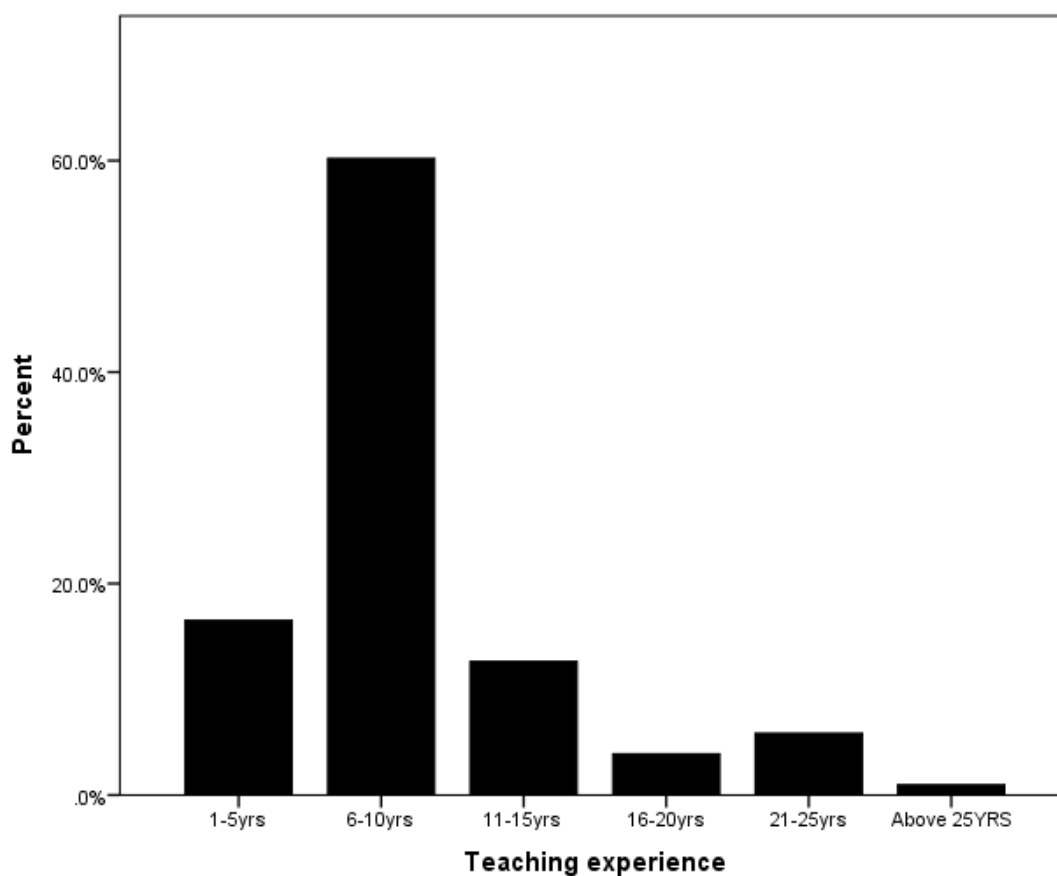


Figure 5.0. Bar graph showing the Teaching Experience of the Respondents

4.2.5. Highest Level of Education

In regard to this aspect respondents were to indicate the highest level of education they have obtained. The responses are as indicated in the table below.

Table 4.5 Level of Education of the Respondents

Higher Education Level	Frequency	Per cent(%)
Degree	94	91.3
Diploma	7	6.8
Masters	2	1.9

The results in the table show that the sample for this study 94(91.3%) of the respondents were degree holders, 7(6.8%) were diploma holders, 2(1.9%) master's degree (N = 103). Majority of the respondents are degree holders and small fractions are diploma holders. This indicates that the respondents met the minimal requirements for the teaching profession hence they have the relevant knowledge required in the teaching profession.

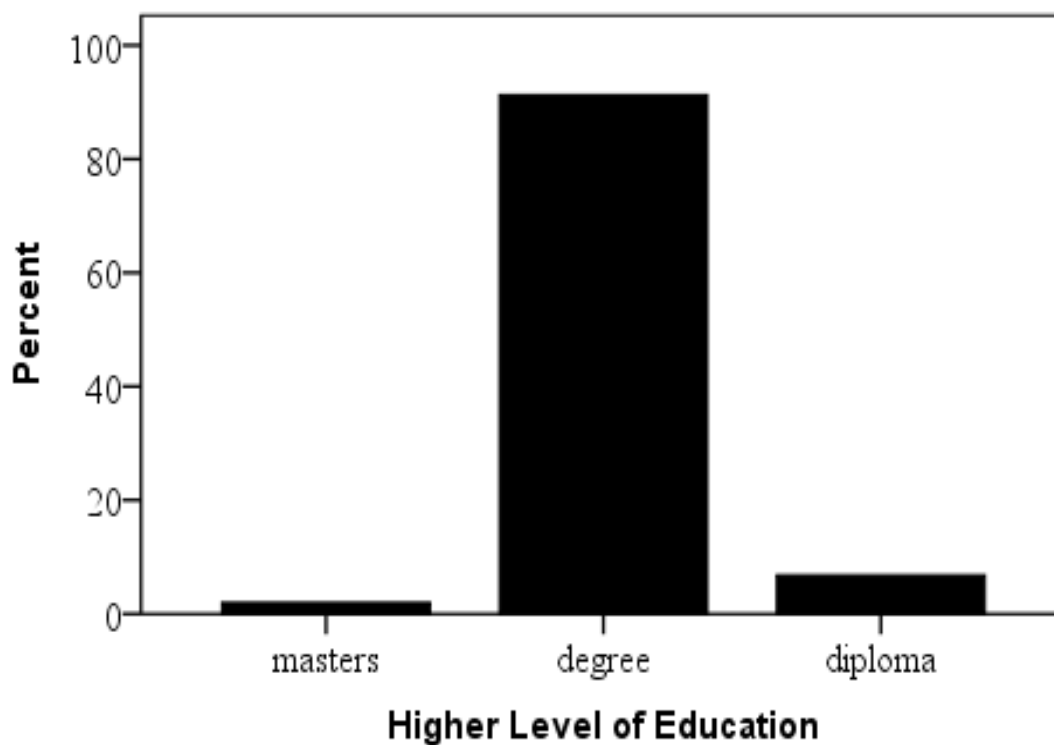


Figure 6 .0. Bar graph showing the Highest Academic Qualifications of the Respondents

4.2.6. Category of the School

The respondents were required to state whether their schools were Extra County, county or sub county schools. It was established that majority of the respondents were from sub county schools.

Table 4.6 Frequencies for School Category

School Category	Frequency	Percent (%)
Extra county	6	5.9
Sub-County	71	68.9
County	26	25.2

The sample consisted of 6(5.9%) respondents from extra county schools ,26 respondents (25.2%) from county schools and 71(68.9%) sub-county school category (N = 103).

Majority of the schools are sub county schools. These are the schools that have a large proportion of student with learning difficulties basing on the nature of their admission. Moreover, most of the sub county schools are mixed day schools hence placed in a position to provide valuable data for this study.

4.2.7. Reasons for Joining Teaching Profession

The respondents were asked to state the reasons that motivated them to join teaching profession. The responses were tabulated as shown below.

Table 4.7 Reasons for Joining Teaching Profession

Job motivation	Frequency	Percent
Job Security	75	72.8
No Job Alternative	10	9.7
Good Working Condition	9	8.7
Other	6	5.8
Good Salary	3	2.9

From the table it can be inferred that 75(72.8%) of the respondents joined the teaching profession because of the guaranteed job security, 10(9.7%) of the respondents cited lack of job alternative no as the reason they joined teaching profession. Those who cited good working condition as a motivating force to join teaching were 9(8.7%). However, 6(5.8%) of the respondents cited other reasons such as the placement by the government and passion for joining the teaching profession. Furthermore, 2(5.9%) of the respondents felt that good salary motivated them to join the teaching profession. Majority of the

respondents felt that job security was the key motivating factor to join teaching profession. This indicates that they work without necessarily having to fear that they would lose their job unexpectedly hence has a high motivation to work. Graph of this Responses is as shown below.

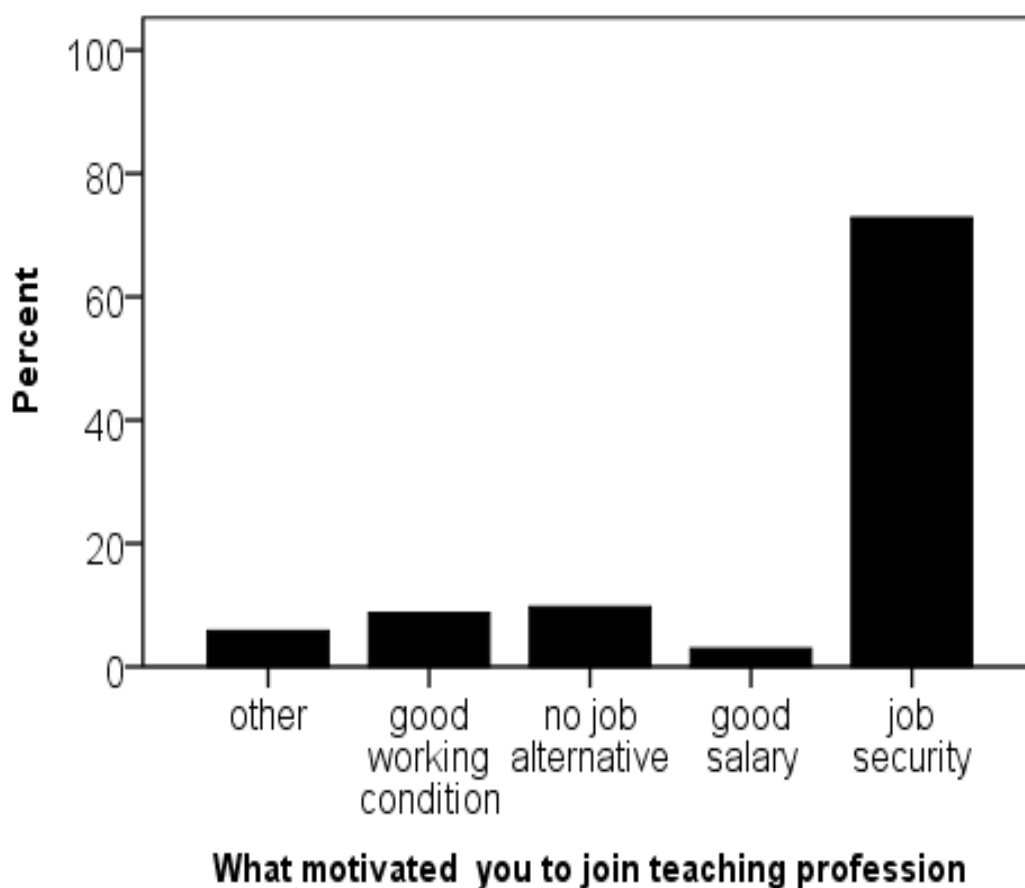


Figure 7.0. Bar graph showing the Reasons for Joining the Teaching Profession

4.3. Influence of Teachers In-service Training on Academic Performance of Students with Learning Difficulties

The first objective of this study was to establish the influence of in-service training for teachers on academic performance of students with learning difficulties. The influence of teachers' in-service training on academic performance was analysed and interpreted. Descriptive statistics showing standard deviation and means for each item describing in-service training was analysed. Using a five-point Likert scale ranging from 1-5; that is 1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, and 5 = Strongly Agree, the respondents were asked to indicate the level to which they agreed or disagreed with the statements on teachers in-service training. The responses from the respondents were as given below.

Table 4.8 Influence of In-service Training on Academic Performance of Students with Learning Difficulties

Statement	Mean	SD
1. There is a regular in-service training for teachers	2.76	1.01
2. I can be in a better position to help students if I regularly attend in service training	3.98	0.90
3. In service training has helped to increases my knowledge of teaching methods	4.07	1.00
4. I am usually facilitated by the school administration to attend seminars, conferences and workshops on teaching and learning strategies	3.90	1.11
5. In service training has helped me increase knowledge on how to teach students	3.90	1.18
6. In service training improves knowledge of several behaviour management strategies of students	3.04	1.13
7. In service training helps me improve my lesson presentation for improved students learning	3.03	1.11
8. In service training has helped me to learn best practices in assessing and monitoring students' performance	4.02	1.01

Asked on whether there is a regular in-service training for teachers most respondents were undecided in their responses (Mean =2.76, SD=1.01). Substantial number of the respondents agreed that they can be in a better position to help their students if they regularly attend in service training (Mean =3.98, S. D=0.90). Furthermore, a reasonable number of the respondents agreed that they are usually facilitated by their school administration to attend seminars, conferences and workshops on teaching and learning strategies (Mean=3.90, S. D=1.11). On whether in service training helps to increase respondents knowledge of teaching methods, majority of the respondents agreed that in-service training increases their knowledge of teaching methods (Mean =4.07, S.D=1.00). Similarly, a proportionate number of respondents agreed that in service training increases knowledge on how to teach students (Mean=3.90, S.D=1.18). When asked whether in service training improves knowledge on several behavioural management strategies of students , majority of the respondents were undecided or

neutral about it (Mean=3.04,S.D=1.13). A fairly proportionate number of the respondents remained neutral about whether in service training can help improve their lesson presentation for improved students learning (Mean=3.03,S.D=1.11) However, majority of the respondents agreed that in service training helps to in learning best practices in assessing and monitoring students' performance(Mean=4.02, S.D=1.01). On average, it was noticed that majority of the respondents were unsure whether in service training for teachers can influence academic performance of students with learning disabilities (Mean =3.21,S.D=1.01).

4.3.1 Test of Hypothesis

The first objective of this study was to test whether there is significance relationship between teachers in service training and academic performance of students with learning difficulties. The null hypothesis was tested at a significance level of 0.05.

4.3.2. Relationship between Academic Performance of Students with Learning Difficulties and Teachers' In-service Training

In order to determine the influence of in-service training of teachers on academic performance of students with learning difficulties, as simple regression analysis was performed and the results summarised in the following tables.

Table 4.9 Model Summary of the Regression Results

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.456 ^a	.208	.200	.88498

a. Predictors: (Constant), INT

From the model summary, teachers' in-service training accounted for 20.8% of academic performance of students with learning difficulties.

Table 4.10 ANOVA Results of Teachers In-service Training and Academic Performance of Students with Learning Difficulties

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	20.757	1	20.757	26.503	.000 ^b
1	Residual	79.102	101	.783		
	Total	99.860	102			

a. Dependent Variable: AcadPerf

b. Predictors: (Constant), INT

Table 4.10 shows that in-service training of teachers had a statistically significant influence on academic performance of students with learning difficulties.

Table 4.11 Coefficient Regression of In-service Training of Teachers and Academic Performance of Students with Learning Difficulties

Model	Unstandardized		Standardized	t	Sig.	
	Coefficients					
	B	Std. Error	Beta			
1	(Constant)	1.080	.474		2.281	.025
	INT	.701	.136	.456	5.148	.000

a. Dependent Variable: AcadPerf

The regression model was developed as $Academic\ performance = 1.080 + .701INT$

Table 4.12 Correlation Between Teachers In-Service Training and Academic Performance of Students with Learning Difficulties

Variable	B	β	SE	P-Value
Constant	1.080***		.474	.025
INT	.701**	.456	.136	.000
R^2	.208			

The hypothesis tested how teachers' in-service training influences the academic performance of students with learning difficulties. The dependent variable academic performance was regressed on predicting variables in service training (INT) to test the

null hypothesis (H_0). *INT* significantly predicted, $F(1,101) = 26.503$, $p < 0.05$, which indicates that the *INT* can play a significant role in impacting academic performance ($b = .456$, $p < .05$). These results clearly indicate that *INT* can positively affect the academic performance. Moreover, the $R^2 = .208$, indicates that teacher's in-service training has a significant influence on academic performance of students with learning difficulties. These findings agree with the research findings by Rose and Sika (2018) that found that 70.3% of the teachers agreed that in-service training significantly affected their performance which translates to students' performance. The study was conducted to find the effect of in-service teachers training on performance of teachers in public secondary schools Nairobi County. A similar study conducted by Norwan et al (2017) on the relationship between in-service training and teaching skills with student's achievement found that in service training for teachers significantly affects teachers output and consequently student's achievement. In-service training is significant in teaching and learning process since it enhances skills, attitudes and skills. In particular, in-service training has been established to increase the capacity and the ability of teachers to effectively and efficiently perform school tasks (Norwan et al, 2017). However, in order to achieve much with this in-service training for teachers, various aspects of the in-service training need to be taken in consideration. The structuring and the content of these in-service trainings have to be relooked and tailored towards teachers needs as established by their performance professional gaps. There is therefore great need to have specialised in-service training for teachers in specific areas such as students with learning difficulties so as to enhance teachers' capacity to handle such students and promote their academic attainment and intellectual development.

4.4 Influence of Teachers Workload on Academic Performance of Students with Learning Difficulties

In order to determine the influence of teachers' workload on academic performance of students with learning difficulties a five-point Likert scale with six items was given to the respondents. The respondents were to indicate whether they strongly agree, agree, neutral, strongly disagree or disagree with the statements given. The findings were tabulated as follows:

Table 4.13 Teachers' Workload and Academic Performance

Description	Mean	SD
9. My workload is moderate	3.04	1.26
10. I carry out other duties of supervision of meals and cleaning by students	3.90	0.92
11. I can only complete the syllabus when I arrange for extra lessons	4.46	0.96
12. Extra responsibilities in school make workload burdensome	3.43	1.03
13. I get time to participate in curricular activities I get time to participate in curricular activities	3.78	1.26
14. I have sufficient time to marking and correcting and correcting students work	2.44	1.02
15. I have too many lessons to plan for	3.63	1.09
16. I feel my workload extensively affects my personal life	3.76	0.88
17. I have difficulties in responding to students demands due to time constraints	3.76	2.46
18. I have too much administrative work to do apart from teaching	1.18	3.98
19. I feel I have too much responsibilities to do at school		1.11

The respondents were asked to indicate on a scale of 1 to 5 on what extent they agreed or disagreed with the statements given on the influence workload on academic performance of students with learning difficulties. From the table, majority of the respondents were neutral when asked whether their workload was moderate (Mean=3.04, S.D=1.26). However, a proportionate number of the respondents agreed that they carry out other duties like supervision of students meals and cleaning (Mean=3.90, S.D=0.92). In the same way, a substantial number of the respondents agreed that they can only complete the syllabus when they arrange for extra lessons (Mean 4.46, S.D=0.96). On the contrary, a good number of the respondents felt that extra responsibilities in school make workload burdensome (Mean =3.43 S.D=1.03). When they were asked whether they get time to participate in co-curricular activities fairly a good number of the respondents agreed that they do (Mean=3.78, S.D=1.26). However, on whether the respondents have time for marking and correcting students work, majority of the respondents disagreed (Mean=2.44, S.D=1.02). In addition, a large number of the respondents indicated that they have too many lessons to plan for (Mean=3.63, S.D=1.09). Similarly, a proportionate number of the respondents reported that they felt their workload extensively affected their personal life (Mean =3.76, S.D=0.88). When asked whether they have difficulties in responding to students demands due to time constraints, majority of the respondents agreed that they do have difficulties. Majority of the respondents were quoted to be saying that too much workload affected their ability to help students with learning difficulties.

“When I have too much workload, I do not have enough time to attend to students with learning difficulties.”

The respondents were also asked to state whether they had too much administrative work to do apart from teaching load. On this item, fairly large number of the respondents disagreed that they had extra administrative work (Mean=2.46, S.D=1.00). Additionally,

a fairly large number of the respondents agreed that they feel they have too much responsibilities to do at school (Mean=3.98, S.D=1.18). On average, a large number of the respondents agreed that workload influences students' academic performance (Mean 3.51, S.D=1.06). Teachers response on influence of workload on students' performance indicated that majority of the respondents agreed that when teachers teach more lessons they do not have enough time to attend to students with learning difficulties. In addition, when the workload is too much, teachers' output is negatively impacted. The overall effect is that the teachers may not have sufficient time to attend to and help majority of the students with learning difficulties. Teachers with high workload find it difficult to concentrate on the perceived weak learners. Some of the teachers were quoted say “

“When the workload is high I don't have enough time to give individualised instruction to learners that would be having learning difficulties”

Furthermore, others observed “when I have more workload I don't have much time to attend to weak learners”. These statements were point to the fact the more the teaching load, the lower would be the academic performance. In a similar way, when most principals were asked on teaching load of their officers, they reported that most of the schools are understaffed hence there would always be high teaching load.

4.4.1. Hypothesis Two

The second objective of this study was to assess the influence of teachers' workload on academic performance of students with learning difficulties in public secondary schools in Kakamega north Sub County. The null hypothesis for this objective was tested at 0.05 significance level.

4.4.2. Linear Regression

In order to ascertain the influence of teachers' workload on academic performance of students with learning difficulties, linear regression was performed and the results obtained were as indicated in the tables below.

Table 4.14 Model Summary of the Regression Results Between Teachers' Workload and Academic Performance of Students with Learning Difficulties

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.272 ^a	.074	.065	.95693

a. Predictors: (Constant), WKLD

b. Dependent Variable: AcadPerf

Table 4.14 indicates that workload accounted for about 7.4% variation in the academic performance of students with learning difficulties. The results were summarized in the Anova table below.

Table 4.15 ANOVA Regression results between Teachers' workload and academic performance of students with Learning Difficulties

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.373	1	7.373	8.052	.005 ^b
	Residual	92.487	101	.916		
	Total	99.860	102			

a. Dependent Variable: AcadPerf

b. Predictors: (Constant), WKLD

Table 4.16 Coefficients of the regression results between Teachers' workload and academic performance of students with Learning Difficulties

Model		Unstandardized Coefficients		Standardized Beta	t	Sig.
		B	Std. Error			
1	(Constant)	5.107	.582		8.773	.000
	WKLD	-.456	.161	-.272	-2.838	.005

a. Dependent Variable: AcadPerf

The table shows statistically significant negative correlation between Teachers' in-service training and academic performance of students with learning difficulties.

A regression model was developed as $Academic\ Performance = 5.107 - .456Workload$. A drop of .456 in teachers' workload would lead to a unit increase in the academic performance of students with learning difficulties performance.

Table 4.17 Regression coefficients of WKLD influence on Academic Performance

Variable	<i>B</i>	β	<i>SE</i>	<i>P-Value</i>
Constant	5.107		.582	.005
WKLD	-.456	-.272	.161	.001
R^2	.074			

The hypothesis tested whether teacher's workload on academic performance of students with learning difficulties. Workload had a statistically significant influence on the academic performance, of students with learning difficulties, $F(1,101) = 8.052$, $p < 0.05$, which indicates that the *WKLD* can play a significant role in impacting academic performance. These results clearly indicate that *WKLD* can negatively affect the academic performance. Moreover, the $R^2 = .074$.

4.5 Influence of Teachers' Institutional Work Environment on the Academic Performance of Students with Learning Difficulties

The third objective of this study was to investigate the influence of teachers' institutional work environment on academic performance of students with learning difficulties. The data was coded using a five-point Likert scale ranging from 1-5; 1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, and 5 = Strongly Agree. The data was then analysed using descriptive statistics through computation of mean (M) and standard deviation (SD). The responses from the respondents were as given below.

Table 4.18 Influence of Influence of Teachers' Institutional Work Environment on Academic Performance of Students with Learning Difficulties

Description	Mean	SD
20. I have an autonomy and independence at my work place	4.15	1.23
21. There is good working relationship among teachers at my work place	4.04	1.09
22. The school administration offers supportive leadership	3.97	.86
23. There is regular and sufficient supply of relevant teaching and learning resources	3.05	1.06
24. There are extra incentives offered by the school to teachers	2.44	0.66
25. I feel there is too much pressure to perform	3.67	1.12
26. I am usually motivated to work when my students perform well	4.15 2.97	1.06 0.80
27. Parents are usually very supportive of the school programmes	3.36	1.89
28. There is a functional teacher's welfare that is effective in addressing teachers' welfare that is effective in addressing teachers needs	2.42 2.23 3.67	0.52 1.02 1.00
29. I am usually involved in key decision making at the school	1.97	0.56
30. The school has adequate staff houses for teachers		
31. I would change to new working environment if I got a chance to do so		
32. I feel very secure at my work environment		
33. Sometimes I feel frustrated by my work environment	3.75	1.11
34. I feel I am not at the right working station	3.02	0.96

From the responses majority of the respondents agreed that they have autonomy and independence at their work place (Mean =4.15,S.D=1.23). A proportionate number of the respondents also agreed that there is a good working relationship among teachers at their work place (Mean=4.04, S.D=1.09). When asked whether the school administration offers supportive leadership, majority of the respondents agreed that they receive support from the school administration (Mean=3.97, S.D=0.86). However, when asked whether there is regular and sufficient supply of relevant teaching and learning resources, majority of the respondents were undecided (Mean =3.05, S.D=1.06). In the same manner, a substantial number of respondents disagreed that there are extra incentives offered by the school to teachers (Mean=2.44, S.D=1.06). On the contrary, majority of the respondents felt that there is too much pressure to perform (Mean=3.67, S.D=1.12). Furthermore, many of the respondents reported that they are usually motivated to work when their students perform well (Mean=4.15, S.D=1.06). Regarding whether parents were very supportive of the school programmes, majority of the respondents remained neutral (Mean 2.97, S.D =0.80). Most of the respondents were fairly undecided on the availability of a functional teachers welfare that is effective in addressing teachers' needs at their respective work environments (Mean=3.36, S.D=1.89). On the other hand a good number of the respondents contacted disagreed that they are usually involved in key decision making at the school level (Mean=2.42, S.D=0.52). Similarly, a proportionated amount of the respondents disagreed that their schools have enough adequate houses for teachers (Mean=2.23, S.D=1.02). Should they be given a chance to change to a new working environment, a fairly good number of the respondents agreed that they would do so (Mean=3.67, S.D=1.00). When asked whether they feel secure at their working environment majority of the respondents disagreed with the statement (Mean=1.97, S.D=0.56). There was also a proportionate number of respondents who reported that they sometimes feel frustrated by their work environment

(3.75, S.D=1.11). However, when asked whether they feel they are not at the right working station, a large number of the respondents indicated neutral meaning that they were undecided (Mean =3.02 S.D=0.96).

4.5.1 Hypothesis Three

The third hypothesis of this study was there is no is a significance relationship between teacher's institution work environment and academic performance of students with learning difficulties. The null hypothesis was tested at 0.05 significance level.

4.5.2 Relationship between Teacher's Institution Work Environment and Academic Performance

In order to determine the strength of the relationship between teachers' motivation and academic performance of students with learning difficulties, Pearson's correlation analysis was performed. The results were as shown in table 4.19

Table 4.19 Teacher's Institution Work Environment (TWE) and Academic Performance

		AcadPerf	TWE
AcadPerf	Pearson Correlation	1	-.517**
	Sig. (2-tailed)		.000
	N	103	103
TWE	Pearson Correlation	-.517**	1
	Sig. (2-tailed)	.000	
	N	103	103

** . Correlation is significant at the 0.05 level (2-tailed).

From the table above, it can be inferred that and TWE was found to be negatively moderately correlated and statistically significant ($r = -.517$, $p < 0.05$). The null hypothesis is therefore rejected. The study established that there is a significant relationship between academic performance and teachers' institutional work environment. This shows that an increase in TWE would lead to decrease in academic performance. A reduction in the negative factors that influences teachers' work environment will lead to a positive increase in students' performance.

4.5.3 Regression Analysis.

The linear regression analysis was performed to determine whether there is teachers' institutional work environment has a significant influence on academic performance of students with learning difficulties. The results obtained were as follows:

Table 4.20 Model summary for Teachers' Institutional Work environment and academic performance of students with LDs

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.517 ^a	.267	.260	.85133

a. Predictors: (Constant), TWE

b. Dependent Variable: AcadPerf

Teachers institutional work environment accounted for 26.7% of the variation in the academic performance of students with LDs

Table 4.21 ANOVA Table for Teachers' Institutional Work Environment and Academic Performance of Students with LDs

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.658	1	26.658	36.782	.000 ^b
	Residual	73.201	101	.725		
	Total	99.860	102			

a. Dependent Variable: AcadPerf

b. Predictors: (Constant), TWE

Teachers institutional work environment showed a statistically significant influence on academic performance of students with LDs

Table 4.22 Coefficients of Determination for Teachers' Institutional Work environment and academic performance of students with LDs

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
		1	(Constant)	6.059	.434	
	TWE	-.697	.115	-.517	-6.065	.000

The table shows coefficients of determinations of teachers' institutional work environment and academic performance of students with learning difficulties. The table shoes a negative but statistically significant influence of teachers' institutional work

environment (TWE) on academic performance of students with LDs. A regression model was determined as $Academic\ performance = 6.059 - .697TWE$.

Table 4.23 Summary of Regression of TWE influence on Academic Performance

Variable	<i>B</i>	β	<i>SE</i>	<i>P-Value</i>
Constant	6.059		.434	.000
TWE	-.697	-.517	.115	.000
R^2	.267			

The hypothesis tests if teacher's institutional work environment has a significant influence on academic performance of students with learning difficulties. $F(1,101) = 36.782$, $p < 0.05$, hence the null hypothesis was rejected. TWE predicted 26.7% of the academic performance of students with learning difficulties. A unit reduction in the teachers' institutional work environment would lead -.697 in the academic performance of students with learning difficulties. Conversely, a reduction in the negative predictors of teachers work environment can positively enhance academic performance of students with learning difficulties

4.6. Discussions of the Findings

4.6.1. Influence of teachers' In-service Training on Academic Performance of Students with Learning Difficulties

The first objective of this study was to assess the influence of teachers' in-service training (INT) on academic performance (*academic perf*) of students with learning difficulties in Kakamega north sub county. The findings from this study showed that there was a statistically positive significant influence of teachers' in-service training on academic performance of students with learning difficulties accounting for 20.8% of the variation in academic performance. These findings concur with the findings of Ekpenyong, E.E, Okon, E.A & Imo, M.O (2016) that found a positive correlation between teachers' attendance of seminars and workshops and students' academic performance in social studies of junior secondary schools across river State, Nigeria. Furthermore, the findings of this study concur with studies previously carried that have established a significant impact of teachers in service training on their performance output. For instance, (Rose and Sika 2019) observed that teachers' in-service training had a significance influence on teachers' performance. Her findings are in concurrence with (Victoria 2020 & Sahamkhadam, 2020) who found that in-service training of teachers had a statistical impact on students' performance. The fundamental role played by Inservice teacher training as an essential component of teachers' professional development cannot be underestimated. Teachers are critical human resource in in education that enhances quality education. The current dynamic world requires a well prepared and equipped human resource that not only promotes effective teaching but also enhance s competent performance. In this regard, it is worth noting that, in-service training of teachers plays a significant role in improving teachers' pedagogical skills as well as their professional growth and development. Such teachers are able to develop

variety and better instructional strategies in a dynamic society hence improving students' academic outcomes. Furthermore, it is worthwhile noting that in-service training can also help to boost teachers' confidence and knowledge that is fundamental in curriculum delivery.

4.6.2 Influence of Teachers' Workload on Academic Performance of Students with Learning Difficulties

The second objective of this study was to assess the influence of teachers' workload (WKLD) on academic performance of students with learning difficulties in Kakamega north Sub County. The hypothesis tested whether there was no significant influence of teachers' workload on academic performance of students with learning difficulties. The results of this study established a fairly strong negative correlation between workload and performance of students with learning difficulties. It was established that workload, predicted about 7.4% of the variation in academic performance of students with learning difficulties. A unit increase in teachers' workload would lead to -.456 reduction in academic performance of students with learning difficulties. When teacher's workload is increased, his or her efficiency is reduced hence contributing to a low academic performance of students in class work. These findings are in concurrence with Jomud (2021) study findings that established a significance impact of teachers' workload on teachers, performance and burnout. He concluded that teacher's workload and performance are highly significantly related in a way that if the workload is reduced then performance will increase.

Additionally, Obilor (2019) established that teachers' workload is inversely related to that teachers' performance. Since teachers' workload impinges on students' performance, it is necessary that the workload should be kept within required limits in order to increase the efficiency of teachers.

4.6.3. Influence of Teachers' Institutional Work Environment on Academic Performance of Students with Learning Difficulties

The third objective of this study was to examine the influence of teachers' institutional work environment (TWE) on academic performance of students with learning difficulties in Kakamega north Sub County. The hypothesis tested whether there was a significant influence of teachers' institutional work environment on academic performance of students with learning difficulties. The findings revealed that TWE significantly influenced academic performance of students with learning difficulties as it accounted for 26.7% of the variation in academic performance of students with learning difficulties. This result concurs with Myeya & Rupia (2022) research on the influence of working conditions on teachers' job performance in public secondary schools in Bukombe District, Geita region, Tanzania established that working conditions had a significant impact on teachers' job performance. Further, noting that when teachers work environment is favourable, their morale and motivation is boosted hence they can positively influence students' academic performance.

Teachers institutional work environment is essential in promoting a sense of security thereby providing working enthusiasm and fulfilment to teachers. The presence of such work environment has a positive influence on teachers' motivation and therefore, teachers are able to take up their duties and responsibilities diligently. According to Usman and Kusumaningsih (2022), where there is a supportive work environment and high teacher motivation, teachers' performance is will improve; in other words, the higher the quality of work environment the higher the performance. Several attributes of school work environment that can have an influence on job performance include school facilities, in school interpersonal relations, financial and non-financial rewards and the praxis of politics in school setting. Orina et al (2022) identified six of these

factors that are potentially capable of impacting the level of teachers' motivation; compensation, work environment, opportunities for growth, performance appraisals recognition and openings for work place training. The presence of a conducive and a harmonious work environment enhances teacher's motivation thereby increasing their work efficiency. The teachers' institutional work environment contributes to hygiene factors that affect teacher's motivation that ultimately influences their level of output. It is the teachers' source of strength at work place. Academic performance of students with learning difficulties relies heavily on the availability of o a well-motivated teaching force that offers the necessary learning intervention and support. This requires that teachers' welfare and other psycho- emotional needs of the teachers are well taken care of so that they can offer the necessary support to students who are struggling to learn. On the contrary, a destructive and toxic work environment reduces teacher's morale and their commitment towards the achievement of the organizational goals. The better an organization work environment the better the performance of teachers and ultimately the better their students' performance. Teachers' work environment impinges on their level of satisfaction as it forms the backbone of teachers' engagement in workplace. It is therefore, critical to ensure that teachers' institutional work environment is conducive, harmonious and secure so as to boost teachers' levels of motivation and ultimately impact positively on the learning outcomes of students with learning difficulties.

4.7. Summary of the Chapter

This chapter has dealt with an overview of the research project' the demographic analysis s of the respondents, presentation and analysis of the data. The chapter has also explored, the findings of the study and discussion of the findings.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the major findings which were obtained from the respondents as well as the conclusions and recommendations drawn from out of these findings guided by the objectives of the study. It further suggests possible areas of future research.

5.2. Summary of the Findings

The main intention of this study was to determine the influence of teachers' motivation on the academic performance of students with learning difficulties in Kakamega north sub county Kakamega County. More specifically, the study sought to firstly determine the influence of teachers' workload on the academic performance of students with learning difficulties in Kakamega north Sub County. Secondly, the research focused on establishing the influence of teachers' in-service training on academic performance of students with learning difficulties in Kakamega north Sub County. Lastly, the study sought to examine the influence of teachers' institutional work environment on academic performance of students with learning difficulties. The summary of the findings was as follows:

5.2.1. Influence of Teachers' In-service Training on Academic Performance of Students with Learning Difficulties

The first objective of this study was to investigate the influence of teachers' in-service training (INT) on academic performance of students with learning difficulties in Kakamega north Sub County. INT being one of the predictive components of teacher motivation per this study was found to have a positive significant influence on academic

performance of students with learning difficulties in Kakamega north subcounty. Commonly, regarded as professional development tool, INT is essential in equipping teachers with new capabilities, offers an opportunity for teachers to think and develop new ideas thus increasing their expertise thereby contributing to teacher motivation. This because in-service training of teachers plays a significant role in improving teachers' pedagogical skills as well as their professional growth and development. Such teachers are able to develop variety and better instructional strategies in a dynamic society hence improving students' academic outcomes. Furthermore, it is worthwhile noting that in-service training can also help to boost teachers' confidence and knowledge that is fundamental in curriculum delivery.

5.2.2 Influence of Teachers' Workload on Academic Performance of Students with Learning Difficulties

The second objective of this study was to assess the influence of teachers' workload (WKLD) on academic performance of students with learning difficulties in Kakamega north Sub County. The findings revealed that teachers' workload significantly predicted academic performance of students with learning difficulties in Kakamega north subcounty. However, this study found negative correlation between academic performance of students with LDs and teacher's workload. When teachers' workload is increased, their performance, effectiveness and efficiency drastically drop and their enthusiasm falls and consequently, their morale falls. This contributes greatly to low academic performance of students in class work. Coupled with the fact that there are limited resources and lack of concrete supportive system for teachers, huge workload greatly inhibits academic achievement as it reduces teachers disposable time that could otherwise have been used to offer support to students with learning difficulties. It is

therefore, paramount that appropriate workload should be allocated to teachers and review mechanism be established to address teachers needs as they arise.

5.2.3. Influence of Teachers' Institutional Work Environment on Academic Performance of Students with Learning Difficulties

The third objective of this study was to examine the influence of teachers' institutional work environment (TWE) on academic performance of students with learning difficulties in Kakamega north Sub County. The findings revealed a negative but statistically significant influence of TWE on academic performance of students with learning difficulties in Kakamega north subcounty. The study established that, institutional work environment enhances teachers' performance as it directly influences teachers' extrinsic motivation. The better the school's work environment the better is the feeling of pride and belongingness to the institution and the higher is the motivation. Increased and sustained teacher motivation will eventually positively impact the academic performance of students with learning difficulties.

5.3. Conclusions

Based on the findings of this study, it has been established that teachers' motivation is one of key determinants of academic performance of students with learning difficulties. All of the three predictor of teacher motivation based on this study have clearly demonstrated that there is a significant influence if teachers' motivation on academic performance of students with learning difficulties. Institutions where teachers are given opportunities to attend in-service training have higher propensity to perform very well. In-service training improves teacher's confidence, enhances teacher's motivation and performance which ultimately influence students' performance. Secondly, the study concludes that heavy teachers' workload reduces teachers' morale hence lowering their motivation. Teacher's ability to give individualized attention to students with learning difficulties is greatly hampered with huge teachers' workload. Where teacher's workload is moderately low, their output is high and hence higher academic scores of their students. Finally, those learning institutions that have an open system of operation and allow certain levels of autonomy and independence among teachers, often record high students' academic performance. Such work environment is vital in motivating teachers thereby enabling them to diligently execute their duties. Welcoming institutional work environment is an enhancer of high levels of teachers' motivation hence better students' academic performance. Well-motivated and equipped teachers are not only able to identify and address learning difficulties encountered by students but also create a more inclusive and supportive learning environment for these students. Conversely, demotivated teachers are an embodiment of substandard education which impinges on quality teaching and learning hence denying students valuable opportunities to succeed and excel.

5.4. Recommendations

Based on the findings, the study recommends that in order to increase teachers' motivation and enhance progressive academic performance of students with learning difficulties, teachers work environment, teachers work load and opportunities for advancement must be given priority. A motivated workforce is a productive workforce. More specifically, the content of in-service training for teachers must be tailored to address teachers' professional needs as far as students with learning difficulties are concerned. The INT must be re-evaluated in terms of its structure and appropriateness vis vis the needs of students with learning difficulties in secondary schools. Furthermore, it is recommended that school administrators and other relevant stakeholders should promote favorable institutional work environment for teachers in order to enhance their productivity. Finally, it is recommended that the ministry of education through relevant agencies should ensure that teachers workload remains within manageable limits to enhance teachers' individualized attention to students with learning difficulties in order to improve performance. This study also recommends proper and regular screening of students with learning difficulties at all levels of educational learning for timely intervention and effective support.

Recommendations for Future Research

This study recommends further research on the following areas;

- I. The impact of students' learning styles on the academic progression of students with learning difficulties
- II. Influence of specific learning difficulties in specific subject areas on academic achievement of students with learning difficulties.

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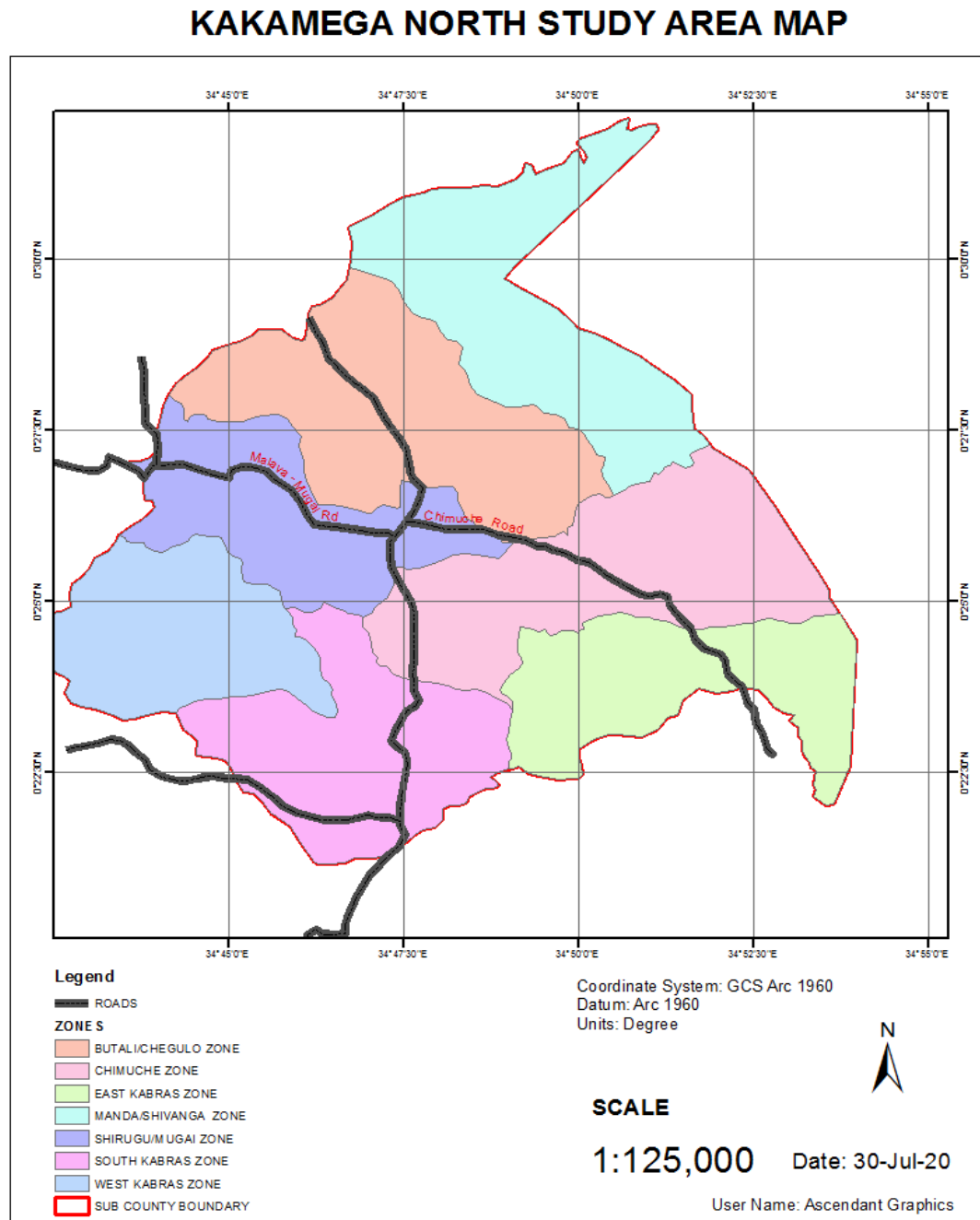
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APPENDICES

Appendix I. Kakamega North Sub County Map showing administrative zones that form the study area:



Source : Ascendants Graphics (2020)

Appendix II: Questionnaire for teachers

I Korofia Jacob Shango ,a post graduate student at the University of Eldoret, I am conducting a research on the” influence of teacher’s motivation on academic performance of students with learning difficulties among secondary schools”. I am kindly asking you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended academic purpose. Please you do not need to indicate your name anywhere.

SECTION A: BACK GROUND INFORMATION

(Please tick the most appropriate and fill in the spaces where applicable)

1. Gender 1. Male [] 2. Female []
2. Age : (a) Below 25 [] (b) 26-35 [] (c) 36-45 [] (d) 46-50 [] (e) 40-45 [] Above 50 Years []
3. Marital Status : Married [] Single []
4. Your leadership position at the school: Head of Department [] Head of Subject [] Other []
5. Number of years of working (Teaching experience) (a) 1-5 years [] (b) 6-10 years [] (c) 11-15 years [] (d) 16-20 years [] (e) 21-25 years [] (f) Above 25 years []
6. Highest level of education attained:
Diploma [] Degree [] Masters [] PhD [] Other []
7. Category of the school : National [] Extra County [] County [] Sub County []

8. Nature of the school : (a) Boys [] Girls [] Mixed []

(b) Boarding [] Day []

9. What motivated you to join the teaching profession?

- i. Job Security []
- ii. Good salary []
- iii. No job alternative []
- iv. Good Working conditions []
- v. Other (please specify).....

SECTION B: INFLUNCE OF TEACHERS' IN -SERVICE TRAINING

10. For each of the following statement, please indicate (by ticking) the extent to which you agree with the following intrinsic motivation factor on teachers' motivation, using the following scale: (*Strongly Agree=5, Agree=4, Neutral=3, Disagree=2 and Strongly Disagree=1*).

STATEMENTS	Responses				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. There is a regular in-service training for teachers					
2. I can be in a better position to help students if I regularly attend in-service training					
3. In-service training has helped to increases my knowledge of teaching methods					
4. I am usually facilitated by the school administration to attend seminars ,conferences and workshops on teaching and learning strategies					
5. In-service training has helped me increase knowledge on how to teach students					
6. In service training improves my knowledge of several behaviour					

management strategies of students					
7. In service training helps me improve my lesson presentation for improved students learning					
8. In service training has helped me to learn best practices in assessing and monitoring students' performance					

11. In your own words give a brief statement on the influence of in- service training of teachers on the academic performance of students with learning difficulties

.....

.....

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.....

.....

SECTION C: WORKLOAD AND ACADEMIC PERFORMANCE

12. For each of the following statement, please indicate (by ticking) the extent to which you agree with the following extrinsic motivation factor on teachers' motivation, using the following scale: (*Strongly Agree=5, Agree=4, Neutral=3, Disagree=2 and Strongly Disagree=1*).

STATEMENTS	Responses				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. My workload is moderate					
2. I carry out other duties of supervision of meals, cleaning by students					
3. I can only complete the syllabus when I arrange for extra lessons					
4. Extra responsibilities in school make workload burdensome.					
5. I get time to participate in co-curricular activities					
6. I have sufficient time for marking and correcting students work					
7. I have too many lessons to plan for					
8. I feel my workload extensively affects my personal life					
9. I have difficulties in responding to students demands due to time constraints					

10. I have too much administrative work to do apart from teaching					
11. I feel I have too much responsibilities to do at school					

13. To what extent does your teaching load affect your ability to attend to learners with learning disabilities?

.....

.....

.....

SECTION D: TEACHERS' INSTITUTIONAL WORK ENVIRONMENT

For each of the following statement, please indicate (by ticking) the extent to which you agree with the following extrinsic motivation factor on teachers' motivation, using the following scale: (*Strongly Agree=5, Agree=4, Neutral=3, Disagree=2 and Strongly Disagree=1*).

STATEMENTS	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.I have autonomy and independence at my work place					
2.There is a good working relationship among teachers at my work place					
3.The school administration offers supportive leadership					
4.There is regular and sufficient supply of relevant teaching and learning resources					
5.There are extra incentives offered by the school to teachers					
6.I feel there is too much pressure to perform					
7.I am usually motivated to work when my students perform well.					
8.Parents are very supportive of the school programmes					
9.There is a functional teacher's welfare that is effective in addressing teacher's needs					

10. I am usually involved in key decision making at the school					
11. The school has adequate staff houses for teachers					
12. I would change to a new working environment if I got a chance to do so					
13. I feel very secure at my working environment					
14. Sometimes I feel frustrated by my work environment					
15. I feel am not at the right working station					

SECTION E: TEACHER'S RECOGNITION FOR ACHIEVEMENT

For each of the following statement, please indicate (by ticking) the extent to which you agree with the following statements on teacher recognition using the following scale:

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2 and Strongly Disagree=1).

ITEM ESCRIPTION	SA(5)	A(4)	N(3)	D(2)	SD(1)
1. I receive regular approval of my work					
2. I am satisfied when my efforts are recognized					
3. I get flexible schedules to do my work					
4. I am oftenly rewarded for my outstanding performance					
5. Other people show caring attitude towards me at my school					

6. Other people show me their concern about my work and life at my school					
7. I receive support from colleagues when I meet difficulties					
8. My legal rights to give guidance on students development at my school is respected					
9. My legal rights are not violated					
10. My legal rights to participate in school management is respected					
11. Other people express their appreciation for my capabilities at my school					
12. Other people show their acknowledgement and praise for my work					
13. My contribution to my school are value by others					

SECTION E: PERFORMANCE INDICATORS OF STUDENTS WITH LEARNING DIFFICULTIES

Kindly fill by ticking the table below on the perceived performance of students with learning difficulties in the achievement areas indicated.

Item description	Very low (0)	Low(1)	Needs Improveme nt(2)	Good (3)	Excele nt(4)
1.Ability to recognize words with similar letters e.g pin and pen					
2. Ability to recognize words out of contexts e.g heard and hard					
3.Ability to read similar words					
4. Ability to perform word finding tasks					
5.Ability to read fast without making errors					
6. Ability to copy down written without errors					
7.Can read words fast without extra help					
8.Written work is good and well legible in relation to predicted quality					
9.Can write spellings that are correct and consistence within single bodies of writing					
10.Overall quality of writing is far above that of expressive language					
11.Ability to process language of mathematics without difficulties					
12.Ability to retain mathematics concepts					
13.Can develop counting and mathematical problem solving skills					

14.Ability to read numbers					
15. Ability to have long term memory of mathematical concepts					
16. Ability to perform basic mathematical operations					
17.Ability to learn and develop new mathematical concepts					
18.Ability to write and compute mathematical operations such as addition without errors					

THANK YOU FOR YOUR PARTICIPATION

Appendix III: Interview guide for school administrators

- 1) What are the extrinsic factors that generally affect Teachers' motivation at your school?
- 2) Are there specific motivational techniques used by the management to motivate teachers at the school?
- 3) How would you rate the effectiveness of the available teachers' motivation techniques?
- 4) What is the trend of the learning outcomes of students with learning disabilities of this school?
- 5) Are there specific ways or methods you use to identify the learners with learning difficulties? What are some of these ways?
- 6) How would you rate the knowledge of your teachers about students with learning disabilities?
- 7) What do you suggest to be done to improve teacher motivation at the school?

Appendix IV: Proposed Research Budget

No.	Items	Ksh. Unit Cost	Total Cost Kshs.
1.	Proposal		
	a) 6 copies of report proposal, typing and photocopying	Sh. 5000 typing Sh. 600 per copy Sh. 500 per copy	5,000.00 4,800.00 3500.00
	b) Binding copies		
2.	Data Collection		
	a) Travelling expenses	Sh.1000 per day	30,000.00
	b) Subsistence	Sh.500 per day	15,000.00
	c) Questionnaires and Interview schedules	Sh.1000 Sh.4000	4,000.00 4,000.00
	d) Data collection		
3.	Data Analysis and Computer Charges and internet	Sh20,000	20,000.00
4.	Report Writing		
	a) 8 copies of report writing	Sh.2000 Sh.2000	16,000.00 16,000.00
	b) 8copies of report writing draft	Sh.350 8000	5,600.00 8000
	c) Binding (16 copies)		
	d) Miscellaneous		
	TOTAL		121,900.00


Appendix V. Letters of Authorization


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 451318 Date of Issue: 10/November/2021

RESEARCH LICENSE



This is to Certify that Mr.. JACOB SHANGO KOROFIA of University of Eldoret, has been licensed to conduct research in Kakamega on the topic: INFLUENCE OF TEACHERS' MOTIVATION ON ACADEMIC PERFORMAMNCE OF STUDENTS WITH LEARNING DIFFICULTIES IN SECONDARY SCHOOLS IN KAKAMEGA NORTH SUB COUNTY ,KENYA for the period ending : 10/November/2022.

License No: NACOSTI/P/21/13981

451318
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.



UNIVERSITY OF ELDORET
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

DATE: 30th August, 2021

The Executive Secretary,
 National Council for Science Technology & Innovation
 P.O. BOX 30623-00100,
 NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR JACOB KOROFIA SHANGO - REG.NO. SEDU/CIM/M/019/18.

This is to confirm that the above-named Post Graduate Student has completed his master in Education Course work in Educational Psychology.

He is currently preparing for field work to collect data on the thesis title: *"Influence of teachers' motivation on Academic Performance of Students with Learning Difficulties in Secondary Schools"*. The study sites will be Schools in Kakamega North Sub-County Kakamega County. The proposal was examined and approved by an academic board of examiners from the School of Education on 3rd December, 2020.

Any assistance accorded him to facilitate acquiring research permit for data collection will be highly appreciated.

Thank you

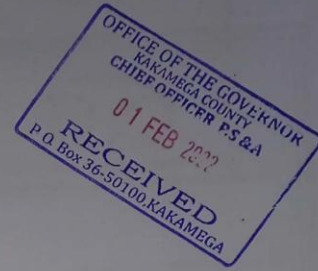
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
DR. REMI OROG DORET

HEAD, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Cc. DVC(ASA)

Dean, School of Education

UNIVERSITY OF ELDORET
P.O. BOX 1125-30100,
ELDORET, KENYA
January 28, 2022



TO,
THE CHIEF OFFICER
PUBLIC SERVICE, KAKAMEGA COUNTY,
BOX 36-50100,
KAKAMEGA, KENYA.

Dear Sir/Madam,

Re: REQUEST FOR CONSENT TO CONDUCT RESEARCH

I am a post graduate student from the University of Eldoret (U.O.E). I am undertaking a research on "Influence of teachers' motivation on academic performance of students with learning difficulties in secondary schools in Kakamega north sub county.

Since my study site falls within your area of jurisdiction, I write to request for your consent to allow me proceed with my research in the aforementioned area.

Your assistance is highly valued.

Sincerely,

JACOB KOROFIA SHANGO

0728443681

REPUBLIC OF KENYA


 MINISTRY OF EDUCATION
 STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: 056 -30411
 Fax: 056 – 31307
 E-mail: reeducation2016@gmail.com
 When replying please quote our Ref.

County Director of Education
 Kakamega County
 P. O. BOX 137 - 50100
 KAKAMEGA

REF: KAKA/GA/29/17/VOL VI/08

1st February, 2022

Jacob Shango Korofia
 University of Eldoret
ELDORET

RE: RESEARCH AUTHORIZATION

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/21/13981 dated 8th November, 2021 to carry out research on **"Influence of Teachers' motivation on academic performance of students with learning difficulties in Secondary Schools - Kakamega"** for the period ending 10th November, 2022.

Please accord him/her any necessary assistance he may require.

FOR
 COUNTY DIRECTOR OF EDUCATION
 KAKAMEGA COUNTY

DICKSON O. OGONYA
 COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY

CC
 The Regional Director of Education
WESTERN REGION

REPUBLIC OF KENYA


 OFFICE OF THE PRESIDENT
 MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL
 GOVERNMENT

Telephone: 056 -31131

 Email: cckakamega12@yahoo.com
 When replying please quote:

 County Commissioner
 Kakamega County
 P O BOX 43 - 50100
KAKAMEGA

Ref: ED.12/1/VOL.VI/24

Date: 1st February, 2022
 Mr. Jacob Shango Korofia
 University of Eldoret
 P.O Box 1125 - 30100
ELDORET
RESEARCH AUTHORIZATION

Following your authorization vide letter Ref: No. NACOSTI/P/21/13981 dated 10th November, 2021 by NACOSTI to undertake research on "*Influence of teachers' motivation on academic performance of students with learning difficulties in secondary schools in Kakamega North Sub County*" for the period ending 10th November, 2022. I am pleased to inform you that you have been authorized to carry out the research on the same in this county.


 COUNTY COMMISSIONER
 KAKAMEGA COUNTY

 EREDI C.M
 FOR: COUNTY COMMISSIONER
KAKAMEGA COUNTY

Appendix VI. Similarity Report



University of Eldoret Certificate of Plagiarism Check for Thesis

Author Name	KOROFIA JACOB SHANGO SEDU/CIM/ M/019/18
Course of Study	Type here...
Name of Guide	Type here...
Department	Type here...
Acceptable Maximum Limit	Type here... <input type="checkbox"/>
Submitted By	similarity@uoeld.ac.ke
Paper Title	INFLUENCE OF TEACHERS' MOTIVATION ON ACADEMIC PERFORMANCE OF STUDENTS WITH LEARNING DIFFICULTIES IN SECONDARY SCHOOLS IN KAKAMEGA NORTH SUB-COUNTY.
Similarity	13%
Paper ID	4623308
Total Pages	107
Submission Date	2025-11-04 21:11:33

Signature of Student

Signature of Guide



Head of the Department

Director of Post Graduate Studies