

The Effect of the Level of Motivation of Kiswahili Teachers on Performance of Students in Secondary Schools in Elgeyo Marakwet County, Keiyo Sub-County, Kenya

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Abstract

The performance of students in Kiswahili subject is of crucial importance to everyone in Kenya since it is a media of communication in public institutions and other sectors of the Economy. More so Kiswahili serves as a national language of Kenya thus one of the language requirements for pursuance in any Diploma or Degree courses. Based on this fact, this paper is set to examine the effect of the level of motivation of teachers of Kiswahili on student performance in Secondary Schools in Kenya. The paper is founded on Victor Vroom's Expectancy theory; he posts that motivation is a combination of three factors Valence, Expectancy and Instrumentality. The theory stresses that students and teachers expect to get a reward from the effort they put in their work. This paper adopts a survey research design and a stratified random sampling procedure to select teachers teaching Kiswahili from the selected 14 schools out of 29 schools in Keiyo Sub-county. Questionnaires and document analysis are the modes of data collection used. The data collected was analyzed using descriptive statistics. It is thus ascertained that there is a statistically significant relationship between the level of motivation of teachers and performance of Kiswahili subject. The author recommends adoption of a workable motivation schedule to improve the teachers' level of motivation and consequently performance.

Keywords: Motivation, Students, Teachers, Academic Performance

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