



Factors Affecting Teacher Motivation in Public Secondary Schools in Teso-South Sub-County, Kenya

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Abstract: Teachers' lack of motivation is thought to have affected negatively student performance in Kenyan secondary schools, particularly those in Teso South Sub County. Different elements, like work environment and teacher rewards, are thought to influence lack of teacher motivation. The aim of this study was to determine the factors affecting teacher's motivation in public secondary schools in Teso South Sub-County. The study focused on the influence of job satisfaction on teacher motivation and the effect of reward system on teacher motivation. Descriptive research design was used. Prior to the study, content validity was determined by incorporating the opinions of content expert, and reliability was determined by testing and retesting, yielding a correlation of 0.8. The study targeted the school principals and teachers. A total of 31 respondents participated in the study. Questionnaires were used to collect data from both teachers and the principal. Data collected quantitatively was analyzed using descriptive statistics such as frequencies and percentages. The study found out that most teachers (64.52%) were satisfied with their jobs, most teachers would seek promotional opportunity elsewhere (32.23%). The study also found out that most of the respondents were satisfied with their current pay (67.74%) teachers are promoted on the basis of their qualifications and performance (38.71%). The study recommends that schools should ensure that school environment is conducive for teachers to ensure that they are fully satisfied with their job. The study also recommended that teachers should be remunerated and recommended for promotions based on their performance and qualifications.

Keywords: Motivation, Reward, Satisfaction, Remuneration, Performance

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1. Introduction

Organizations require people from a variety of backgrounds, both talented and unskilled, to devote their efforts to the achievement of their objectives. People are an organization's most valuable single asset. In reality, an organization is made up of people. They are the sole asset that can contribute to the achievement of an organizational

goal. As a result, one of the primary concerns of employers is attracting and retaining a qualified and devoted workforce eager to "unleash its latent energy and creativity in the service of the firm" (Cole, 1997). According to Owens (2004), motivation is the causes that lead people to behave the way they do. He goes on to say that behaviorists consider it extrinsic, whilst others believe it is intrinsic. In general, administrators have the difficulty

of developing highly motivated teachers who are actively involved in teaching and learning, open to new ideas and techniques, and devoted to students and change throughout their teaching careers. Motivation was taken from the Latin word "movere," which meaning "to move." Motivation has been characterized as "a proclivity to conduct in a particular way in order to meet specific, unmet needs" (Buford, and Bedeian, 1988 p.145). Secondary school teachers, like employees at all levels of education, must be motivated in order to address individual needs while also achieving organizational goals of improving the quality of education in Kenya. For institution such as Teachers Service Commission (TSC) to increase performance, it should have highly committed teachers with right attitude toward work (Bame, 1975). Teachers occupy such a central and vital position in any educational system that their attitudes and commitment have been of paramount interest not only to educational authorities and other stakeholders but also to many researchers (Mensah, 2009). Teachers are needed in developing countries such as Kenya but due to poor and unattractive remuneration some professional teachers have left the classrooms to seek for greener pastures elsewhere. In Africa, the Ghanaian Government has taken education initiatives for promoting the quality of education. It is unfortunate though that such initiatives have not adequately focused on the motivation of teachers. Additionally, it is noted that unfavourable conditions of service in the Ghana Education Service have contributed to demotivation amongst teachers (Inusah, 2018). The Nigerian Government is also pondering how to improve teacher motivation so as to attain optimal productivity from teachers. The government has invested in professionally developing and motivating teachers such as to lead to their commitment towards optimal productivity (Oluwakemi, 2018). The main impediments of teacher motivation in Nigeria have been identified to include poor funding, poor salary structure, delay or non-payment of salaries and other fringe benefits, and poor working conditions (Mbachu, 2016). In Uganda, the Government acknowledges that the country's growth and development is dependent on the quality of the educational system and the teachers remain central in achieving this end (Saetang, 2015). For this reason, the government has been working tirelessly through the enhancement of remuneration and conditions of work that include career advancement and training of head teachers so as to improve the motivation and retention of staff (Acom, 2015).

According to a study by Joshua *et al.*, (2017) in their study on the influence of Headteachers on Teachers' Motivation. Effects on Academic in Busia West Sub-County Achievements, they found out that Teaching and learning materials, especially teaching aids were unavailable, classrooms were not conducive for teaching and learning and meals were not provided for to teachers in their schools; Head teachers did not reward their teachers when they performed well, neither did they give their teachers trips. Merit certificates were also not given to the teachers once students excelled in their subjects. Cash awards were

not also given to teachers once their students did well. Teachers were not promoted to the next grade once students excelled in their subjects.

In light of this, the TSC has implemented some type of teacher reward program. These include housing schemes, loans, paid study leave, recently implemented and yet to be implemented allowances for disadvantaged teachers, and a single spine salary structure that will increase teachers' commitment to perform more efficiently and effectively in order to achieve the desired results. Headmasters and Headmistresses, as managers, also put in place certain motivational instruments, such as free meals for boarding school teachers, Parent Teacher Association (P T A) motivational allowances, extra class allowances, awards during speech and prize giving days, and free housing for teachers.

These are initiatives put in place to increase teacher dedication. It is so vital that research identifies the motivators that propel instructors, and the goal of this study was to ascertain the factors that truly affect teacher's motivation in Public Secondary Schools in Teso-South Sub-County, Kenya.

1.1 Statement of the problem

According to a study by Joshua *et al.*, (2017) in their study on the influence of Headteachers on Teachers' Motivation. Effects on Academic in Busia West Sub-County Achievements, they found out that Teaching and learning materials, especially teaching aids were unavailable, classrooms were not conducive for teaching and learning and meals were not provided for to teachers in their schools; Head teachers did not reward their teachers when they performed well, neither did they give their teachers trips. Merit certificates were also not given to the teachers once students excelled in their subjects. Cash awards were not also given to teachers once their students did well. Teachers were not promoted to the next grade once students excelled in their subjects.

A well-motivated teacher has the biggest impact on the academic achievement of students inside the school and its surroundings. If the issue of teacher motivation in Teso-south sub-county is not taken seriously, good outcomes and opportunities that might otherwise be accessible to eligible students would be squandered.

1.2 Objectives of the Study

- i. To examine the influence of job satisfaction on teacher motivation in public secondary schools in Teso South Sub-County, Kenya.
- ii. To determine the effect of reward system on teacher motivation in public secondary schools in Teso South Sub-County, Kenya.

2. Literature Review

2.1 Influence of Job Satisfaction on Teacher motivation

Job satisfaction is the level of contentment of individuals with their jobs. A Choobineh (2017) defines job satisfaction as an affective orientation that an employee has towards his/her work. Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

Lofquist and Davis (1991), defined job satisfaction as “an individual's positive affective reaction of the target environment as a result of the individual's appraisal of the extent to which his or her needs are fulfilled by the environment”.

There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself.

Rewarding teachers is an important factor in employee motivation. Motivation of teachers and their productivity can be enhanced through providing them with effective recognition which ultimately results in improved performance of organizations.

The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of teachers for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. C Jaworski(2018) concludes that commitment of employees is based on rewards and recognition, prosperity and survival of the organizations is determined through how they treat their human resource. Intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

According Ifinedo (2021) teacher motivation is a complex and difficult term to define; therefore, a precise definition of this concept is difficult to find as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual, although their abilities play just as crucial role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an Institution.

Teachers should be motivated in particular, new teachers are supposed to be taken through an induction to ease their

transition into the work environment. This is probably because adapting to a new environment is not easy, and it can affect their interaction with the students hence affect students' performance (Enoch, 2016).

The working conditions of teachers have a positive correlation with the motivation of the teacher (Özgan & Aslan, 2008). Every administration should, therefore ensure there are necessary facilities that motivate teachers and keep them on toes. For instance, lack of facilities like printers or fullscaps, charts, chalks, staffroom equipped with chairs can demotivate teachers and also limit the way they teach, i.e., teaching method and morale of the students hence poor performance can be noted (Anjani, 2016). Environment affects job performance and job satisfaction (Clement, 2020). There is a link between the health of an individual and the work environment by considering the sanitation, lighting, and air freshness in the rooms. Teachers' wellbeing must be prioritized by ensuring this and their morale to be boosted by keeping their environment and the classes favorable (Diana, 2016).

According to Diana, (2012), in her research on the influence of teacher motivation on students' performance in KCSE, suggests that the working condition of a teacher involves classroom conditions, workload, distance from home to work, means of communication in school, and available facilities in the school. All these have to be favourable for a teacher to be motivated enough to do his/her work. Proper and enough educational resources and facilities/infrastructure is one of the demotivating factors that affect students' academic performance (Conrad, 2015).

According to TSC act section 35, it is the TSC that is in charge of promoting teachers in Kenya every year. Asiago Lenah, Dr Walter Okibo, Dr.Andrew Nyangau, and Cleophas Ondima (2015), in their research on the effects of non-financial incentives on the job satisfaction of teachers in public secondary schools, found out that most teachers were demotivated by the fact that promotions from the TSC took long yet promotions was one of the main factors which boosted their morale and gave them more reasons to stay on their jobs longer, i.e. until retirement. It is what attracts and keeps one in a particular job or career because their economic and basic needs are taken care of by the money. Archingbong (2013) for education to be a success, there must be a continuous effort from stakeholders to provide the right working conditions, incentives, and remuneration.

According to Cheptoek (2020) teachers appreciate the opportunity to a professional career path that allows them to grow and receive recognition as professionals. The career development is only possible through continuous learning, according to Ololube (2015), in Uganda, the continuous workshops and seminars that are held by teachers are very tedious and demeaning, in addition teachers are not permitted to give input in the type and content of the courses to cover. According to Cheploek (2020), the excessive amount of time devoted to

administrative and non-curriculum tasks as well as coping with constant changing syllabuses means that teachers' do not have adequate time to study, and so high chances of promotion becomes fewer.

2.2 Reward system and teacher motivation

The living standard of teachers in most African countries is low since their remuneration is less than other professionals (Olanuji, 2018). Olanuji (2018) observes that sustainable pay not only improves the living standard of the teachers but also serves as a source of intrinsic satisfaction to the teacher as an employee and as an individual. Bennel, (2016) asserts that a reward in form of pay has a strong impact on the employees' performance. This is in agreement with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Meir (2020) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all, he asserts that money in form of pay is the most obvious extrinsic reward. Cheptoek (2020), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. A study on difference among levels of employees in terms of rewards was researched by Nambasa (2016) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and medical and house allowances are equally important for the motivation of teachers.

In Kenya, there have been several teachers' strikes based on the low salary in Kenya, and during the strikes, the students are not usually taught. There are various extrinsic factors that influence teacher's performance. These include attractive remuneration, student discipline, good working conditions, favorable educational policies and high occupational status. Teachers are very important in creating the quality of education given to learners in schools, since they set most of the educational activities and spend highest amount of quality learning time with the learners not forgetting that the motivation levels of the learners towards their academic achievement is mainly determined by the teachers. It is through teachers' commitment that the success of the implementation of

educational reforms can be guaranteed (Dolton, 2019). It isn't debatable that an attractive remuneration improves the living standards of the employees, teachers included.

3. Methodology

3.1 Research Design

This study used descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the factors affecting teacher motivation in public secondary schools in Teso South Sub County. According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study. Thus, the researcher deemed the design appropriate for the study as it allowed investigation of how different factors affect teacher motivation in the area of study.

3.2 Sample and Sampling design

It is not possible to involve the entire population in the study sometimes. This is because of the limitation of time and resources. To mitigate this, researcher will engage in the process of sampling which involves selecting individuals from the accessible population (Mugenda & Mugenda, 2009). By use of stratified random sampling the study selected 15% of the target population as the study sample (Kothari, 2014). This resulted in a study sample of 31 respondents comprising of teachers and principals in public secondary school in Teso South Sub- County in Busia County. Mugenda & Mugenda (2003) posits that a sample size of between at least 10% and 30% of the target population is appropriate for descriptive studies.

All public secondary schools in the sub-county were studied. Purposive sampling technique was used to sample principals while simple random sampling technique was used to sample teachers. The main advantage of simple random sampling technique is that it gives equal chances for the teachers to be sampled for the study. On the other hand, purposive sampling technique was deemed appropriate for the study as it allowed only those who were perceived to have specific information required for the study.

Table 1: Target Population

Category	Number	Percentage
Principals	1	3.23%
Teachers	30	96.77%
Total	31	100

3.3 Research Instruments

In the selection of the instruments to be used in the study, the researcher ensured that the instruments chosen are suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Questionnaires were used as instruments for data collection. Questionnaire as an instrument was used to gather data, which allows a measurement for or against a particular viewpoint.

Sileyew, emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The researcher used questionnaires to collect data from 31 teachers in a public secondary school in the Teso South Sub-county. The instrument was chosen because the targeted population was considered literate which minimized the interpretation of the questions for their understanding to capture reliable information. The questionnaires were divided into different sections where section A contained data on the background information of the respondents, section B contained items on job satisfaction, section C contained items on reward system, and Likert scale was used in questions which were testing on the degree of the respondents' agreement with particular variables of the study.

3.4 Validity and Reliability

According to Kihlstrom (2021), validity refers to the correlation between perceptual cues and the states and traits of a stimulus. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Opinion from my supervisors was used to check on the content validity of the instruments. Validity applies to the precision of the measurement and shows how accurately the evaluation instrument genuinely calculates the underlying effect of interest. Validity is the extent to which a measurement measures what it is intended to measure (Oladimeji, 2015). A researcher should be concerned with establishing the content validity

of the instrument. The development and evaluation method of a test instrument will focus mainly on eliminating errors in the measuring process. In this study, content validity was determined by research supervisor from Alupe University College who read the content, looked at the items and ensured that they reflect the actual content area. Validity of content refers to the degree of which the items on a questionnaire are equally descriptive of the whole domain that the questionnaire aims to assess. Corrections were made with respect to items which were not valid.

Reliability is the degree to which instruments consistency is measured whatever it is measuring (Orodi 2015). Reliability is a measure of consistency of an instrument to elicit same inferences when administered to the same respondent in the same environment at a different time. To ensure that the instruments generated the same response from the same respondents, a pilot study approach was conducted before data collection. Questionnaires instruments were administered to the colleagues.

3.5 Data Analysis Procedure

The data collected was coded and entered in the computer for analysis using the MS-Excel. Data analysis procedures used included the quantitative. Quantitative data employed use of frequency tables for both frequency distributions and percentages and was finally presented using pie charts and bar charts for easier interpretation.

4. Results and Discussion

4.1 Influence of Job Satisfaction on Teacher Motivation

4.1.1 Job Satisfaction among Teachers

Teachers were asked to indicate whether they were satisfied with their jobs. The study found that 20(64.52%) of the respondents indicated that they were satisfied with their jobs while 11(35.48%) indicated that they were not satisfied with their jobs. The findings of the study were presented in Figure 1

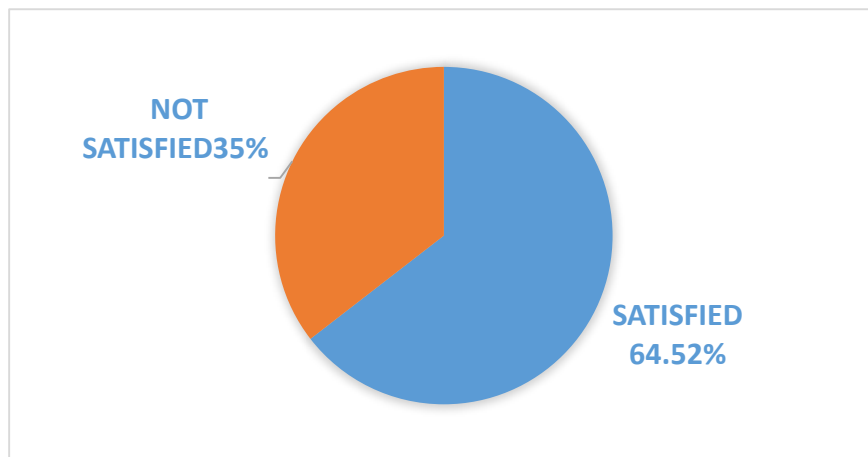


Figure1: Job satisfaction

This finding concurs with the study conducted by Margaret (2016), in her study on job satisfaction and teacher turnover intention in secondary schools in Kakamega central district, Kenya who concluded that majority of the teachers may leave the teaching profession if alternative job opportunities became available as a result of the high turnover intention and low job satisfaction. The results of her study revealed that majority of the teachers 143(75.3%) exhibited low level of job satisfaction.

4.1.2 Factors Influencing Job Satisfaction

To find out the extent to which different factors influenced job satisfaction, the respondents were asked to indicate the extent to which each of the perceived factors influenced job satisfaction among teachers. The findings of the study are presented in Table 2.

Table 2: Factors influencing job satisfaction

Statement	Very large extent		Large extent		Neutral		Small extent		No extent at all	
	f	%	f	%	F	%	f	%	f	%
Leadership and the job itself	13	41.93	9	29.03	2	6.45	5	16.13	2	6.45
Perceived fairness in teacher promotion system	3	9.67	5	16.13	7	22.58	12	38.71	4	12.90
Promotional opportunity elsewhere	10	32.23	7	22.8	3	9.68	8	25.81	3	9.68
Work environment/condition	5	16.13	11	35.48	7	22.58	5	16.13	3	9.68
Supervision practices	2	6.45	7	22.58	5	16.13	7	22.58	10	32.26

The finding in Table 2 shows that 13 (41.93%) of the respondents indicated that leadership and the job itself influence job satisfaction. The study also found that 12 (38.71%) of the respondents indicated that perceived fairness in teacher promotion system influence job satisfaction to a small extent. It was found that promotional opportunity elsewhere influences job satisfaction to a very large extent as indicated by 10 (32.26%) of the respondents. On work environment/condition, the study found out that 11 (35.48%) of the respondents indicated that it influences job satisfaction among teachers to a large extent. The study finally found that 10 (32.26%) of the respondents indicated supervision practices influence job satisfaction among teachers to no extent at all. From the findings of the study, it can be said that leadership style, fairness in promotion opportunities, availability of promotion opportunities, work environment and supervision practices influence job satisfaction among teachers. A study done by Deya (2019), on factors related to the morale of Agriculture Teachers in Busia District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and

behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school. The respondents were further asked to mention other factors influencing job satisfaction among teachers. The following factors were mentioned: lack of better terms of service, favoritism, lack of refresher courses and lack of appreciation of the extra efforts placed by teachers. In an interview with the principals on ways by which job satisfaction affects teacher motivation, they mentioned that satisfied teachers are motivated to work and help students to pass their exams besides the difficulties. On the other hand, they mentioned that teachers who are demotivated are not concerned about students' performance thus affecting the school performance.

4.2 Effect of Reward System on Teacher Motivation

4.2.1 Satisfaction with the Current Pay

Teacher respondents were asked to indicate whether they were satisfied with their current pay.

Table 3: Level of teacher's satisfaction with the current pay

Level of <i>teacher's</i> satisfaction with the current pay.RESPONSE	FREQUENCY	PERCENTAGE
Yes	21	67.74
No	10	32.26
Total	31	100

Table 3 shows that 21(67.74%) of the respondents indicated that they were not satisfied with their current pay while 10(32.26%) indicated that they were satisfied with their current pay. Carraher et al (2015) advocate that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employee's organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. From the findings of the study, it can be said that the reward system

affects teacher motivation in public secondary schools in Teso South Sub-County.

4.2.2 Effect of Reward System on Teacher Motivation

Teacher respondents were given some statements where they were expected to indicate the level of their agreement with each statement in regard to the effect of reward systems on teacher motivation. The findings of the study were as presented in Table 4 below.

Table 4: Effect of reward system on teachers' motivation

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	f	%	f	%	F	%	F	%	F	%
The pay given to teachers is worth the services they render (teachers' salary)	1	3.26	4	12.90	2	6.45	9	29.03	15	48.39
Hardworking teachers are encouraged by giving them prizes	4	12.90	5	16.13	6	19.35	7	22.58	9	29.03
Teachers are promoted on the basis of their qualifications and performance	12	38.71	10	32.26	2	6.45	3	9.68	4	12.90

The findings on Table 4 shows that 15(48.39%) of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. The study also found that 9(29.03%) of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 12(38.71%) of the respondents strongly agreed with the statement that teachers are promoted on the basis of their qualifications and performance. From the findings of the study, it can be said that teacher reward systems affect their motivation. In support to these findings, Andrew (2018) found that commitment of employees is based on rewards and recognition. From the findings of the study, it can be concluded that reward systems affect teacher motivation.

The respondents were asked to mention other factors affecting job satisfaction among teachers. They mentioned that those who teach academically poor students are never rewarded and that the rewards are based on the performance of students in National examinations and therefore those whose students do not pass their examinations are not rewarded thus they are less motivated.

5. Conclusion and Recommendations

5.1 Conclusions

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Based on the influence of Job Satisfaction on Teacher Motivation; most teachers (64.52%) were satisfied with their jobs; leadership and their job itself was strongly agreed by most respondents (41.93%) and promotional opportunity elsewhere which was also strongly agreed by 32.23% as the factors influencing job satisfaction.

Based on the of reward system on teacher motivation; most of the respondents were satisfied with their current pay (67.74%) and; most teachers strongly agreed that teachers are promoted on the basis of their qualifications and performance (38.71%).

5.2 Recommendations

- Regarding the effect of job satisfaction, the study recommended that schools should ensure that school environment is conducive for teachers to ensure that they are fully satisfied with their job and this may reduce looking for a job elsewhere. This can be achieved by ensuring that there are adequate teaching and learning resources.
- The study also recommended that teachers should be remunerated and recommended for promotions based on their performance and qualifications. This can be achieved through offering incentives to teachers and rewarding teachers whose subjects 'students perform better. This will motivate them to improve on curriculum delivery.

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