

Leadership Motivation and Mentoring Can Improve Efficiency of a Classroom Teacher and Workers in Institutions

Veronica Onjoro Rebecca Bwari Arago Henry Etende Embeywa
Mount Kenya University, School of Education, P O Box 324, Thika, Kenya

Abstract

Motivational strategies guarantee quality assurance in the educational system. Motivational strategies like staff training and development, promotion, salary, remuneration, working conditions, status and participatory decision making, acted as a barrier towards achieving quality assurance in the educational system. The study adopted the reinforcement theory based on Thorndike's Law of effect, which simply looks at the relationship between behavior and its consequences. This theory focuses on modified behavior. Some challenges that negatively influenced teacher motivation and recommendations were also highlighted. Among such recommendations included: government recognition of teachers motivational needs such as promotion, good salaries and remuneration in order to achieve quality assurance; and staff training, retraining and development as one of teachers' motivational needs/strategies strengthened in order to promote teachers efficiency, productivity and performance for quality outcomes. The importance and purpose of this work is to address these issues as it influences quality assurance in the educational system. A sample of 150 teachers was randomly drawn from 10 secondary schools in Kilifi County. The study made use of descriptive research design. The data was collected by use of questionnaires and interviews. Data collected was analysed both quantitatively and qualitatively. The findings indicated that there is a significant relationship between motivational factors and teacher's performance and a significant relationship existing between teachers experience and their job performance. Some recommendations such as providing highly motivated, conscientious and efficient classroom teachers, encourage the spirit of enquiry and creativity in teachers, help teachers to fit into the social life of the community and society at large, enhance teachers commitment to the teaching profession etc, were also highlighted that have implications for educational practice. The study findings are of great benefit as it will guide and assist the school managers and the ministry in motivating teachers.

PREAMBLE BACKGROUND

The issue of teachers' motivation and quality assurance has become a matter of debate and concern in educational systems and standards. In most developing countries of the world including, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes/delivery and high standards in the educational system. It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness. Therefore, the purpose of this paper is to critically discuss the importance of teachers' motivation and its influence on quality assurance in the Kenyan educational system. The paper showed the nexus between teachers' motivation and quality assurance in the Kenyan educational system.

Teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching –learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes (Onucha, 2002).

The need for effectiveness in secondary schools today cannot be overemphasized. This is because the many contemporary. A problem that are emerging day in day out as a result of population explosion, diminishing resource and technological changes call for a close examination of what school administrators can do to help to reduce the deteriorating conditions of schools in terms of personnel efficiency and effectiveness. Motivation is a key part of administration. Hence it may be referred to as the "tool of management". All organisations exist for a purpose to be achieved and if the organs of an organisation are insufficient and ineffective, the aims and objectives of the organisation may not be achieved. Motivation is therefore one of ways of making people to put in their best efforts in an efficient and effective manner in other to achieve an organization's objectives. A lot of eminent authors have written on motivation with little differences, because they are all aiming at the same goal. They have sought to distinguish between intrinsic and extrinsic motivation of workers. They have also explained motivation hi terms of needs.

The needs have been categorized into numbers such as two, three, four etc. depending upon the author. But the general consensus is that whatever be the number of needs, needs are basic to motivation and when they are provided to workers, they are motivated and become efficient and effective on their jobs. Also in order to increase the efficiency and effectiveness of the workers the principal needs to provide the basic necessities of

work and ensure good working environment. For example lighting in the offices and the classrooms should receive adequate attention. It will help in achieving efficiency and effectiveness because teachers and students would not need to strain their eyes each time they want to perform any task.

Effective communication to staff and students would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how and when to perform. Another important way to motivate teachers is to mount an adequate training and re- training scheme. In this age of technological advancement, workers need to update themselves from time to time in order to acquaint themselves with the changes that are taking place, therefore, long and short-term training programmes are required for workers if they are to be efficient and effective.

Educational Implications:

- Satisfaction of the motivational factors leads to quality performance and high productivity which enhances quality assurance in the educational system.
- The motivational theories are essential for schools' administration when it comes to coordinating and controlling activities within the school environment. With this notion, Ejiogu (1990) opined that "teachers' motivation provides the essential means for control and coordination of activities within a given organization". For instance, staff training and development is one of the most important elements in efficient administration which is assumed to make workers realize better what they have to do to acquire skills required for proficient performance in order to enhance quality assurance.
- The motivational factors also influence teachers' job satisfaction either positively or negatively. When applied negatively in the school system causes dissatisfaction which result into withdrawal, neglect of duty and negative outcomes but when applied positively causes satisfaction resulting to increase in commitment, productivity and quality performance. However, there is a strong nexus between teachers' motivation, job satisfaction and job performance which has educational implications.
- There is also a close relationship between stability in the teaching profession and their efficiency of the educational system. If experience on the part of the teacher contributes in general to increased efficiency in the classroom, a large turnover is certain to produce competent educational products than when the experience is relatively stable, would certainly produce poorer educational products which have serious implications to education. Teachers' motivation counts when it comes to their stability and turnover in the teaching profession.
- Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers' job retention, their level of participation in decision making and quality contributions in the school and commitment to duty. When they feel dissatisfied with their job rewards, they will become frustrated, regularly absent from duty and may eventually quit (Okonkwo,1997). Command to someone is probably met with disdain and frustration. Did this approach cause the employees to deliver a sloppy and sub-par an outcome? It most likely did. We should all be wary of barking out orders to workers who hope to be treated with respect and kindness. When a boss demands results and places stringent expectations upon an employee without asking for perspective, his or her credibility suffers. On the other hand, a thoughtful leader will politely ask, "Can you, based upon your current workload, focus your time and attention on this important project?" "Even in a flurry of stress, great leaders know that getting top results from their team means being aware of and sensitive to what employees have on their plates. Highly praised leaders recognize that their workers are not slaves but wonderful human beings who appreciate an opportunity to express their opinions and feelings in any discussion that might impact their assignments. This sound approach will always generate excellent performance by an appreciative workforce. A boss dictates, a leader empowers. A lame boss proclaims "Do it this way, or else!" Just as teenagers turn a deaf ear to parental lectures, employees will quickly tire of "your way". If your organization is not exceeding expectations, it could be your fault. Do you dictate which processes and resources should be used? Do you micro- manage their daily tasks because you know best? A boss who declares "it's my way or the highway" will be left with a near-empty parking lot; and the few who remain will be running out of gas. A terrible boss will say "This is the way we do things around here". The clear message to an employee is "don't think, will do that for you". A narrow minded boss limits the creative process and self-expression. He, in effect, kills innovation and increased productivity. In time, employees who fall under this management style cease to care or try. They see no value in making suggestions to improve lack lustre performance. In fact, some undervalued employees find ways to sabotage a despot manager and the company. A genuine leader gives his people authority and responsibility to act and will ask "How do you plan to solve this situation and how can I help you"? Such an approach demonstrates to employees that they are trusted are talented and possess good judgment. Just as teens crave independence, employees seek to "own" their assignments. Individuals who are given the opportunity to evaluate and implement various problem solving approaches will always surprise and delight their peers and customers. Leaders know when employees are empowered great things happen; productivity soars, motivation is high and retention increases. A boss talks, a leader listens. Bosses like to hear themselves talk. They are wildly impressed with their own knowledge, skills and experience. They have all the

answers and every problem-solving solution. Being so bright, they have no need to understand what's on the minds of customers and employees. They are described as pompous and arrogant by associates and workers. Personnel may try to get a word in edgewise but soon cease trying; it's too frustrating. Since this know it all boss lords over everything, employees soon close their ears and minds to incessant babble. Sadly these self-declared geniuses don't understand why their departments never receive acclaim and recognition. Effective leaders have huge ears and use to them to carefully listen to the voices of their people.

Leaders also:-

- Acts in ways that build respect
- Displays a sense of power and confidence
- Talks about important values and beliefs
- Specifies the importance of having a strong sense of purpose
- Considers the moral and ethical consequences of decisions
- Emphasizes importance of having a collective sense of mission
- Makes others feel good to be around him
- Goes beyond his self-interest for the good of the group
- Expresses confidence that goals will be achieved
- Re-examines critical assumptions to question whether they are appropriate
- Seeks differing perspectives when solving problems
- Looks at problems from many different angles
- Suggests new ways of looking at how to complete assignments
- Spends time teaching and coaching others
- Treats each person as an individual rather than just as a member of a group
- Considers each member as having different needs, abilities and aspirations from others
- Helps each person to develop their strengths
- Have individualized Consideration
- Have intellectual Stimulation
- Have inspirational Motivation
- Have idealized Influence

OBJECTIVES

Motivation and performance are very important factors in terms of organization success and achievements. If changes occur in external environment then it is necessary for an organization to adopt that change because it may motivates to gain a competitive

For this, the main thing they required is the skilled and competent employees (Latt, 2008). Motivation plays an important role in the organization because it increases the productivity of employees and the goals can be achieved in an efficient way. The behavior of employees can be change through motivation in any organization. From situation to situation, the level of motivation differs with in an individual (Robbins, Judge, and Sanghi, 2005). Motivation also takes part in an important role for teachers because it helps to achieve the target in an efficient way. Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement (Mustafa, and Othman, 2010). If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system.

Very few researches had been conducted in Peshawar with respect to school teachers in both public and private school. Therefore, this research was conducted in the context of Peshawar that basically emphasized on performance of teachers through motivation Also in order to increase the efficiency and effectiveness of the workers the principal needs to provide the basic necessities of work and ensure good working environment. For example lighting in the offices and the classrooms should receive adequate attention. It- win help in achieving efficiency and effectiveness because teachers and students would not need to strain their eyes each time they want to perform any task.

Effective communication to staff and students would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how and when to perform. Another important way to motivate workers is to mount an adequate training and re- training scheme. In this age of technological advancement, workers need to update themselves from time to time in order to acquaint themselves with the changes that are taking place, therefore, long and short-term training programmes are required for workers if they are to be efficient and effective.

However, they are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational

objectives. Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and the teacher determines the quality of learning/instructions that will be given to learners. This is the more reason why they should be motivated properly for effectiveness and efficiency in the educational and school system.

A study on the teacher as a crucial factor in curriculum innovation found out that teachers' empowerment/motivation is related to such dimensions as their involvement in decision making; their professional growth; teacher status and impact; autonomy and self–efficacy. This empowerment is important for the realization and quality of both curriculum and educational innovations (Pilot, 2007). Teachers foster excellence in learning and teaching. As designers and developers of education, they guarantee quality assurance in it.

UNESCO (2005) re-emphasized that quality assurance is a powerful means that can improve the effectiveness of education. Its key principle is that the main actors at the forefront of education – such as teachers, head teachers, etc. are responsible for improving educational performance. Teachers are essential elements in the school organization whose cost effectiveness in maintaining them accounts for over 60 percent of the total cost of education.

Their motivation or empowerment should be at the forefront of government policies in order to enhance quality education and attain the goals and objectives of education (Edem, 1982).

Teachers' motivation is a key to guaranteed quality education, as such influences quality assurance in the educational system. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system. As such any credible analysis of achieving quality education in the Nigerian education system should critically examine the roles played by teachers in enhancing quality assurance in education. There, motivational strategies that guarantees quality assurance in the educational system. Motivational strategies like staff training and development, promotion, salary, remuneration, working conditions, status and participatory decision making, acted as a barrier towards achieving quality assurance in the educational system. Some challenges that negatively influenced teacher motivation and recommendations were also highlighted. Among such recommendations included: government recognition of teachers motivational needs such as promotion, good salaries and remuneration in order to achieve quality assurance; and staff training, retraining and development as one of teachers' motivational needs/strategies strengthened in order to promote teachers efficiency, productivity and performance for quality outcomes. The importance and purpose of this work is to address these issues as it influences quality assurance in the educational system.

The issue of teachers' motivation and quality assurance has become a matter of debate and concern in educational systems and standards. In most developing countries of the world including, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes/delivery and high standards in the educational system. It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness. Therefore, the purpose of this paper is to critically discuss the importance of teachers' motivation and its influence on quality assurance in the educational system. The paper showed the nexus between teachers' motivation and quality assurance in the educational system.

Teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching –learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes (Onucha, 2002).

Also in order to increase the efficiency and effectiveness of the workers, the principal needs to provide the basic necessities of work and ensure good working environment. For example lighting in the offices and the classrooms should receive adequate attention. It- win help in achieving efficiency and effectiveness because teachers and students would not need to strain their eyes each time they want to perform any task.

Effective communication to staff and students would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how and when to perform. Another important way to motivate workers is to mount an adequate training and re- training scheme. In this age of technological advancement, workers need to update themselves from time to time in order to acquaint themselves with the changes that are taking place, therefore, long and short-term training programmes are required for workers if they are to be efficient and effective. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational objectives. Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and the teacher determines the quality of

learning/instructions that will be given to learners. This is the more reason why they should be motivated properly for effectiveness and efficiency in the educational and school system.

Very few researches had been conducted in Peshawar with respect to school teachers in both public and private school. Therefore, this research was conducted in the context of Peshawar that basically emphasized on performance of teachers through motivation.

School today is deteriorating in terms of personal efficiency and effectiveness. One of the major reasons may not be unconnected with the lack of adequate motivation for the workers. If workers are not adequately motivated, they may not perform and if they fail to perform the objectives that are set, may not never achieved. This paper therefore addresses the concept of motivation efficiency and effectiveness. It discusses theories of motivation as a tool for achieving efficiency and effectiveness. It finally discusses what principals can do to motivate their workers for higher productivity. The need for effectiveness in secondary schools today cannot be overemphasized. This is because the many contemporary problems that are emerging day in day out as a result of population explosion, diminishing resource and technological changes call for a close examination of what school administrators can do to help to reduce the deteriorating conditions of schools in terms of personnel efficiency and effectiveness. Motivation is a key part of administration. Hence it may be referred to as the "tool of management". All organisations exist for a purpose to be achieved and if the organs of an organisation are insufficient and ineffective, the aims and objectives of the organisation may not be achieved. Motivation is therefore one of ways of making people to put in their best efforts in an efficient and effective manner in other to achieve an organisation's objectives. A lot of eminent authors have written on motivation with little differences, because they are all aiming at the same goal. They have sought to distinguish between intrinsic and extrinsic motivation of workers. They have also explained motivation hi terms of needs.

The needs have been categorized into numbers such as two, three, four etc. depending upon the author. But the general consensus is that whatever be the number of needs, needs are basic to motivation and when they are provided to workers, they are motivated and become efficient and effective on their jobs.

The Concept of Motivation, Efficiency and Effectiveness

Motivation is a concept which has been used in several ways to explain why people behave as they do. At times, it refers to something innate within the individual, a kind of energizer or driving force, a desire or an urge that causes the individual to perform. Often these inner forces are described as drives or attempts of the individual to meet 'basic needs' and establish a state of equilibrium. At other times motivation refers to external stimulation that the individual to perform.

Motivation can be defined as a process of arousing enthusiasm in an employee so mat he can perform his duties with pleasure and high interest in pursuance of the organisation and his personal goals. Also in order to increase the efficiency and effectiveness of the workers the principal needs to provide the basic necessities of work and ensure good working environment. For example lighting in the offices and the classrooms should receive adequate attention. It- win help in achieving efficiency and effectiveness because teachers and students would not need to strain their eyes each time they want to perform any task.

Effective communication to staff and students would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how and when to perform.

Another important way to motivate workers is to mount an adequate training and re-training scheme. In this age of technological advancement, workers need to update themselves from time to time in order to acquaint themselves with the changes that are taking place, therefore, long and short-term training programmes are required for workers if they are to be efficient and effective. In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Obi, 1997).

(Peretomode 1991) opined that teachers' motivation relates to a purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment (Peretomode, 1991).

991) pointed out that Maslow postulated five basic human needs which is arranged according to levels of importance or hierarchy including: starting with the lowest (most basic need) – physiological, safety and social needs and the higher needs- ego or esteem need and self-actualization. Physiological needs consists of the need for basic biological needs which includes the need for food, water, air, sexual gratification and other primary needs such as shelter, clothing, etc. When the physiological needs a not satisfied, no other need will serve as a basis for motivation. Once they are satisfied, then newer needs emerge. In the school system, the salary one earns enables him to satisfy this needs but if unfulfilled then results to dissatisfaction which affects productivity and quality performance in the work place.

Safety needs emerge once the physiological needs have been achieved. This includes the need for

security, safety, protection against danger and accidents (threats, deprivation, psychological harm, economic disaster) and stability in the physical and internal events of day to day life. In the school, teachers want to have the feeling that their job is secured and accommodation also secured. When such is lacking, threatens their performance and work commitment. (Peretomode 1991) observed that this need are often met in the educational institutions by granting teachers such programmes like fringe benefits, promotion, retirement or pension schemes, insurance benefits, welfare benefits, free medical and health services, job security and safe-working conditions. If the physiological and safety needs are satisfied then the social needs need emerges. Social needs include the need for love, affection, companionship, acceptance and friendship, sense of belongingness in one's relationship with others. In the school, social needs of teachers are varied.

School today is deteriorating in terms of personal efficiency and effectiveness. One of the major reasons may not be unconnected with the lack of adequate motivation for the workers. If workers are not adequately motivated, they may not perform and if they fail to perform the objectives that are set May never achieved. This paper therefore addresses the concept of motivation efficiency and effectiveness. It discusses theories of motivation as a tool for achieving efficiency and effectiveness. It finally discusses what principals can do to motivate their workers for higher productivity

Motivational Theories

Maslow Hierarchy of Needs Theory

Maslow's hierarchy of human needs is one of the motivational theories associated with Abraham Maslow in 1943, a psychologist by profession (Peretomode, 1991). The theory is also a content theory of motivation which focuses on the factors within persons that starts, energizes, direct, maintain and stop behavior. It can motivate or discourage human behaviour in the sense that its positive influence causes satisfaction while its' negative influence cause dissatisfaction and causes one to react either positively or negatively. Peretomode (According to Obi in Ndu, Ocho and Okeke (1997) defined motivation as a complex socially learned pattern of behavior involving situations, needs, desires, mechanisms and results. It embraces all factors in an employee's development to accomplish personal as well as organizational goals. According to Peretomode (1991) motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. Teachers' motivation and its influence on quality assurance in the Kenyan educational system. However, the declining standard of the Kenyan educational system has aroused the need for quality assurance in the system. This includes maintaining quality standards in all aspects of the educational system coupled with special attention given to all human resources, especially teachers that are seen as important inputs that affect changes, create innovations and implement educational policies. Adequate and priority attention must be given to their welfare, for sustainability and development of the educational system. For productivity, efficiency, effectiveness, quality delivery and quality outcomes in the educational system which will guarantee quality assurance; their motivational needs counts. To discuss issues relating to teachers' motivation and quality assurance in the Kenyan educational system, the paper was divided into sections and clarification of terms given. Further highlighted in the paper includes: the significance of teachers 'motivation and quality assurance to the Kenyan educational system; and motivational theories, strategies and their implication for the educational system. Teachers' motivational challenges were also highlighted in the paper.

CONCEPTUAL FRAMEWORK SHOWING THE POSSIBLE EFFECT OF MOTIVATION ON TEACHER PERFORMANCE

Motivation

Extrinsic motivation, Salary, Free meals, Allowances, Accommodation, Transport, and medical allowances

Intrinsic motivation-Job satisfaction, Teaching enjoyment, Career achievement, competition, recognition

INTERVENEING VARIABLES

Good human resources management-Availability of instructional materials, physical infrastructure, school supervision

Teacher performance-preparation of lesson notes, regular and early reporting, Attending school function and meetings, supervision of school activities, participating in extra-curricular activities, Adequate teaching preparation (scheme of work Lesson plans, Regular pupil assessment.

Based on hertzberg's 1966 two factor theory

RESEARCH PROBLEM

To evaluate the effectiveness of teachers job performance through motivation in secondary schools.

RESEARCH OBJECTIVES

1. To identify the relationship between motivation and teachers' performance in schools.
 2. To identify the factors of motivation that affect teachers' job performance in secondary schools.
 3. To identify if the teachers' motivation and job performance differ in secondary schools.
- Teachers' job motivation-Teachers' job performance

RESEARCH HYPOTHESIS

- H1: There is a significant relationship between teacher's motivation and their job performance
H2: There is a significant difference between secondary schools and primary school.
H3: There is a significant difference in motivation in both secondary schools and primary school teachers.
H4: There are differences in motivation and performance across individual demographics.

QUESTIONNAIRES

Name of the School: _____

All position of respondent _____

A.2 what is your age range

Age 20-28 yrs 26-30yrs 31-35yrs 36-40

A3 Marital Status

1. Single married 3. Widowed/orphaned

A4 Gender

1. Male 2. Female 3. Widowed/ Orphaned

A5 Highest education level attained ordinary/2. Advanced/Diploma/Degree/Master

How long have you been employed in this school.

1. Loss Them A Year 2. 1-2 Year 4. 3-4yrs

3.5-6- 6 years 5 above 6 years

A7 Type Of The School

AA) Government b) private school c) community

A8 Salary earned month

Non-monetary allowance _____

A9 what motivated you to join the teaching profession _____

SECTION B INTRINSIC MOTIVATION AMONG TEACHERS

Statement Tick the appropriate

1. Teaching gives me a great deal of job Satisfaction
2. I enjoy teaching as a profession
3. The challenging nature of teaching has kept me in the profession.
4. Teaching is a competitive profession in this school.
5. Teaching gives me recognition and respect from the community
6. I have prospects for career development in the teaching profession.
7. The responsibilities / perform in the school Give a sense of control over others
8. Teaching in one of my goal in life.
9. I am more useful to the community as a teacher than any other profession.
10. Teaching enables me to interact and develop relationships with people from many areas.

Questionnaire

1. What form of intrinsic motivations do teachers have in your schools?
2. Do you think these motivations are sufficient to ensure good performance of teachers? Support your answer
3. What form of extrinsic motivators do teachers have in your school
4. Do you think these motivators are sufficient to ensure good performance of teachers? Support your answer.
5. Comment on the performance of teachers in this school/Division
6. What problems do teachers in this school Division?

- 7 What do you think can be done to improve teacher motivation in this school /Division?
- 8 What do you think can be done to improve teacher performance in this school/Division?

B2 To what extend have the intrinsic motivators

Increased your morale to perform teaching responsibilities

Decided Disagree Strong disagree
 To a big extent
 To a small extent
 Not at all

EXTRINSIC MOTIVATION AMONG TEACHERS AND WORKERS

1. Am paid a salary that is enough to cater for my basic needs.
2. The school provides me free accommodation
3. I get free meals at school meals at school.
4. Salary payments are prompt.
5. The school offers weekly duty allowances
6. Extra teaching allowances paid by the school help me to complete the syllabus
7. The school offers financial assistance to teachers with students in school
8. It is possible to get advance payment from the school in case have a financial problem.
9. The school organizes end of year part for teachers
10. Teachers who perform well are given prizes
11. Teachers are given leave of observe in case they have a reason to justify it
12. Teachers are given free medical care in case of ill health.

C 2. To what extent have the intrinsic motivators increased your morals perform teaching

To big extension
To A Small Extension
Not at all

PERFORMANCE OF TEACHERS

D1 How do you rate the performance of teachers in this school

D2 tick the appropriate box

Good and encouraging

Average

Bad and discouraging

METHODOLOGY

The study used a descriptive research design because of the nature of the variables that were at hand , to produce data, required for quantitative and qualitative analysis and to allow simultaneous description of views , perceptions and beliefs at any single point in time (white ,2000).The study was done in Kilifi District . It involved 12 primary schools in Kilifi District. The teachers that were considered were graduates ,holders of diplomas and Certificate in education since these are considered to be qualified teachers .Also 12 head teachers 74 M O B and 2 county officers .135 respondents participated in the study (113 teachers as primary respondents)

Sampling techniques

The sampling techniques describe the selection of schools that participated in the study as well as respondents. Their selection involved simple random sampling kernel and Morgan (1970) as reported in Amin (1982)

CONCLUSION

The result from the first hypothesis revealed a significant relationship between Allowances and teachers promotion. A possible explanation for this result is that motivation helps the teachers to perform better on their jobs. Incentives and rewards from school administrators should have contributed to the teachers' job Performance. The finding is in agreement with those of Kelvech (1987) and Lindel(1998). In their view, motivational factors such as finding an interesting job, motivates an individual to perform the job better (Sanguin 1999) also found that employees that are motivated by the payment of certain allowances perform better in their duties than others not given the same incentives. Though the study of Obimoye (1987) tends to disagree with this finding as he noted that high job performers were not those who were the most highly motivated. The result of

the second hypothesis showed that there is a significant relationship between teachers level of training and prompt payment the reason for this finding may be attributed to the fact that job performance increases with the teachers' level of training. Hence mastery of job situation could act as incentives that will promote job commitment on the part of the teachers. Graham (1992) disagrees with these findings; hence he said that what one does will depend on what one expects to gain out of it. Without proper teachers' motivation, the educational system will be jeopardized and its implications will lead to poor quality education and outcome. As part of the recommendations outlined in the paper, government and other private sectors should contribute towards teachers' motivation Head teachers needs to provide the basic necessities of work and ensure good working environment. For example lighting in the offices and the classrooms should receive adequate attention. It- win help in achieving efficiency and effectiveness because teachers and students would not need to strain their eyes each time they want to perform any task. Effective communication to staff and students would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how and when to perform. Another important way to motivate workers is to mount an adequate training and re- training scheme. In this age of technological advancement, workers need to update themselves from time to time in order to acquaint themselves with the changes that are taking place, therefore, long and short-term training programmes are required for workers if they are to be happy. This paper has so far discussed extensively teachers' motivation and its influence on quality assurance in the Kenyan educational system. However, the declining standard of the Kenyan educational system has aroused the need for quality assurance in the system. This includes maintaining quality standards in all aspects of the educational system coupled with special attention given to all human resources, especially teachers that are seen as important inputs that affect changes, create innovations and implement educational policies. Adequate and priority attention must be given to their welfare, for sustainability and development of the educational system. For productivity, efficiency, effectiveness, quality delivery and quality outcomes in the educational system which will guarantee quality assurance; their motivational needs counts. To discuss issues relating to teachers' motivation and quality assurance in the Kenyan educational system, the paper was divided into sections and clarification of terms given. Further highlighted in the paper includes: the significance of teachers 'motivation and quality assurance to the Kenyan educational system; and motivational theories, strategies and their implication for the educational system. Teachers' motivational challenges were also highlighted in the paper.

Recommendations

Based on this benchmark, the following possible recommendations have been highlighted.

- The importance of staff training, retraining and development must be noted and strengthened. Its programmes must be of high quality; relevant to the teaching – learning instructions and built around teachers' needs and educational needs.
- Government must ensure that teaching is professionalized in, given high recognition and status appropriate to their level of qualifications and responsibilities.
- Teachers should be given room for participatory decision making in the educational system for quality delivery and quality outcomes in the educational system.

. This study's results agreed with most of the findings regarding the relationship between job satisfaction, need satisfaction, motivation and job performance (e.g. Adams, 1963; Herzberg et al.,1959; Ifinedo,2003, 2004; Ladebo, 2005; Roe, 1970; Ulom & Joshua, 2004; Ulom, 2001). Overall, teaching related sources of job satisfaction seem to have a greater impact on job performance. The results of the analysis indicate that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job performance of teachers. Therefore, this study also supports Danga (1996) study of human engineering for higher productivity. It is also in accordance with Roe's (1970) need theory that explains that an occupation is a primary source of need satisfaction.

The likely explanation for the findings of this study is that Nigerian teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing, health-care, etc. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (Reis et al., 2000; Ryan, 1995). On the contrary, when teacher's environment or personality style does not afford these kinds of experiences, they fail to thrive. Also, an individual is best off when his or her needs are satisfied, and worst off when they are not satisfied (Filak & Sheldon, 2003). Nigerian teachers' dissatisfaction with pay and fringe benefits, material rewards and advancement, as well as better working conditions were associated with the intention to leave the teaching profession (cf., Ladebo, 2005). Teachers feel that they are cheated, underpaid and made to work in insecure conditions where the Nigerian government pays less attention to teachers' dignity and self-esteem. Teachers are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration, nonchalant attitude towards work and rebellion (Adams, 1963; Ulom & Joshua, 2004).

It is therefore recommended that the government, the educational administrators should strive

- To provide highly motivated, conscientious and efficient classroom teachers,
- Encourage the spirit of enquiry and creativity in teachers.

Help teachers to fit into the social life of the community and society at large.

- Enhance teachers' commitment to the teaching profession.

-To encourage the spirit of enquiry and creativity in teachers. And teachers' salaries should be paid as agreed in their terms of service

They are anxious to know what's on the minds of their teammates and actively seek their views and thoughts on every critical and important topic. Such leaders spend time getting to know the workforce and encourage one and all to speak from their hearts and minds. An open door policy is their standard. They celebrate and reward great ideas that emanate from an appreciated and highly regarded workforce. This leader and his team are seen as best in class and constantly in the lime light. To work for such a leader is a privilege and joy. In my life time in business, I have seen both types of managers; a few miserable bosses and happily, a handful of highly remarkable leaders. Without a doubt, I always did my best work, in thought and deed, for the men and women who were esteemed leaders. Today, I look back on these great mentors with unbound gratefulness and appreciation. As to the bosses I served, they are a long forgotten and unpleasant memory. In its simplest form, the basis of exceptional leadership is a manager who cares deeply about his or her peers and subordinates and treats them all with kindness, respect and genuine appreciation. Those managers who follow this approach will always find a loyal, engaged, happy and highly productive workforce. Are there other great differences between bosses and leaders? I look forward to learning from you what these other characteristics might be, and as always, I welcome your ideas and thoughts.

Winning formula in education institution success is:-

- Creativity
- Communication
- Problem solving
- Time management
- Team work
- Motivation
- Strategic leadership
- Adequate teaching and learning materials
- Realization of objectives

A leader should be able to have:-

Ability to understand how the organization is structured and the levels of authority and accountability

Understand the strategic language spoken by the executives

To unpack job descriptions and identify the key deliverables

Ability to manage changing roles and responsibilities whether working with bosses, peers, team members or customers

To meet dynamic work expectations by expanding your proactive capabilities

To clearly and confidently communicate and negotiate to manage conflicts and achieve results

Ability to apply emotional intelligence and effective listening practices to your job

To use strategic diplomacy to handle office politics, difficult people and demanding situations

Leaders should have:-

- Goal in life disciple
- Discipline- good behavior
- Personal training
- Discipline -good virtue
- Conducting yourself towards other
- Principled in a good way
- Principle is character
- Being focused
- Personal timetable
- Are you following
- Plan time
- Knowledge, attitude
- Most importance is discipline and time management
- There is time for ever

Major dimensions of transformational leadership in schools and workplaces, each of which includes three or four more specific sets of practices as follows.

A. **Setting directions:** Building a shared vision, fostering acceptance of group goals, high performance

expectations

B. **Developing people:** Providing individual support and consideration, intellectual stimulation, providing an appropriate model, redesigning the organization

C. **Building collaborative cultures:** restructuring, building productive relationships with families and communities, connecting the school to its wider environment, managing the instructional program

D. **Staffing the program:** providing instructional support, monitoring school activity, buffering staff from distractions to their work.

Transformational leaders are those who transform their followers into becoming leaders themselves. From Wikipedia, "Transformational leadership is a leadership approach that is defined as leadership that creates valuable and positive change in the followers. A transformational leader focuses on "transforming" others to help each other, to look out for each other, to be encouraging and harmonious, and to look out for the organization as a whole. In this leadership, the leader enhances the motivation, morale and performance of his follower group." From Bass and Riggio (2006, page 3), Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Transformational leader's help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization. Evidence has accumulated to demonstrate that transformational leadership can move followers to exceed expected performance, as well as lead to high levels of follower satisfaction and commitment to the group and organization.

There are four components of leaders who motivate and mentor others, this include

A. **Idealized Influence** (also known as Charismatic Leadership) - Transformational leaders act in ways that make them role models. They are respected, admired and trusted. Followers identify with them and describe them in terms that imply extraordinary capabilities, persistence and determination. These leaders are willing to take risk. They can consistently be relied upon to do the right thing, displaying high moral and ethical standards.

B. **Inspirational Motivation** - These leaders embody the term "team spirit". They show enthusiasm and optimism, providing both meaning and challenge to the work at hand. They create an atmosphere of commitment to goals and a shared vision.

C. **Intellectual Stimulation** - a Transformational Leader encourages creativity and fosters an atmosphere in which followers feel compelled to think about old problems in a new way. Public criticism is avoided.

D. **Individualized Consideration** - Transformational leaders act as mentors and coaches. Individual desires and needs are respected. Differences are accepted and two-way communication is common. These leaders are considered to be good listeners, and along with this come personalized interaction. Followers of these leaders move continually toward development of higher levels of potential.

REFERENCES

- Adesina, S. (1982). Planning and educational development in Nigeria, second edition. Ibadan: Board Publication Limited.
- Ayodele, J.B. (2007). Private sector participation in basic education in Nigeria: implications for access and quality assurance.
- Adarategbe, A. (1981). "The concept of efficiency and the application of modern management techniques in Nigerian Education", *Ilorin Journal of Education*. Vol. 1. February, 1981 pages 55 - 71.
- Herzberg, F. (1967). "Dual-factor theory of job satisfaction". *Personnel Psychology*, Winter 1967).
- Likert, R. (1961). *New Patterns of Management*. New York: McGraw-Hill.
- Maslow, H. A. (1954). *Motivation and Personality*. York: Harper and Row.
- Adeyemi, T. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, 2(6), 83-91.
- Adelabu. (2005). Teacher motivation and incentives in Nigeria. Nigeria.
- Al-Aamri, A. (2010). Employee motivating in private organization. Master of Business Administration, Open University of Malaysia, Malaysia.
- Alam, M., & Farid, S. (2011). Factors affecting teacher's motivation. *International Journal of Business and Social Science*, 2(1), 298-304.
- Ali, H., & Aroosiya. (2010). Impact of job design on employees' performance (with special reference to school teachers in the kalmunai zone). *BBA(HRM)*, University of Kelaniya, Sri Lanka.
- Al-Jishi, H. (2009). Motivation and its effect on performance on nurses in aramco health center. Degree of Master of Business Administration Human Resources, Open University Malaysia, Malaysia.
- Experience sampling method. *Journal of Undergraduate Sciences*, 3, 147-154.
- Chandrasekar, K. (2011). Workplace environment and its impact on organisational performance in public sector organisations. *International Journal of Enterprise Computing and Business Systems*, 1(1), 1-19.
- Davidson, E. (2005). The pivotal role of teacher motivation in Tanzania. *HakiElimu Working Papers*, 1-10.

- Dessler, G. (2005). *Human Resource Management* (10th ed.). India: Pearson Prentice Hall.
- Enueme, C., & Egwunyenga, E., (2008). Principals' instructional leadership roles and effect on teachers' job performance: a case study of secondary schools in asaba metropolis, delta state, Nigeria. *Journal of Social Sciences*, 16(1), 13-17
- Edem, D.A. (1982). *Introduction to educational administration*. Ibadan: Spectrum Books Limited.
- Ejiogu, A. (1985). *Theories of job satisfaction and job performance: an overview and critique (focus on teaching profession)*, second edition. Lagos: JOJA Educational Research and Publishers.
- Ejiogu, A. (1990). *School personnel management (A Nigerian Perspective)*. Lagos: University of Lagos Press.
- Fadipe, J.O. and Ojedele, P.K. (1999). *Management of Nigerian education: personnel administration and quality education* (3). Nigeria: National Institute for Educational Planning and Administration (N.I.E.P. A).
- Fagbamiye, E.O. (1987) (ed.). *The Nigerian teacher in the 1980's*. University of Lagos series in education. The art and science of education (2) 101. Lagos: Nelson Publishers Limited.
- Federal Republic of Nigeria (1981). *National policy on education*. Lagos: Nigerian Educational Research and Development Council.
- Federal Republic of Nigeria (2004). *National policy on education*. Lagos: Nigerian Educational Research and Development Council.
- Fredricksson, U (2004). *Quality Education: The key role of teachers*. Retrieved April 4, 2008, from [www.ei-ie.org/statusOfteachers/file/\(2004\)%20quality%20education%20-%20thekey%20role%20of%20teacher%20en.pdf](http://www.ei-ie.org/statusOfteachers/file/(2004)%20quality%20education%20-%20thekey%20role%20of%20teacher%20en.pdf)
- Majasan, J.A. (1995). *The teachers' profession. A manual for professional excellence*. Ibadan: Spectrum Books Limited.
- Morgatrod and Morgan (2004). *Different definitions of quality*. In Fredricksson, U. *Quality Education: The key role of teachers*. Retrieved April 4, 2008, from [www.ei-ie.org/statusOfteachers/file/\(2004\)%20quality%20education%20-%20thekey%20role%20of%20teacher%20en.pdf](http://www.ei-ie.org/statusOfteachers/file/(2004)%20quality%20education%20-%20thekey%20role%20of%20teacher%20en.pdf)
- Obi, E. (1997). *Motivation and organizational behaviour*. In Ndu, A.N.; Ocho, L.O. and Okeke, B.S. (Eds.). *Dynamics of educational administration and management – The Nigerian perspective*. Awka: Meks Publishers Limited.
- Okonkwo, S.N. (1997). *Job satisfaction and the work behaviour of the Nigerian teachers*. In Ndu, A.N.; Ocho, L.O. and Okeke, B.S (Eds.). *Dynamics of educational administration and management – The Nigerian perspective*. Awka: Meks Publishers Limited.
- Niger State Government (2009, January 27). *Teachers Motivation*. Abuja: Rhythm 94.7FM Station (Radio news briefing on Tuesday morning).
- Onocha, C.O. (2002). *Quality assurance in teacher education*. In National Teachers' Institute (NTI), *Teacher education in Nigeria: past, present and future proceedings of the first Teachers' summit, February 2002*. Kaduna: National Teachers' Institute.
- Peretomode, V.F. (1991). *Educational administration, applied concepts and theoretical perspectives for students and practitioners*. Lagos: JOJA Educational Research and Publishers Limited.
- Pilot, A. (2007). *The teacher as a crucial factor in curriculum innovation, the case of Utrecht University*.
- United Nations Educational, Scientific and Cultural Organization (2005). *Tool for quality assurance of education for democratic citizenship in schools*. France: United Nations Educational, Scientific and Cultural Organization (UNESCO).
- Kadzamira, E. (2006). *Teacher motivation and incentives in Malawi*. University of Malawi, Malawi.
- Lindner, J. (1998). *Understanding employee motivation* *Journal of Extension*, 36(3).
- Latt, K. A. (2008). *Motivating people on the way towards organizational performance*. *Covalence Analyst Papers*, 1- 4.
- Malik, E., Danish, R., & Usman, A. (2010). *Impact of motivation to learn and job attitudes on organizational learning culture in a public service organization of Pakistan*. University of the Punjab, Lahore, Pakistan.
- Mustafa, M., & Othman, N. (2010). *The effect of work motivation on teacher's work performance in pekanbaru senior highschools, Riau Province, Indonesia*. *SOSIOHUMANIKA*, 3(2), 259-272.
- Maslow, A.H. (1943). "A Theory of Human Motivation," *Psychological Review* 50(4): 370-96
- Irvin, M. J., Farmer, T. W., Leung, M., Thompson, J. H., & Hutchins, B. C. (2010). *School, community, and church activities: Relationship to academic achievement of low-income African American early adolescents in the rural deep south*. *Journal of Research in Rural Education*, 25, 1-21.
- Jimerson, S. R., Campos, E., & Greif, J. L. (2003). *Toward an understanding of definitions and measures of school engagement and related terms*. *The California School Psychologist*, 8, 7-28.
- Johnson, L. (2008). *Relationship of instructional methods to student engagement in two public high schools*. *American Secondary Education*, 36, 69-87.
- Johnson, M. K., Beebe, T., Mortimer, J. T., & Snyder, M. (1998). *Volunteerism in adolescence: A process perspective*. *Journal of Research on Adolescence*, 8, 309-332.

- Jordan, W., & Nettles, M. (2000). How students invest their time outside of school: Effects on school-related outcomes. *Sociological Psychological Education*, 3, 217-243.
- Kuncel, N. R., Credé, M., & Thomas, L. L. (2005). The validity of self-reported grade point averages, class ranks, and test scores: A meta-analysis and review of the literature. *Review of Educational Research*, 75, 63-82.
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55, 170-183.
- Lee, J., & Shute, V. J. (2010). Personal and social-contextual factors in K-12 academic performance: An integrative perspective on student learning. *Educational Psychologist*, 45, 1-19.
- Lepper, M. R., Corpus, J. H., & Iyengar, S. S. (2005). Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates. *Journal of Educational Psychology*, 87, 184-196.
- Lynch, M., & Cicchetti, D. (1997). Children's relationships with adults and peers: An examination of elementary and junior high school students. *Journal of School Psychology*, 35, 81-99.
- Mahoney, J. L. (2000). School extracurricular activity participation as a moderator in the development of antisocial patterns. *Child Development*, 71, 502-516.
- Mahoney, J. L., Larson, R. W., Eccles, J. S., & Lord, H. (2005). Organized activities as developmental contexts for children and adolescents. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (pp. 3-22). Mahwah, N.J: Lawrence Erlbaum Associates.
- Mahoney, J. L., Schweder, A. E., & Stattin, H. (2002). Structured after-school activities as a moderator of depressed mood for adolescents with detached relations to their parents. *Journal of Community Psychology*, 30, 69-86.
- Mahoney, J. L., & Stattin, H. (2000). Leisure activities and adolescent antisocial behavior: The role of structure and social context. *Journal of Adolescence*, 23, 113-127.
- Martin, A. J. (2008). Enhancing student motivation and engagement: The effects of a Multidimensional intervention. *Contemporary Educational Psychology*, 33, 239-269.
- Martin, A. J. (2009). Motivation and engagement across the academic life span: A developmental construct validity study of elementary school, high school, and university/college students. *Educational and Psychological Measurement*, 69, 794-825.
- Martin, A., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research*, 79, 327-365.
- Miller, R. B., Behrens, J. T., & Greene, B. A. (1993). Goals and perceived ability: Impact on student valuing, self-regulation, and persistence. *Contemporary Educational Psychology*, 18, 2-14.
- Murdock, T. B., & Miller, A. (2003). Teachers as sources of middle school students' motivational identity: Variable-centered and person-centered analytic approaches. *The Elementary School Journal*, 103, 383-399.
- Nelson-LeGall, S., & Jones, E. (1991). Classroom help-seeking behaviors of African-American children. *Education and Urban Society*, 24, 27-40.
- Noftle, E. E., & Robins, R. W. (2007). Personality predictors of academic outcomes: Big five correlates and GPA and SAT scores. *Journal of Personality and Social Psychology*, 93, 116-130.
- Otis, N., Grouzet, F. M. E., & Pelletier, L. G. (2005). Latent motivational change in an academic setting: A 3-year longitudinal study. *Journal of Educational Psychology*, 97, 170-183.
- Patrick, H., & Ryan, A. M. (2005). Identifying adaptive classrooms: Dimensions of the classroom social environment. In K.A. Moore & L. Lippman (Eds.) *What do children need to flourish?: Conceptualizing and measuring indicators of positive development*. New York, NY: Springer Science and Business Media.
- Patrick, H., & Ryan, A. M. (2006). Teacher practices that communicate mastery goal structure: Students' views. Manuscript submitted for publication.
- Pintrich, P. R., & DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82, 33-40.
- Ratelle, C. F., Guay, F., Vallerand, R. J., Larose, S., & Senecal, C. (2007). Autonomous, controlled, and amotivated types of academic motivation: A person-oriented analysis. *Journal of Educational Psychology*, 99, 734-746.
- Reddy, R., Rhodes, J. A., & Mulhall, P. (2003). The influence of teacher support on student adjustment in the middle school years: A latent growth curve study. *Development and Psychopathology*, 15, 119-138.
- Rhee, S., Furlong, M. J., Turner, J. A., & Harari, I. (2001). Integrating strength-based perspectives in psychoeducational evaluations. *The California School Psychologist*, 6, 5-17.
- Rhodes, J. E., Grossman, J. B., & Resch, N. R. (2000). Agents of change: Pathways through which mentoring relationships influence adolescents' academic adjustment. *Child Development*, 71, 1662-1671.
- Roeser, R. W., Midgley, C., & Urdan, T. C. (2001). Perceptions of the school psychological environment and

- early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology*, 88, 408-422.
- Rose-Krasnor, L., Busseri, M. A., Willoughby, T., & Chalmers, H. (2006). Breadth and intensity of youth activity involvement contexts for positive development. *Journal of Youth and Adolescence*, 35, 385-399.
- Rumberger, R. W. (1987). High school dropouts: A review of issues and evidence. *Review of Educational Research*, 57, 101-121.
- Ryan, R. M., & Connell, J. P. (1989). Perceived locus of causality and internalization: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57, 749-761.
- Ryan, R. M., Connell, J. P., & Deci, E. L. (1985). A motivational analysis of self-determination and self-regulation in education. In C. Ames & R. E. Ames (Eds.), *Research on motivation in education: The classroom milieu* (pp. 13- 51). New York: Academic.
- Ryan, R. M., & Grolnick, W. S. (1986). Origins and pawns in the classroom: Self-report and projective assessments of individual differences in children's perceptions. *Journal of Personality and Social Psychology*, 50, 550-558.
- Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38, 437-460.
- Seidman, E., & French, S. E. (1997). Normative school transitions among urban adolescents: When, where, and how to intervene. In H. J. Wahlberg & O. Reyes (Eds.), *Children and youth: Interdisciplinary perspectives* (pp. 166- 189). Thousand Oaks, Ca: Sage Publications.
- Shernoff, D. J., & Vandell, D. L. (2007). Engagement in after-school program activities: Quality of experience from the perspective of participants. *Journal of Youth and Adolescence*, 36, 891-903.
- Shin, R., Daly, B., & Vera, E. (2007). The relationships of peer norms, ethnic identity, and peer support to school engagement in urban youth. *Professional School Counseling*, 10, 379-388.
- Soenens, B., & Vansteenkiste, M. (2005). Antecedents and outcomes of self-determination in 3 life domains: The role of parents' and teachers' autonomy support. *Journal of Youth and Running Head: motivation in high school* 34 *Adolescence*, 34, 589-604.
- Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. *Advances in Experimental Social Psychology*, 29, 271-360.
- Vallerand, R. J., & Bissonnette, R. (1992). Intrinsic, extrinsic, and amotivational styles as predictors of behavior: A prospective study. *Journal of Personality*, 60, 599-620.
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Brière, N. M., Senécal, C., & Vallieres, E. F. (1993). On the assessment of intrinsic, extrinsic, and amotivation in education: Evidence on the concurrent and construct validity of the Academic Motivation Scale. *Educational and Psychological Measurement*, 53, 159-172.
- Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic vs. extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational Psychologist*, 41, 19-31.
- Vansteenkiste, M., Soenens, B., Sierens, E., Luyckx, K., & Lens, W. (2009). Motivational profiles from a self-determination perspective: The quality of motivation matters. *Journal of Educational Psychology*, 101, 671-688.
- Walker, C. O., Greene, B. A., & Mansell, R. A. (2006). Identification with academics, intrinsic/extrinsic motivation, and self-efficacy as predictors of cognitive engagement. *Learning and Individual Differences*, 16, 1-12.
- Weiner, B. (1990). The history of motivation research in education. *Journal of Educational Psychology*, 82, 616-622.
- Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology*, 89, 411- 419.
- Running Head: MOTIVATION IN HIGH SCHOOL 35
- Wentzel, K. R., Battle, A., Russell, S. L., & Looney, L. B. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology*, 35, 193-202.
- Willms, J. D. (2003). Student engagement at school: A sense of belonging and participation: Results from PISA 2000. Paris: OECD, Organisation for economic co-operation and development.
- Winner, E., & Hetland, L. (2000). The arts in education: Evaluating the evidence for a causal link. *Journal of Aesthetic Education*, 34, 3-10.
- Yazzie-Mintz, E. (2006). Voices of student engagement: A report on the 2006 high school survey of student engagement. Retrieved October 10, 2009, <http://ceep.indiana.edu/hssse/pdf/HSSSE2006Report.pdf>.
- Yonezawa, S., Jones, M., & Joselowsky, F. (2009). Youth engagement in high schools: Developing a multidimensional, critical approach to improving engagement for all students. *Journal of Educational Change*, 10, 191-209

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library , NewJour, Google Scholar

