

**FACTORS INFLUENCING MOTIVATION AMONG THE
SECONDARY SCHOOL TEACHERS IN MOUNT ELGON
DISTRICT, KENYA**

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A Research Project submitted in Partial Fulfilment of the Requirements for the
Award Degree of Master of Education in Educational Administration

University of Nairobi

2013

DECLARATION

This research project is my original work and has never been presented for the degree in any other university.

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DEDICATION

I dedicate this project to my loving wife Jacklyne Cherop, my dear children Smyrna Cheruto and Sergius Kwemoi and all educationists from Mount Elgon district.

ACKNOWLEDGEMENTS

My intrinsic thanks giving to God who is always my Provider and Sustainer, heartfelt gratitude to my supervisors Dr. Jeremiah M Kalai and Dr. Mercy Mugambi who provided invaluable and immeasurable guidance and direction through the study, all lecturers in the Department of Educational Administration and Planning who took me through coursework, all the respondents who made the data collection exercise possible and support and sacrifice from my caring wife. God bless you all.

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ABBREVIATIONS AND ACRONYMS

BoM	Board of Management
DC	District Commissioner
DEO	District Education Officer
DoE	Department of Education
DSO	District's Staffing Officer
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education
NCST	National Council for Science and Technology
RCL	Representative Council of Learners
SAGAs	Semi-Autonomous Government Agencies
SMT	School Management Team
SPSS	Statistical Package for Social Sciences

ABSTRACT

Previous studies have shown that teachers are poorly motivated because of varied factors. The purpose for this study was to investigate factors influencing motivation of the public secondary schools teachers of Mount Elgon district, Kenya. In order to realise the purpose of the study, the following objectives were used; to assess the extent to which teachers' professional performance influence their motivation, to analyse the extent to which recognition practices used by Board of Management (BoM) influence teachers' motivation, to establish the influence of supervision by immediate supervisors on teachers' motivation and to examine the extent to which working conditions influence the public secondary schools teachers' motivation. The study adapted descriptive survey design. Eleven public secondary schools participated in the main study while one was used for instruments' piloting purposes only. Teachers of the schools under study were chosen by stratified sampling which categorized them into female and male. Thirty eight teachers were sampled for this study. Questionnaires were used to gather data from the respondents. The data was organised and presented in form of tables and figures. For qualitative data, themes were used to reflect objectives. Statistical Package for Social Sciences (SPSS) was employed to summarise the data collected. To establish whether performance, recognition practices, supervision and working conditions influenced motivation, linear regression was used.

From the findings, it was established that; 71.1 percent of the respondents expressed dissatisfaction with their teaching subject(s)' achievements. 68.4 percent of the informants said that their school management had failed to promote their competencies and expertise. Of the respondents, 84.2 percent agreed that supervision was done in their schools. Sixty three point two percent showed that the quantity of teaching and learning materials were inadequate. From 71.1 percent of the respondents, quality of the few teaching and learning materials was average. Eighty six percent of the respondents denied any positive morale from their salaries and allowances.

The study recommends that in order to ensure teachers motivation; the frequency of conducting friendlier but professional internal supervision should be increased. BoM should ensure that teachers' quarters are available in school. The school administration should ensure that enough and quality teaching and learning resources are provided. It should also ensure that first form's admission and other admissions adhere to the recommendations of the MoE. The JAB should not force students to join the teaching profession. The government should address the pleas of the teachers over their salaries and allowances. The schools should embrace the culture of conducting school alumni.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001). Motivation refers to "the reasons underlying behavior" (Guay et al., 2010). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something". Motivation is the individual internal process that energizes, directs and sustains behaviour. It is the personal force that causes one to behave in a particular way (Nzuve, 1999). In an educational organization, Sederberg, Charles and Clark (1990), said that job motivation would produce a teacher with high vitality. According to sociologists, current school environments are a reward-scarce setting for professional work and often seem to work against teachers' best efforts to grow professionally and improve student teaching (Peterson, 1995). Perhaps as a result of these circumstances, the research also shows that many good teachers leave teaching in the first three years (Frase, 1992). Clearly, education leaders need to find ways to keep teachers in the profession and keep them motivated. A motivated teacher, as described here, is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice.

"Tangible benefits" (Latham, 1998) related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards. Wage increase or insufficient salary increase are in the salary category. Tenure and company stability are handled in job security. In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards (Herzberg & et al., 1993). Ellis (1984) defines intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. Social-contextual events such as feedback, communications, rewards which cause feelings of competence foster intrinsic motivation (Ryan & Deci, 2000). While positive performance feedback increases intrinsic motivation, negative performance feedback decreases it. A sense of belonging and acceptance is developed by conforming to the social and academic expectations of their colleagues and administrator.

Czubaj (1996) states that the teachers with an internal locus of control are under less stress and more successful in teaching. Therefore, the students of these teachers feel less school related stress and take higher scores in their assessments. It is clear that teacher efficacy affects students directly. In an educational organization, Sederberg, Charles and Clark (1990), said that job motivation would produce a teacher with high vitality. Teacher motivation has to do with teachers' attitude to work. Indeed, motivated teachers have a sense of professionalism and are enthusiastic and totally committed to teaching. In this regard, Steyn (2002) identified the following signs of

high morale that is closely related to effective motivation: excellent performance and the consistent achievement of results, a positive attitude regarding problem solving and a willingness to accept responsibility and accommodate change. This will contribute to a willingness to accept realisation of the school's organisation vision, mission and goals. Consequently, in effective schools with motivated and well-committed teachers, there is also an effective culture of teaching and learning.

Teachers are motivated in their work when they feel good. They feel good when the principal avoids 'professional myopia' and teachers do not work in an uncompromising context. This implies that teachers are motivated when there is "teacher-centred approach to educational leadership" (Evans, 1998). This approach is only possible when principal as an education leader, over and above his/her management role, endeavours to meet many individual needs as possible and leads the teachers with considerable care, a positive attitude and interest in their welfare. A principal guided by this approach a work content that is underpinned by a professional culture of tolerance, cooperation, compromise and consideration of the teachers. Sergiovanni (1998) calls this approach the 'pedagogical leadership' approach. As a matter of fact, work place has become a place of disillusionment; teachers start with enthusiasm and creativity, but day after day, they feel more and more helpless, overwhelmed, exhausted and bored. According to Barmby (2006) this is because teachers have too many responsibilities or excessive non-teaching responsibilities such as paperwork and administrative tasks for which they have

insufficient support from the administration. In the same vein, Caladarci (1992) and Barmby (2006) found that bureaucracy is a demotivating factor. There is lack of job autonomy and discretion for teachers who in turn feel powerless in decision making process at school. They also found that remuneration impacts on teacher motivation. Teachers who are demotivated often display apathy and indifference to their work, poor time keeping and high absenteeism, a lack of cooperation in handling problems and an exaggeration of the effects of or difficulties encountered when facing problems (Scott, Cox & Dinham, 1998).

Muhammad and Sabeen (2011) in a study on the factors affecting teachers motivation established that “in self confidence: 49 percent teachers agreed that they were given importance in the society, whereas 65 percent teachers stated that they were ready to face all types of situations in the classroom. Seventy-four percent teachers think that they have a lot of talent and abilities, whereas, 76 percent teachers feel themselves better than others. At the same time, 64 percent teachers agreed that they liked themselves. Eighty four percent teachers were of the view that they had self-confidence. Twenty four percent teachers think that they are satisfied with their own performance while 20 percent teachers think that people make fun of them.

On relation of teachers with their colleagues, it is evident from the data that: according to 80 percent teachers, they have more abilities than their colleagues. Seventy-five percent teachers think that their colleagues are happy with them and twenty-three percent teachers feel that their colleagues are jealous”.

Ofoegbu (2004) in a study on teacher motivation in Nigeria noted that “The result of the analysis of data revealed the following: A total average of 75.81 percent secondary and 75.5 percent primary school teachers indicated that teacher motivation would enhance classroom effectiveness, and improve standards and quality of schools in Nigeria. Eighty six percent and 84.5 percent respectively of secondary and primary school teachers agreed that teacher motivation is the secret of classroom effectiveness and school improvement while 96.3 percent and 90.1 percent respectively supported the notion that with motivation teachers would be more.”

Wichenje, Simatwa, Okuom and Kegode (2012) in a study on Human resource management established that “Teachers were asked in the questionnaires to indicate their views on the challenges for head teachers in motivation of teaching staff: inadequate funds had a mean rating of 3.54, lack of recognition 3.28, lack of mentors 3.10 and failure to secure promotion 3.04. Mistrust 2.94 and lack of team work 2.77 were minor challenges as their mean rating was below 3.0. Teacher motivation for quality education in institutions of learning is important.

1.2 Statement of the problem

In the study by Mohammad and Sabeen (2011), satisfaction from teachers’ own performance had a low impact-24 percent – on teachers’ motivation. Similarly, low performance in national exams in Mount Elgon district, Kenya as shown in table 1.1 and other factors could be due to the state of teachers’ motivation.

Table 1.1: National and Mount Elgon district's Kenya Certificate of Secondary Education (KCSE) mean scores, 2008-2012.

Year	Mount Elgon district's	National's
2008	4.270	5.387
2009	4.929	5.482
2010	5.125	5.252
2011	5.279	5.590
2012	4.729	6.844

Source: Kenya National Bureau of Statistics, The Kenya National Examinations Council, 2013 and Mount Elgon District Staffing Office, 2013.

The general security state of Mount Elgon region during this period has been consistently alright. Feeding of the students has not been a challenge in the schools due to the fact that Mount Elgon district is agriculturally productive. Data collected from the District's Staffing Officer (DSO) showed that the recommended teacher to pupil ratio; a total number of 130 teachers instructing 3,608 pupils at first term this year. It is clear that the district's lower academic performance could not be due to the above mentioned factors but rather likely due to poor teachers' motivation. If the teachers' motivation was high, then academic performance would be consequently high. The serene security state, the learners' good feeding programmes and

availability of enough teachers in the public secondary schools in Mount Elgon district and the likelihood of its poor academic performance being due to poor teachers' motivation justified its choice for study. It was therefore necessary to consider assessing some factors that influence teachers' motivation in the public secondary schools of Mount Elgon district, Kenya and suggest the appropriate measures to be taken by all the educational stakeholders in promoting teacher motivation.

1.2 **Purpose of the study**

The intent of this study was to investigate factors influencing motivation of the public secondary schools teachers of Mount Elgon district, Kenya.

1.3 **Research objectives**

To realise the purpose of the study, the following objectives were used:

- (i) To assess the extent to which teachers' performance influence their motivation in Mount Elgon district.
- (ii) To analyse the extent to which recognition practices used by Board of Management (BoM) influence public secondary school teachers' motivation.
- (iii) To establish the influence of supervision by immediate supervisors on teachers' motivation.
- (iv) To examine the extent to which school's working conditions influence the public secondary schools teachers' motivation.

1.4 **Research questions**

The study was being guided by the following research questions:

- (i) To what extent does teachers' performance influence their motivation in Mount Elgon district?
- (ii) In what ways do recognition practises by the BoM influence the motivation of the public secondary school teachers in Mount Elgon district?
- (iii) What are the influences of supervision by the immediate supervisors in the Mount Elgon's public secondary schools on teachers' motivation?
- (iv) What are the effects of the school's working conditions on teachers' motivation?

1.5 **Significance of the study**

The findings of this study may benefit the educationists from within, the teachers and BoM of Mount Elgon district's public secondary schools in their management strategies toward the improvement of teachers' motivation. This as a result will likely improve the students' academic performance, to enable them pursue their desired careers and consequently lead to local and national development.

1.6 **Limitations of the study**

These are factors that are beyond the control of the researcher. When this study was conducted, a few teacher informants were unable to respond to the whole content of the questionnaire. This was addressed by treating lack of response as the 'undecided' option.

1.7 **Delimitations of the study**

The study was carried out in Mount Elgon district, Kenya targeting all public secondary schools. The respondents were the teachers employed by the Teachers' Service Commission (TSC).

1.8 **Basic assumptions of the study**

This study assumed that motivation amongst the public secondary school teachers can be investigated using survey questionnaires. That all teachers in the selected public secondary schools were well trained, qualified and aware of both intrinsic and extrinsic motivation factors of their field of practice. It was also assumed that all the respondents presented honest, sincere and truthful information.

1.9 **Definition of the significant terms**

Hygiene factors: refer to factors which when adequate/reasonable in a job, pacify the teachers and do not make them dissatisfied.

Motivational factors: refer to factors inherent to work, motivate teachers for a superior performance, as they find them intrinsically rewarding.

Public secondary school: refers to an institution offering a four-year course culminating in KCSE examination and which is governed using government policies issued by the Ministry of Education (MoE).

Stakeholders: refer to parents/guardians, the local/school society, and all the concerned Semi-Autonomous Government Agencies (SAGAs) of the MoE.

Teacher: refers to an individual who has undergone both academic and professional training at the level of diploma, Bachelor of Education or Masters Degree and employed by the TSC on permanent and pensionable terms to teach in public secondary school.

Termly: refers to an academic exercise or activity conducted in a school once in every term of an academic year.

1.10 Organisation of the study

The study was organised into five chapters. Chapter one covers: background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organisation of the study. Chapter two covers literature review under; introduction, the concept of job motivation, performance and motivation, recognition strategies and motivation, supervision and motivation, working conditions and motivation, summary of reviewed literature , theoretical framework and conceptual framework. Chapter three covers research methodology under; introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques. Chapter four covers data analysis, interpretations and discussions. Chapter five covers summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives a summary of relevant literature to explain the research objectives. This review gives an overview of the concept of job motivation, performance and motivation, recognition strategies and motivation, supervision and motivation, working conditions and motivation, summary of reviewed literature, theoretical framework, and conceptual framework.

2.2 The concept of job motivation

Hoy and Miskel (1991) define work motivation as a combination of factors that “start and maintain work-related behaviours toward the achievement of personal goals”.

Another dimension of work motivation relates to the synergy that people experience between their motivational drive system and the characteristics of their work environment. This includes the extent to which they are motivated by opportunities for interaction at work, by praise and tangible recognition, by the synergy between their own and the organisation’s values and principles, by their need for job security and by their need for opportunities for continual growth and development. The need for security is one of the most basic needs. Job security refers specifically to one’s expectations about continuity in a job situation and extends to concern over loss of desirable job features, such as promotion opportunities and working conditions (Davy, Kinicki & Scheck, 1997).

2.3 Teachers' performance and motivation

Sirima and Poipoi (2010) in their study on perceived factors influencing public secondary school teachers' job satisfaction, noted that "According to the results, 46.9 percent and 30.8 percent of the teachers and head teachers respectively agreed that being rewarded for good performance motivates them to work better. However, 39.6 percent and 61.5 percent of them expressed disagreement with the statement respectively". In a study on job motivation and performance of secondary school teachers, Shaari Yaakub and Hashim (2002) stated that "When comparing overall job motivation with job performance, the results show that there are no significant differences between the groups of respondents but when comparing achievement motivation with job performance, the results show that the group of teachers have high achievement motivation".

2.4 Teachers' recognition practices and motivation

Gitonga (2012) in a study on the influence of teachers' motivation on students' performance stated that "according to the findings, majority of the respondents (57 percent) had stagnated on one job group for more than five years. This implies that majority of the teachers in the district stagnate on one job group for too long before they get promotion". Gunram (2011) in a study on the motivation and job satisfaction of secondary school teachers noted that "regarding praise and recognition, 49 percent of the respondents agreed that recognition in the form of praise motivated teachers at school to perform well. However 47 percent of respondents expressed dissatisfaction

with the initiatives of the Department of Education (DoE) for rewarding teachers for good learner results. The DoE's National Teaching Awards Programme, according to 56 percent of respondents, was not an effective instrument to recognise best practice in education. On the perceptions of interpersonal relationships, 46 percent of the respondents believed that teachers supported one another in the realisation of educational outcomes; 42 percent mentioned that collegial support raised motivation and that harmonious relations ensured the smooth running of the schools. In terms of leadership, only 32 percent of respondents viewed their principals as fair leaders, and only 34 percent of respondents that the School Management Team (SMT) motivated teachers to perform well.

2.5 Teachers' supervision and motivation

Muhammad, Musawwir, Gulnaz, Huma and Riaz (2012) noted that "correlation results show that supervision significantly related with job satisfaction. Correlation value for supervision was 0.62 at 95 percent confidence level. Cynthia, Patricia, and Alba (2005) in their study on a comparison of teacher attitudes toward supervision of instruction "an independent samples *t*-test was conducted to evaluate the hypothesis that teachers' attitudes toward supervision of instruction differ between high and low performance schools. The test was significant. Teachers in high performance schools ($M = 56.09$, $SD = 5.67$) on the average had more positive attitudes toward supervision of instruction than teachers in low performance schools ($M = 47.82$, $SD = 12.68$)".

2.6 Teachers' working conditions and motivation

Gitonga (2012) stated that “majority of the respondents (46 percent) indicated that good working environment was a critical motivating factor that would motivate them towards student performance in KCSE. Findings also indicated that, 58 percent of the respondents attributed poor working environment as a critical de-motivating factor that would de-motivate them towards students' performance in KCSE. Gunram (2011) noted that “in terms of support from superiors, only 29 percent of respondents agreed that departmental heads supported them. Regarding relationship with learners and the community, 41 percent of respondents believed that learners and teachers enjoyed positive working relations, whilst 42 percent disagreed that the Representative Council of Learners (RCL) worked closely with teachers to further the aims and aspirations of learners. With regards to community involvement, 66 percent of respondents expressed reservations about the local community providing support services to learners at their schools. Moreover, only 32 percent agreed that the SMT did enough to ensure effective teacher-parent partnerships at school. With respect to workload, nearly half of the teachers (48 percent) expressed unhappiness with their workloads; 75 percent indicated that the teacher-learner ratios were not adhered to, which accounts for why 73 percent of the respondents believed that learners from the larger classes did not perform well despite creative efforts of teachers to teach them (as espoused by 45 percent of respondents); 72 percent of the respondents indicated that they performed several roles in addition to classroom

teaching (roles such as care givers, social workers or counsellors) and many (55 percent) indicated that they were able to work under pressure.

Parisi and Guthrie (2009) in their study findings on creating a motivating work environment explained that ‘the most important factor mentioned by the majority of respondents was having an open, safe, and welcoming environment. Respondents identified an optimal environment as one that feels friendly, supportive, and caring. Many respondents said they felt empowered to take risks and grow as illustrated in the following remark. The research found that leaders played an important role in creating a positive and engaging workplace. The most frequently mentioned category across all groups was creating a supportive and encouraging environment. “Interactive and engaging” was found to be the second most important factor for creating a healthy environment. Being respected and valued ranked third across all the groupings. First, leaders created a supportive and encouraging environment by providing people the opportunity to expand their minds and abilities, to assume responsibility for their own actions, and to find innovative ways to do their work and meet their goals. For example, rather than providing answers and solving problems, the leader asked questions, listened, and involved others in decision making and problem solving. First, leaders created a supportive and encouraging environment by providing people the opportunity to expand their minds and abilities, to assume responsibility for their own actions, and to find innovative ways to do their work and meet their goals. Second, leaders created environments that were interactive and

engaging, paying attention to building relationships and inclusion. Respondents reported that they felt empowered, could make decisions on their own, and had a sense of control over how to do their work. Second, the majority of respondents, especially the younger generations, mentioned a leader who was fun and easygoing. People enjoyed having a boss who was down to earth, had a sense of humour, and made the workplace environment comfortable for others. These leaders demonstrated a high level of sociability. Sociability can be defined as a leader's inclination to seek out pleasant social relationships, such as being friendly, outgoing, courteous, and tactful. Humour and fun, however, were also balanced with seriousness and firmness. Leaders took their jobs seriously but made the environment fun and engaging. Third, in addition to preferring leaders who are personable, fun, and easygoing, respondents favoured leaders who demonstrated a high level of knowledge and proficiency in their area of expertise or field. Knowledgeable and competent ranked especially high for Baby Boomers compared to the younger population. A possibility is that Boomers, who have accumulated a tremendous amount of work experience over the years, may have higher expectations regarding their bosses' knowledge, expertise, and background, and this is reflected in the kind of leader they prefer. A third key component that was frequently mentioned was the leader's ability to show genuine appreciation for their people. People felt valued and respected for their contributions to the organization's success".

2.3 Summary of reviewed literature

Findings from the study by Sirima and Poipoi (2010) on rewards for better performance not being significant for head teachers could be due to their tasks in school management not giving them enough time to conduct instructions for performance compared to their teachers. Shaari Yaakub and Hashim (2002) in their study findings that there are was no significant differences between the groups of respondents, on comparing overall job motivation with job performance, could be due to being subjected to a common supervision design and share similar performance levels. Muhammad, Musawwir, Gulnaz,Huma and Riaz (2012) and Gunram (2011) in their study findings agree that the high intensity of the teachers' workload result to low levels of motivation. Their findings on recognition were not similar due to the ineffectiveness by the DoE's National Teaching Awards Programme. Muhammad, Musawwir, Gulnaz,Huma and Riaz (2012) and Cynthia, Patricia, and Alba (2005) found that the manner in which supervision was conducted had an increase in the teachers' motivation levels. From the study by Cynthia, Patricia, and Alba (2005) the positive attitude to supervision was only in the high performance schools unlike in the low performance schools. Studies by Gitonga (2012) and Gunram (2011) agree on the good working conditions promoting teachers' motivation. Parisi and Guthrie (2009) who in their study findings had respondents reporting that leaders created a supportive and encouraging environment by providing people the opportunity to expand their minds and abilities, to assume responsibility for their own actions, and to find innovative ways to do their work and

meet their goals contradicted with Gunram (2011) who noted that in terms of support from superiors, only 29 percent of respondents agreed that departmental heads supported them. Based on the limitations of study conducted by Gitonga (2012), one of the areas she suggested for further studies included ‘a replica of the study should be carried out in the districts other than Imenti- South district, to explore whether public secondary schools in different districts are exposed to the same influence of teachers’ motivation on the performance of the students.’ My study will therefore zero in to the exploration of; performance, recognition, supervision and the working conditions which affect the teachers’ motivation in the public secondary schools of Mount Elgon district, Kenya.

2.4 Theoretical framework

Herzberg’s two-factor theory states that motivation comes from the nature of the job itself, and not from external rewards or job conditions (Spector, 2003). It argues that the factors that lead to job satisfaction (i.e. the ‘motivators’) are different from those that lead to job dissatisfaction (i.e. ‘hygiene factors’ or ‘maintenance factors’) (Hoy & Miskel, 1996).

Table 2.1: Herzberg's two-factor theory (Drafte & Kossen in Steyn, 2002)

Hygiene Factors	Motivators
Job Dissatisfaction	Job Satisfaction
No job Dissatisfaction	No Job Satisfaction
Factors include: salary, status, security, working conditions, policies and administrative practices, interpersonal relationships.	Factors include: meaningful work, challenging work recognition of accomplishments, feeling of achievement, increased responsibility, opportunities for growth and advancement.

Regarding table 2.1 above, it should be noted that motivators have a positive effect on the work situation and lead to improved productivity. According to Herzberg, employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their discontent to external factors. Motivators at the workplace, according to Herzberg (in Schultz, Bagrain, Potgieter, Viedge & Werner, 2003), are level of recognition, pleasure of performance, increased responsibility and opportunities for advancement and promotion.

Hygiene or maintenance factors range on a continuum from a state of dissatisfaction to no dissatisfaction. These factors involve circumstances surrounding the task which do not lead to job satisfaction, but prevent dissatisfaction if maintained adequately. Examples of these maintenance factors are: level of supervision, job status, work

circumstances, service conditions, remuneration and interpersonal relationships (Herzberg in Hoy & Miskel, 1996). The two-factor theory is significant in that both motivators and hygiene factors play a role in the performance of the individual. It can be argued however, that the removal of the hygiene factors will not automatically imply that workers would be satisfied. The two-factor theory has had a major impact on organisational psychology in that it has led to the re-design of many jobs to allow for greater participation of employees in planning, performing and evaluating their work (Baron et al., 2002; Schultz & Schultz, 1998). In addition, the two-factor theory has been very successful in focusing attention on the importance of providing employees with work that is meaningful to them (Spector, 2003).

Applying the two-factor theory to education: if school improvement depends fundamentally on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which authorities should focus (Ololube, 2006). Highly motivated teachers with satisfied needs can create a good social, psychological and physical climate in the classroom. Such teachers would be able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective practice in Ololube, 2006).

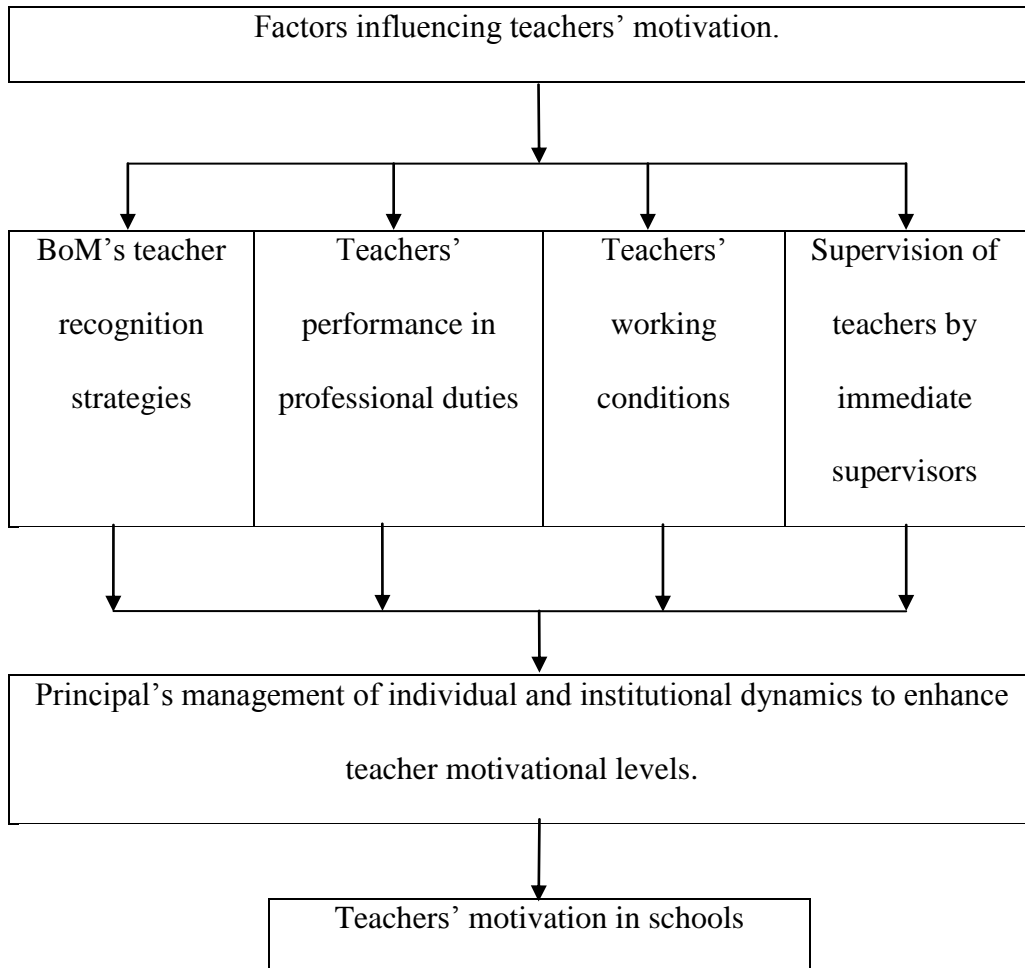
Alternative theories. Locke's goal setting theory hypothesizes that by establishing goals, individuals are motivated to take action to achieve those goals (Locke &

Latham, 1990). Adam's equity theory proposes that individuals are motivated when they perceive that they are treated equitably in comparison to others within the organization (Adams, 1963). Vroom's expectancy theory addresses the expectations of individuals and hypothesizes that they are motivated by performance and the expected outcomes of their own behaviours (Vroom, 1965). These are all intrinsic factor theories of motivation. Since they all overlook the extrinsic motivation factors, they are not deemed fit for use because this study will consider the extrinsic motivation factors. The Herzberg's Two-Factor Theory will be deemed more suitable for use because it considers both the intrinsic and extrinsic motivating factors.

2.9 Conceptual framework

Reinchel and Ramey (1987) defined conceptual framework as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation. Below (figure 2.1) is the conceptual framework for the factors that motivate teachers intrinsically and extrinsically.

Figure 2.1: **Factors affecting teacher motivation in the public secondary schools of Mount Elgon district, Kenya.**



In figure 2.1, teacher recognition strategies employed by BoM, teachers' performance, working conditions and supervision are the inputs (independent variables). Teacher motivation is the output (dependent variable). If the head teacher (BoM) provides positive working conditions, there is a likelihood of an improvement in teachers' motivation levels. When the working conditions are not conducive, the likely result will be negative upon teachers' motivation levels.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the details on how the research was conducted under the following sub-headings: research design, target population, sample size and sampling procedures, research instruments, Instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research design

Orodho (2003) defines a research design as the scheme, outline or plan that is used to generate answers to the research problems. Further according to Ngechu (2004) the purpose of survey research design is for researchers to describe the attitudes, opinions, behaviours, or characteristics of the population based on data collected from a sample or population. The study adapted descriptive survey design. This design was chosen because through it, the researcher was able to collect and analyse data as it exists in the field without manipulating any variable. The researcher was also able to collect data in order to answer questions concerning the current status of the subjects of the study and assessed attitudes and opinions about events, individuals or procedures.

3.3 Target population

Kombo and Tromp (2006) postulate that population is a group of individuals, objects or items from which samples are taken for measurement. Mugenda and Mugenda (2003) argue that target population is the entire group of individuals, events or objects having common observable characteristics. The target population was therefore 13 public secondary schools with 130 teachers and 3,608 pupils that was accessed within the available data collection period. (Source: District Staffing Office, Mount Elgon district, 2013).

3.4 Sample size and sampling procedure

Wiersma (1995) describe a sample as a small population of the target population selected systematically for the study. It is a set of respondents selected from a larger population for the purpose of survey. Sampling is a procedure a researcher uses to gather people, places or things to study (Kombo & Tromp, 2006). Probability proportionate sampling was used to get respondents. Gay (1992) proposes a minimum of ten percent (10 percent) for a large population and twenty percent (20 percent) for a small one. Twelve public secondary schools participated in the main study while one was used for instruments' piloting purposes only. Teachers of the schools under study were chosen by simple random sampling. Stratified sampling was used to categorize teachers into female and male teachers. Thirty eight teachers were sampled for this study. Table 3.1 summarizes the sample size for the main study.

Table 3.1: **Sampling**

Respondents	Target population	Sample size
Teachers	130	38

Simple random sampling was used because it is a technique in which every member has an equal chance of being selected (Mugenda & Mugenda, 2003). Therefore, the sample size of the main study was 38 respondents.

3.5 **Research instruments**

The researcher relied on self administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). Questionnaires were used to gather data from the respondents (teachers) from various schools. Questionnaires are ideal for survey study (Mugenda & Mugenda, 2003) and are widely used in education to obtain information about the current conditions and practices and to make enquiries about attitudes and opinions quickly and in precise form. The study used questionnaires on the teachers (Appendix IV). Teacher's questionnaire had five parts. Part I dealt with demographic information of the respondent on age, sex, academic qualification, and type of school. Part II dealt with performance factor, Part III dealt with recognition factor, Part IV dealt with supervision factor and Part V dealt with working conditions factor.

3.6 Instrument validity

According to Gay (1981) validity is the degree to which test measure what it is suppose to measure. Through piloting, the instruments were pretested in order to allow the researcher to improve his validity as well as familiarising with data collection process. Content validity was ensured by checking the items of the questionnaire to ensure that each variable in the objectives is catered for. The items found inadequate were discarded while some were be modified. Secondly, the researcher sought assistance from the supervisors which improved content validity of the instrument.

3.7 Instrument reliability

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which research instrument is consistent in giving same results after repeated trials. The questionnaires were administered for pilot purposes to the sample respondents twice within a two week period and analysis done. The response obtained from testing using a retest were analysed manually and comparison done. The test-retest technique was used to test the reliability of the research instrument using the Pearson's product moment correlation coefficient formulae:

$$r_{xy} = \frac{\sum(x - \bar{x})(y - \bar{y})}{N S_x S_y}$$

Teachers' responses to their relationship with head teachers and deputy head teachers (table 3.2) were taken to test the instrument's reliability.

Table 3.2: **Work relationship with head teachers (x) and deputy head teachers (y)**

x	13	16	9
y	18	15	5
$x-\bar{x}$	12	15	18
$y-\bar{y}$	17	14	4
$(x-x)(y-y)$	204	210	32
$(x-\bar{x})^2$	144	225	64
$(y-\bar{y})^2$	289	196	16

$$\bar{x} = \frac{\sum x}{N} = 1 \quad \bar{y} = \frac{\sum y}{N} = 1$$

$$\sum(x-\bar{x}) = 35, \quad \sum(y-\bar{y}) = 35, \quad (x-\bar{x})^2 = 433, \quad (y-\bar{y})^2 = 501,$$

$$\sum(x-\bar{x})(y-\bar{y}) = 446, \quad N = 38,$$

$$S_x = \frac{(x-\bar{x})^2}{N} = 3.3756,$$

$$S_y = \frac{(y-\bar{y})^2}{N} = 3.631,$$

$$r_{xy} = \frac{\sum(x - \bar{x})(y - \bar{y})}{N S_x S_y} = 0.96$$

A coefficient of 0.96 was obtained. According to Mugenda and Mugenda (2003) a coefficient of 0.8 or more simply shows that there is high reliability of the research instrument. The researcher therefore concluded that the questionnaire was reliable to be used for the study.

3.8 Data collection procedure

To facilitate access to the field, the researcher obtained a Research Clearance Permit and a Research Authorisation from National Council for Science and Technology (NCST) and a clearance letter from the Department of Educational Administration and Planning, University of Nairobi which were presented to the District Commissioner (DC) and the District Education Officer (DEO) of Mount Elgon district. Pre-testing was done and an actual date for data collection was set. The researcher administered the data collection instruments personally. Patience was exercised to ensure that respondents completed the research instruments and a complete collection was done on the same day.

3.9 Data analysis techniques

Questionnaires were collected and checked for completeness. Descriptive statistics were used. The data was organised and presented in form of tables, figures and pie charts. For qualitative data, themes were used to reflect objectives (content analysis). This enabled the researcher to summarise the data collected. Statistical Package for Social Sciences (SPSS) was employed as it enables the handling of large amount of data. The analysis was done using Pearson's Correlation Coefficient and linear regression. To establish whether performance, recognition practices, supervision and working conditions influenced motivation, linear regression was used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and findings of the study. It outlines the questionnaires return rate and demographic characteristics of the respondents. It presents the descriptive data for the sample population used in the study. It provides general information of the study sample population on the public secondary school teachers' motivation in Mount Elgon district, Kenya.

4.2 Questionnaire return rate

A total number of 38 questionnaires were distributed and all were collected giving 100 percent response rate.

4.3 Demographic distribution of respondents

The background information on gender, age, highest education level and teaching experience were analysed and the results presented in tables and charts.

4.3.1 Gender representation

This study involved data collected from the teachers and students in Mount Elgon district. From the results, the following were as shown in figure 4.1.

Table 4.1: **Gender of respondents**

Gender	Frequency	Percent
Male	25	65.8
Female	13	34.2
Total	38	100.0

From table 4.1, it is evident that the teaching profession in Mount Elgon district is dominated by male gender. This could be due to the fact that the number of male teachers posted to the public schools in Mount Elgon district is more than the female.(District Staffing Office, 2013).

4.3.2 **Age distribution**

The age distribution of the teachers varied from one respondent to another. Table 4.2 shows their age distribution.

Table 4.2: **Age distribution of teachers**

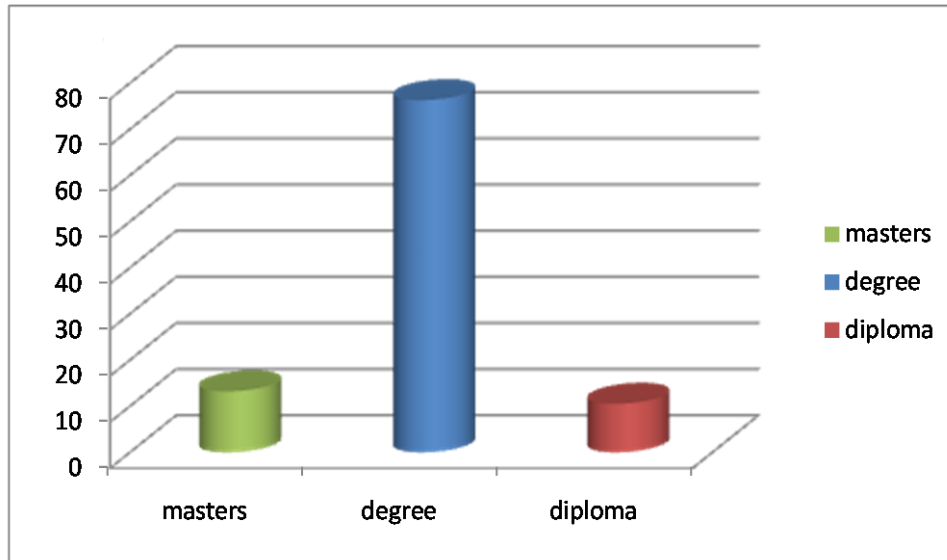
Age group	Frequency	Percent
21-30	18	47.4
31-40	16	42.1
41-50	3	7.9
51-60	1	2.6
Total	38	100.0

Forty seven percent of the respondents were of 30 years and below. This implies that their manpower could be tapped for better performance in schools.

4.3.3 **Education level**

When asked to list their education level, majority of the teachers (81.58 percent) had a Bachelor of Education degree. The rest had Master of Education degree and Diploma in Education as shown in figure 4.1.

Figure 4.1: **Academic qualification**



As displayed, all respondents in the sample population were qualified to handle their assigned professional tasks.

4.3.4 **School types**

The school types of the respondents ranged from single gender, mixed gender, boarding, day and day and boarding as shown in table 4.3.

Table 4.3: **School types**

School type	Boarding	Day	Boarding and day	Total
Boys	1	-	-	1
Girls	1	-	-	1
Mixed	-	6	4	10
Total	2	6	4	12

Six schools in the setting were of both gender and had no boarding facilities. This implied that the non-boarding students wasted some time which could be have used to aid teachers' academic efforts to bear fruit.

4.4 **Factors influencing motivation among the secondary school teachers in Mount Elgon district**

The researcher sought to identify the factors influencing motivation among the secondary school teachers; to assess the extent to which teachers' professional performance influenced their motivation, to analyze the extent to which recognition practices used by the BoM influenced teachers' motivation, to establish the influence by supervision by immediate supervisors on teachers' motivation and lastly to examine the extent to which working conditions influence teachers' motivation in the public secondary schools in Mount Elgon district. Data on these variables is presented in this section.

4.4.1 Teachers' performance and motivation

This factor was handled through an assessment of academic symposiums and congresses, teachers' attitude toward their profession, satisfaction with one's subject(s)' achievements, adjustments due to lack of satisfaction and teachers' levels of motivation which were rated as high (H), average (A), low (L) and undecided (UD) which were inserted in table 4.4.

Table 4.4: **performance indicators and motivation levels**

Teachers' performance indicators percentages	Teachers' levels of motivation			
	H	A	L	UD
a. Holding of academic symposiums and congresses	76.3	-	13.2	10.5
b. Teachers' attitude toward their profession	76	-	24	-
c. Satisfaction with one's subject(s)' achievements	29	-	71	-
d. Adjustments due to lack of satisfaction	92	-	5	3

Respondents were asked to express how often their schools were involved in academic congresses and symposiums. Majority of the respondents (76.3 percent) stated that their respective schools participated every term in the activities mentioned. This was positive and ought to have promoted the performance of the teachers in their subject areas, though the ultimate outcomes (as previously highlighted by the KCSE results) were on the contrast. Irrespective of 23.7 percent of the respondents who took teaching as the last option, the immediate impact of the attitude could have had a negative effect on teacher's performance of the core duties which would consequently result to low motivation. 71.1 percent of the respondents expressed dissatisfaction with their teaching subject(s)' achievements. If the teaching subject(s)' achievements were not realized due to factors external from the teachers' domain, it could have led to dissatisfaction which could have resulted to a negative impact on teachers' motivation to perform well, especially if it remained consistent over a long period. One of the reasons they cited included lack of support from the schools' management, parents and students. Another challenge was the limited teaching and learning resources in their schools. Ninety two percent of the respondents reported to have made necessary adjustments to counter the subject(s)' achievements challenges. Similarly, the roles and contents of education's motivational methods cannot be underemphasised because high motivation enhances productivity which is naturally in the interest of all educational systems (Ololube, 2004; 2005). Muhammad, Humaira , Shabnam, Allah and Anjum (2012), in their

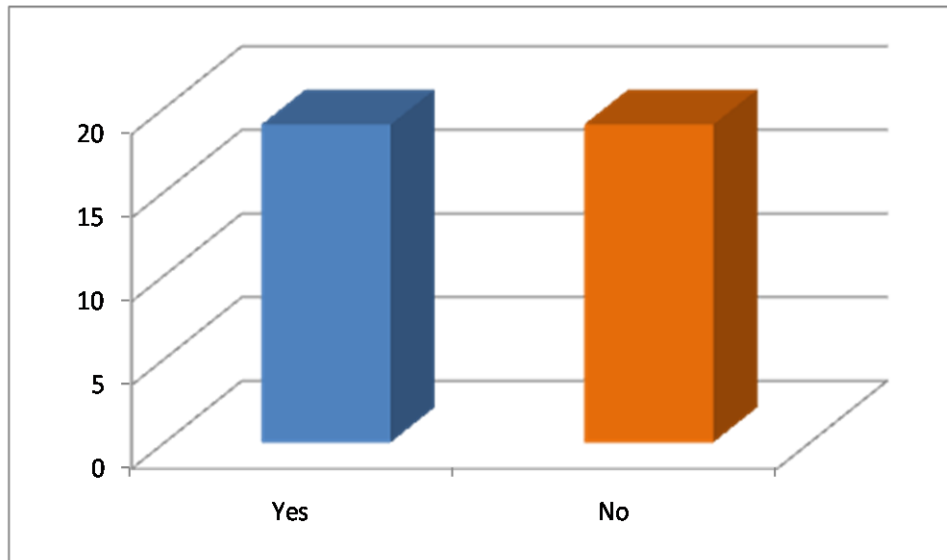
study found that motivational factor could clearly identify the performance level of the person. Performance can be very good when a person performed their responsibilities. In fact motivated teachers show their performance very high and fulfil their responsibilities adequately. In this way educational institutions achieve good standards. It means that responsibilities of the teachers are essential factors in the instructional program for the teacher's performance. The findings of the study also agreed with the findings of Atiya and Palwasha (2010) whose analysis revealed that there was a positive relationship between teacher's motivation and job performance. As motivation increases, the level of performance also increases.

4.4.2 Teachers' recognition practices and motivation.

This research objective was addressed through a close assessment of teachers' competency utilization, competency and expertise promotion by the school management and recognition of teachers' academic efforts.

Respondents were asked if their individual competencies were being tapped in the institutions where they work. This could be through being given desired appointments in the school, opportunity to teach the form four class and others. Their responses were recorded in figure 4.2.

Figure 4.2: **Teachers' competency utilization in school**



The number of the respondents who felt their competencies were fully utilized in the school was equal to those who disagreed. The 50 percent of the informants who thought their abilities have been rendered non-functional or ignored could be poorly motivated to offer their best practice in the schools.

Informants were asked if their competency and expertise had been promoted by school management. This would be through participation in workshops, seminars conferences and opportunities for further training. They offered responses which were recorded in table 4.5.

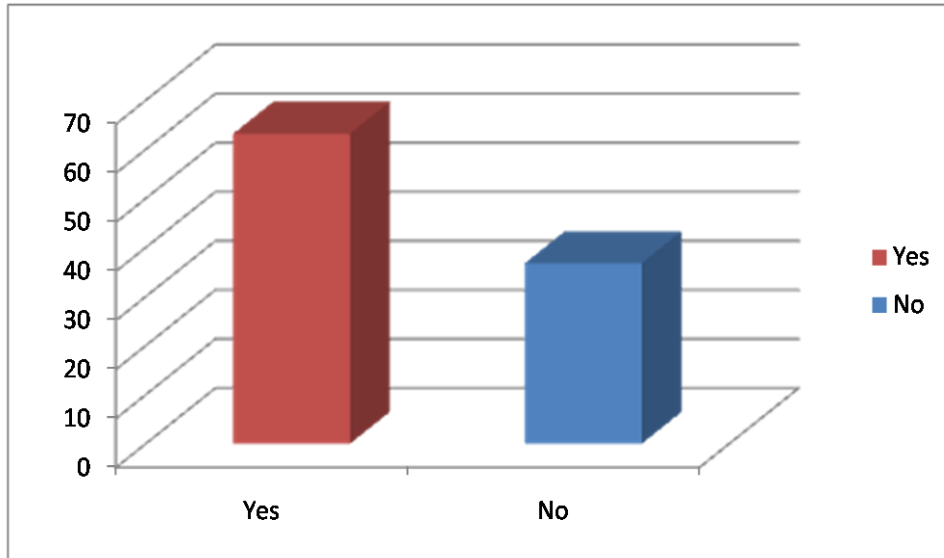
Table 4.5: **Competency and expertise promotion**

Response	Frequency	Percent
Yes	12	31.6
No	26	68.4
Total	38	100.0

The majority of the respondents (68.4 percent) said that their school management had failed to promote their competencies and expertise. Some asserted the reason being lack of good will from the school management and also the late arrival of information to teachers on training dates which could not enable them to be enrolled into the courses. This also could have resulted to a negative effect upon the teachers' motivation.

Teachers were asked if their academic efforts for the school or classes had been recognized. This would be done by the management and parents through rewards. Their responses were put in figure 4.3.

Figure 4.3: **Recognition of teachers' academic efforts**



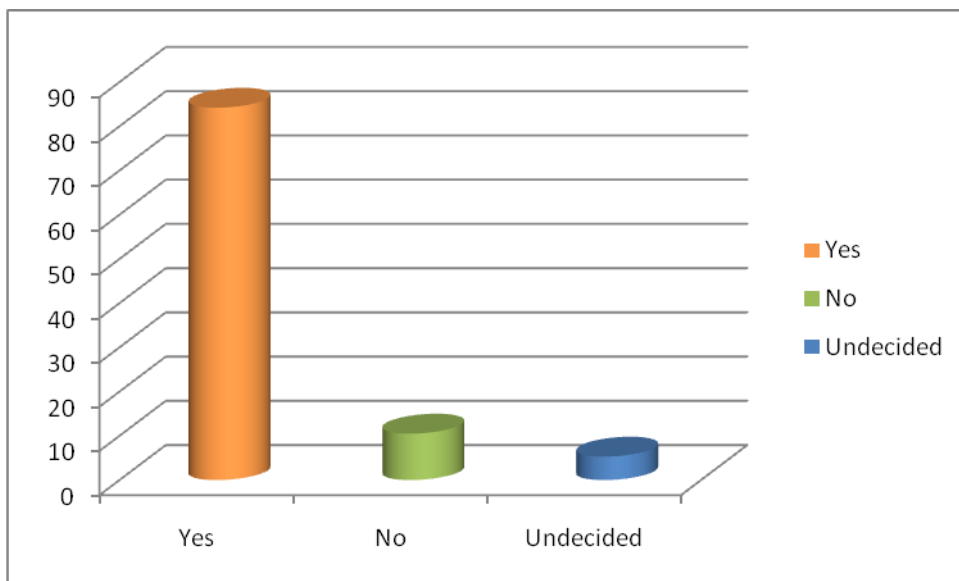
The majority of the respondents (65.8 percent) agreed that their academic efforts for their classes and schools were applauded and recognized through various ways. However, when asked how, a good number of them mentioned short term rewards. This could not sustain better teachers' motivation for long. The head teacher-member of BoM-plays a short term role in exercising recognition practices to their teachers, which does not ultimately keep up teachers' motivation. These findings agree with Arifin (2013) study which recommended to the relevant institutions, with the result and findings from the research it can be known and recognized that teachers' performance is indeed affected significantly by basic salary increase, profession promotion, personal compensation, academic position promotion and competence. This is also similar to Selemani (2013) who in her study established that

since promotion goes with an increase in salary, lack of promotion de-motivates the teachers and affects their morale.

4.4.3 Supervision by immediate supervisors and motivation

The researcher sought to establish the influence of supervision by immediate supervisors on teachers' motivation. This variable was explored by investigating; if supervision was conducted in the schools, who conducted the supervision mentioned and the nature of supervision. Respondents were asked if supervision was conducted in their respective schools. Their responses were put in figure 4.4.

Figure 4.4: Supervision conducted in schools



A majority of the respondent (84.2 percent) agreed that supervision was done in their schools. A few informants reported the unfriendly nature of the supervision conducted by the Quality Assurance and Standards Officers (QuASO) unlike the friendly approach taken by the internal supervisors as pointed out by the majority.

The internal supervision was reportedly done mostly on irregular annual basis whereas the internal supervision was often done for five days through any learning week.

On affirming that supervision was conducted in their schools, teachers were asked to state who did it. They mentioned their head teacher, head of department, subject head, Quality Assurance and Standards Officers whereas others were undecided. Their responses were put in table 4.6.

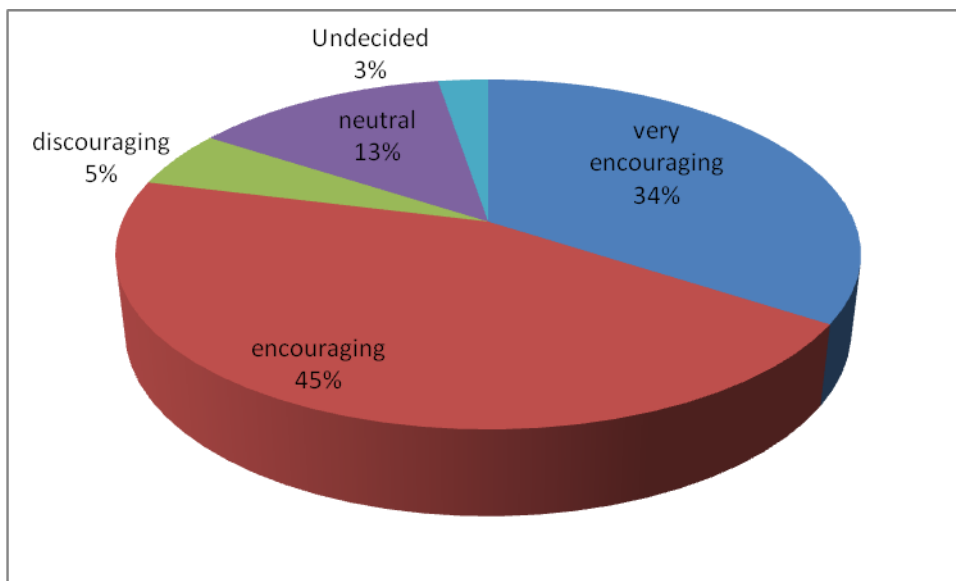
Table 4.6: **Personnel conducting supervision**

Personnel	Frequency	Percent
Undecided	5	13.2
Quality Assurance and Standards Officers	4	10.5
Subject head	6	15.8
Head of department	7	18.4
Head teacher	16	42.1
Total	38	100.0

The better part of supervision was conducted by the schools alone as 76.3 cumulative percent of the respondents mentioned the subject heads, HoDs or their head teachers. Internal supervision-like clinical supervision- in most cases promotes teachers' motivation as it improves teachers' performance in their disciplines.

Teachers were requested to express their views in as much as the nature of the supervision conducted in their schools was concerned. The informants' responses varied from undecided (UD), discouraging (D), neutral (N), encouraging (E) to very encouraging (VE). Their responses were put in figure 4.5.

Figure 4.5: **Nature of supervision conducted in school.**



The cumulative percent of 78.9 of the respondents expressed the nature of the supervision conducted in their schools as 'encouraging' and 'very encouraging'. There is no doubt that this could have played a positive role on teachers' motivation. The influences of supervision by the immediate supervisors- who ranged from head teachers, deputy head teachers, heads of departments and fellow teachers, as mentioned by the respondents- had a positive impact on teachers' motivation in Mount Elgon district. These findings agree with Ngara, Ngwarai and Ngara (2013) who in their study established that some variables were viewed as affecting the

effectiveness of supervision. Among them were delays in supervision, supervisions being far spaced from each other, little or no dialogue between supervisors and supervisees and lack of consensus on the part of supervisors in dealing with similar issues. However, instructional supervision and teacher motivation has no direct relation just as Moreetsi and Greg (2003) in their study established that observation and guidance from the supervisor had low positive correlations with job satisfaction, while all other components of supervision had negligible correlations with job satisfaction. None of the associations were statistically significant. These findings also agree with Moreetsi and Greg (2003) who in their study concluded that components of supervision were not useful predictors of agriculture teachers' job satisfaction or of their intention to remain in teaching.

4.4.4 Teachers' working conditions and motivation

The study investigated this research objective through finding out from the informants about; how they related with their head teachers , deputy head teacher , the heads of their departments, availability and quality of learning and teaching resources, how regular schools participated in co-curricular activities, whether their current salaries and allowances were commensurate with life demands, reaction of school community in response to a members needs, where their schools were located in reference to their residence, quality of the academic support staff, offering of guidance and counselling services to the learners, the general state of their learners discipline, how often class meetings were held and how often their schools held alumni.

Informants were asked to mention the manner in which they related with their; head teacher (HT), deputy head teacher (DHT), head of department(s) (HoD) and fellow teachers (FT). Their stated relationships were put in table 4.7.

Table 4.7: Teachers' work relationship

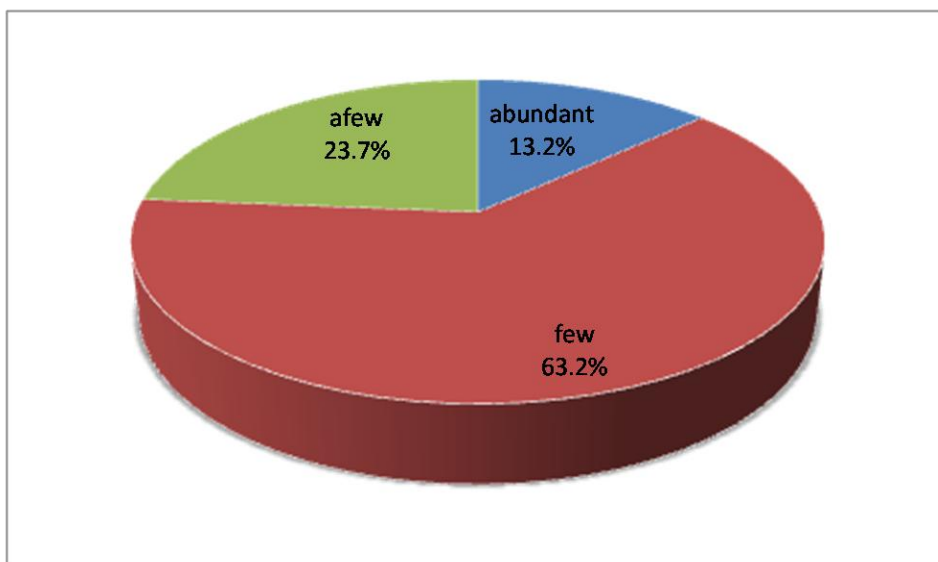
Work relationship	HT		DHT		HoD		FT	
	F	%	F	%	F	%	F	%
Very well	13	34.2	18	47.4	15	39.5	13	34.2
Well	16	42.1	15	39.5	15	39.5	23	60.5
Fairly well	9	23.7	5	3.2	7	18.4	2	5.3
Bad	-	-	-	-	1	2.6	-	-
Total	38	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Forty two point one percent of the respondents expressed a positive work relationship with their head teacher which was stated as 'well'. The work relationships of the teachers with their deputy heads of schools were even better as 47.4 percent of the respondents (compared to 34.2 percent) expressed a work relationship as 'very good'. Respondents' work relationship with their head(s) of the department(s) was more similar to their relationship with the head teacher as only 2.6 percent of the teachers expressed their work relation with head(s) of department(s) as

‘bad’. The respondents confirmed a very positive work relationship with their fellow teachers as a cumulative percent of 94.7 was for ‘good’ and ‘very good’. From the data recorded, teachers’ work relationships with all teachers irrespective of their appointments were supposed to promote positive motivation.

The respondents were requested to assess the quantity of the teaching and learning materials available in their schools. Their responses were put in figure 4.6.

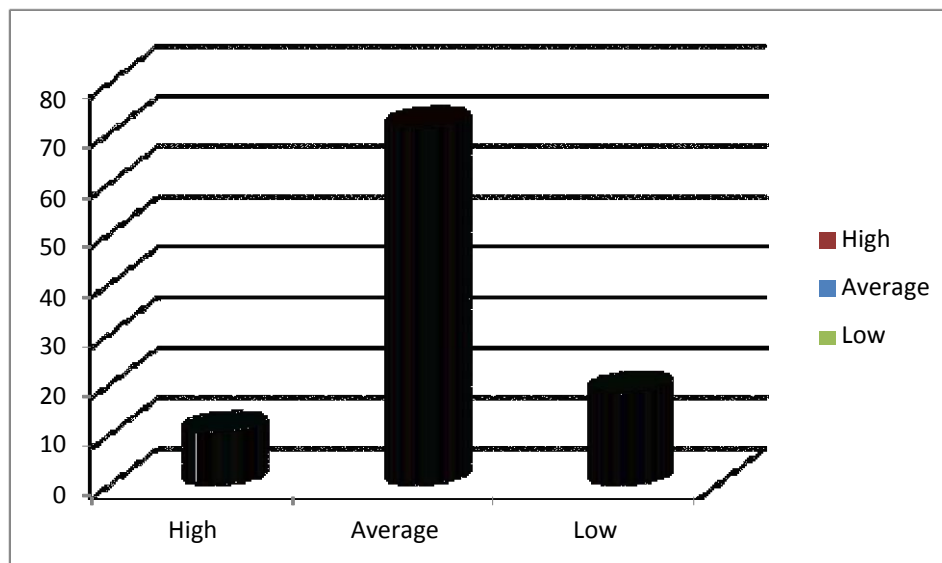
Figure 4.6: **Quantity of learning and teaching materials**



It was clear from the data collected that there was a shortage of the teaching and learning materials in the schools. Majority of the informants (63.2 percent) showed that the quantity of teaching and learning materials was ‘few’- hardly any. This should have made the teaching exercise difficult in general hence down playing motivation of the teachers.

Respondents were asked to state the quality of the available teaching and learning materials in their schools. Their responses were put in figure 4.7.

Figure 4.7: **Quality of teaching and learning materials**



From 71.1 percent of the respondents, quality of the few teaching and learning materials were average. This could have had a little support on teachers' motivation.

The study sought to establish the respondents' feelings over the salary and allowances offered by the TSC in relation to whether they met their costs of living. Their responses were put in table 4.8.

Table 4.8: **Salary and allowances**

Response	Frequency	Percent
Yes	5	13.2
No	33	86.8
Total	38	100.0

Eighty six percent of the respondents denied any positive morale from their salaries and allowances. The common reason they cited was the current increased cost of living which has rendered their earnings as mere peanuts. This as a result causes poor morale. This state shows a sharp contrast with Andre (1996) who stated that it can be inferred from the responses to the conventional survey that increased length of service correlated with greater satisfaction with salary, higher levels of self-esteem, higher levels of respect for the teaching profession, and decreased levels of stress. These may be used as measures of job satisfaction and motivation. The findings regarding the high satisfaction levels of teachers who have been working for longer may be related to higher salaries.

Respondents were asked of the school community's reaction to a member's emergency or challenge. Their responses were put in table 4.9.

Table 4.9: **School community's reaction**

Response	Frequency	Percent
Very encouraging	8	21.1
Encouraging	20	52.6
Discouraging	10	26.3
Total	38	100.0

It was clear that there was a good community spirit as 73.7 percent of the informants found it 'encouraging' and 'very encouraging'. This therefore could have had a positive influence on teachers' motivation to work in the school.

Respondents stated the distance they covered before getting to their schools for the normal duties. These distances were inserted in table 4.10.

Table 4.10: **Distance to school**

Location	Frequency	Percent
Very far	12	31.6
Far	8	21.1
Near	17	44.7
Undecided	4	2.6
Total	38	100.0

Respondents' frequency of 31.6 percent mentioned that they covered a distance that was 'very far'. This was due lack of decent rental houses near their schools and unavailability of staff quarters. This should have lead to much travel costs, lateness in reporting to duties and inefficiency in service delivery which is a direct challenge to teachers' motivation.

Occurrences within the schools' neighbourhood have a direct or indirect effect which can be either positive or negative to motivation of teachers in schools. Teachers' feelings about the influence from schools' neighbourhood were put in table 4.11.

Table 4.11: **Neighbourhood and teachers' motivation**

Neighbourhood	Frequency	Percent
Very good	3	7.9
Good	11	28.9
Average	14	36.8
Discouraging	10	26.3
Total	38	100.0

A percent of 36.8 percent of the respondents thought that the influence of immediate neighbourhood on the schools' well being was 'average'. Reasons cited were minimum interference with the schools' academic programmes and late payment of the school fees. The respondents who found the neighbourhood as 'discouraging' mentioned lack of local political good will and the community not willing to be involved in schools' academic support programmes. These issues from the immediate community could have been a barrier to good motivation. This agree with Urwick, Puleng and Nkhoboti (2005) study which established that local community attitudes, as well as the lack of services, may be an important disincentive for qualified teachers to work in the remote areas.

The common academic support staffs working in the schools were the laboratory assistants and the librarians. The respondents were asked to assess these staffs' competency. The informants' reactions were recorded in table 4.12.

Table 4.12: **Competency of lab assistants and librarians**

Competency	Frequency	Percent
High	13	34.2
Moderate	15	39.5
Low	6	15.8
Very low	4	10.5
Total	38	100.0

A percent of 39.5 respondents rated these personnel's competency as 'moderate'. These personnel have a direct effect on the school's quality of teaching and learning. This rating indicated that the academic support staff could have had a moderate demotivating effect on teachers.

Teachers were asked to assess the nature of form one students' admission conducted by their schools. They were requested to rate these learners' general KCPE entry marks. Their reactions were put in table 4.13.

Table 4.13: **Students' KCPE marks**

Entry marks	Frequency	Percent
Very good	1	2.6
Good	7	18.4
Average	17	44.7
Below average	13	34.2
Total	38	100.0

A percent of 44.7 respondents thought their first form learners' KCPE entry marks were 'average'. This indicated that to a moderate extent, first form's admission could have had a negative effect on teachers' motivation to instruct them for good results.

Teachers were asked if their schools offered their learners guidance and counselling services on discipline matters, and career choices. Respondents' views were put in table 4.14.

Table 4.14: **Guidance (G) and counselling (C) services**

G & C services	Frequency	Percent
Consistently	7	18.4
Often	25	65.8
Hardly	6	15.8
Total	38	100.0

The results showed that 65.8 percent of the respondents acknowledged that these services were offered to learners on ‘often’ basis. When learners are given these services, they are likely to get focussed and perform well. This would then have boosted teachers’ motivation to instruct.

Teachers were asked to rate their learners’ general discipline. Their responses were recorded in table 4.15.

Table 4.15: **Learners’ discipline**

Discipline	Frequency	Valid Percent
Very good	2	5.3
Good	29	76.3
Bad	7	18.4
Total	38	100.0

Seventy six point three percent of the informants referred their learners discipline as ‘good’. Learners with good discipline enhance teachers’ motivation to offer them better services.

Respondents were asked how often class meetings- involving learners, parents and teachers- for all classes were held in their schools. This information was put in table 4.16.

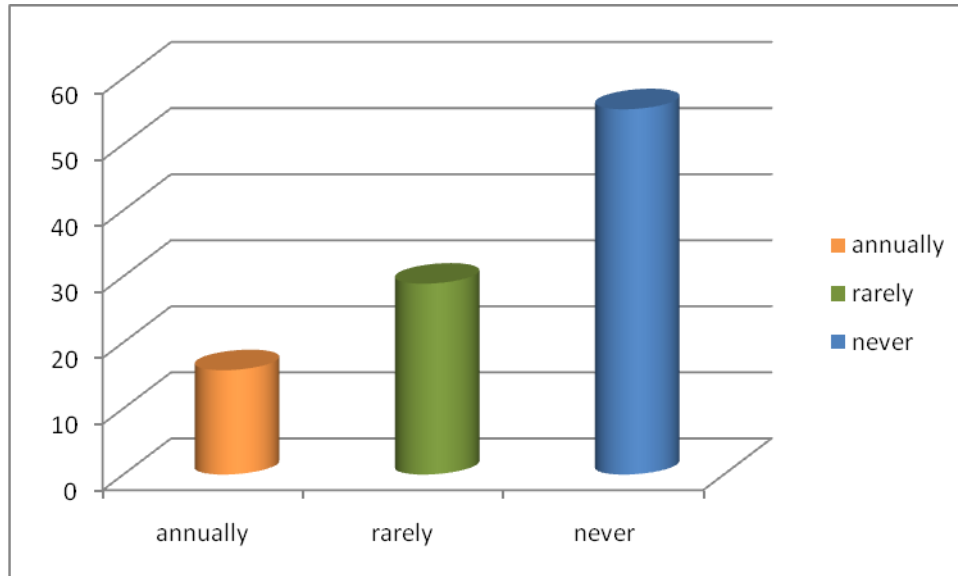
Table 4.16: **Holding of class meetings**

Class meetings	Frequency	Percent
Annually	11	28.9
Termly	21	55.3
Rarely	6	15.8
Total	38	100.0

Fifty five percent of the respondents mentioned that these meetings were held every term. Class meetings involving teachers, parents and teachers avail solutions to the common schooling gaps and challenges. If the agreements from these meetings were effected, then they would have resulted to good teacher’ motivation.

Respondents were also asked if their schools used to hold meetings with their alumni. Their reactions were put in figure 4.8.

Figure 4.8: **Holding of school's alumni**



It was clear from the 55.3 percent of the teachers' responses that the schools never held any alumni. This could have been due to the poor students' performance in the past as shown by the district's KCSE performance. This also could have contributed toward a poor impact on teachers' motivation.

The majority of the respondents who expressed dissatisfaction on their salaries and allowances, a number of respondents who expressed the space between their homes and schools as costly, the sited improper admission of academically weak students to schools and failure by the institutions to hold school alumni all indicate that the impacts of schools' working conditions had negative impacts on teachers' motivation. These findings are similar to the study by Gitonga (2012) whose findings also indicated that, 58 percent of the respondents attributed poor working

environment as a critical de-motivating factor that would de-motivate them towards students' performance in KCSE.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter explains the summary, conclusions and recommendations of the study. The study focused on the factors influencing motivation among the secondary school teachers in Mount Elgon District, Kenya.

5.2 Summary of the study

It is evidently clear that most of the past studies have either addressed one of the variables that is either motivation or job satisfaction. These studies have been done in other settings. As such it was important to study the factors influencing motivation among the secondary school teachers in Mount Elgon district. This is a rural setting which is in the western border of Kenya, this is what the study sought to establish and hence fill the gaps left by the previous studies. The study targeted 29 percent of the total population of 130 teachers from the 13 public secondary schools in Mount Elgon district. Descriptive survey design was used. The study sample was selected through stratified random sampling technique where 38 teachers from 12 secondary schools were selected giving a total of 38 respondents. A total of 38 questionnaires were distributed which were all collected giving a 100 percent response rate. The filled questionnaires were coded, cleaned and organized using SPSS and presented

using tables, frequencies and charts. The findings were presented using tables, charts and descriptive statistics.

The following were the findings of the study; the majority of the respondents were male teachers with a frequency of 25 out a total of 38, Forty seven point four percent of the teachers were aged 30 and below, all the respondents were qualified professionally to instruct in the secondary schools as they were all holders of either diploma, first degree or masters degree in education. In the whole district, there was only one boys, and one girls' boarding secondary schools. The rest were mixed schools with 5 being both day and boarding, while the rest were mixed and day only. The first objective of the study was to assess the extent to which teachers' professional performance influenced their motivation in Mount Elgon district. From the findings, it was established that; irrespective of 23.7 percent of the respondents taking teaching as the last option, the immediate impact of this attitude could have had a negative effect on teacher's performance of the core duties which consequently resulted to low motivation. Seventy one point one percent of the respondents expressed dissatisfaction with their teaching subject(s)' achievements. Sixty point five percent of the respondents expressed moderate levels of motivation in the performance of their professional duties. Fifty percent of the informants who thought their abilities had been rendered non-functional or ignored could be poorly motivated to offer their best practice in the schools. The majority of the respondents (68.4 percent) said that their school management had failed to promote their competencies and expertise.

The second objective of the study was to analyse the extent to which recognition practices used by Board of Management (BoM) influence public secondary school teachers' motivation. The majority of the respondents (65.8 percent) agreed that their academic efforts for their classes and schools were applauded and recognized through various ways. The third objective of the study was to establish the influence of supervision by immediate supervisors on teachers' motivation. The better part of supervision was conducted by the schools alone as 76.3 cumulative percent of the respondents mentioned the subject heads, HoDs or their head teachers. A majority of the respondent (84.2 percent) agreed that supervision was done in their schools. The better part of supervision was conducted by the schools alone as 76.3 cumulative percent of the respondents mentioned the subject heads, HoDs or their head teachers. The cumulative percent of 78.9 of the respondents expressed the nature of the supervision conducted in their schools as 'encouraging' and 'very encouraging'. There is no doubt that this could have played a positive role on teachers' motivation.

The fourth objective of the study was to examine the extent to which working conditions influenced the public secondary schools teachers' motivation. Majority of the respondents (76.3 percent) expressed a positive relationship that ranged from 'well' to 'very well'. The work relationships of the teachers with their deputy heads of schools were even better as 86.8 percent expressed a relationship that ranged from 'good' to 'very good'. Respondents' work relationship with their head(s) of the department(s) was more similar to their relationship with the head teacher as a cumulative percent of 78.9 had 'good' and 'very good' relationship. The respondents

confirmed a very positive work relationship with their fellow teachers as a cumulative percent of 94.7 was for 'good' and 'very good'. Majority of the informants (63.2 percent) showed that the quantity of teaching and learning materials was 'few'- hardly any. This should have made the teaching exercise difficult in general hence down playing motivation of the teachers. Seventy one point one percent of the respondents mentioned that the quality of the few teaching and learning materials were average. Respondents' cumulative frequency of 52.6 percent mentioned that they covered a distance that ranged from 'far' to 'very far'.

If the teaching subject(s)' achievements were not realized due to factors external from the teachers' domain, it could have led to dissatisfaction which could have resulted to a negative impact on teachers' motivation to perform well, especially if it remained consistent over a long period. Moderate and low levels of motivation with a cumulative percent of 84.2 agreed with the respondents' lack of satisfaction with their subject (s)' performance. A cumulative percent of 63.1 percent of the respondents thought that the influence of immediate neighbourhood on the schools' well being was 'average' and 'discouraging'. A cumulative percent of 73.7 respondents rated their schools' academic support staff's competency as 'moderate' and 'high'. Twenty one percent of the respondents thought their first form learners' KCPE entry marks were 'good' and 'very good'. The results showed that 65.8 percent of the respondents acknowledged guidance and counselling services were offered to learners on 'often' basis. Seventy six point three percent of the informants

referred their learners' discipline as 'good'. Fifty five point three percent of the teachers' responded that the schools never held any alumni.

5.3 Conclusions

In conclusion, the study established that respondents having moderate levels of motivation in the performance of their professional duties is because they lack satisfaction in their teaching subject (s)' performance. Schools' admission of below average students and teachers who thought their abilities had been rendered non-functional or ignored were poorly motivated to offer their best practice in the schools as ultimately displayed by the KCSE performance which was below average.

Limited access to better housing within the schools' proximity or in the schools which resulted to unnecessary travelling costs to the teachers and lateness in reporting to duty and their dissatisfaction over their salaries and allowances, have resulted to a negative impact on teachers' motivation to work under such conditions. The laxity by some parents in the payment of school fees is directly related with students' absenteeism which leads to the same students experiencing difficulty in catching up with colleagues. This has a negative effect on the performance of teacher's subject which is de-motivating to the teachers. Lack of conducting schools' alumni is due to a general poor performance trends in national exams which does not inspire teachers put in their best efforts.

5.4 Recommendations

The study recommends that in order to ensure teachers motivation; the frequency of conducting internal supervision should be increased and done in a friendlier but professional way. This will likely improve the efficiency and effectiveness with which the teachers conduct their services, enable them to realise good performance and consequently lead good motivation. There is need for the external supervisors to alter their approach while supervising. This will give a great back up to the internal supervision which will greatly improve the teaching methodology. In most cases, it will promote teachers' motivation as it improves teachers' performance in their respective disciplines. Irrespective of the school type, the BoM of all schools should ensure that the teachers can access decent residential areas with a proximity to their schools. This can also be done through construction of the staff quarters in the schools. This will enable teachers to cut their travel costs, avoid lateness in reporting to duties and lead to efficiency in service delivery which will be a direct boost to teachers' motivation.

There is dire need for BoM in the public secondary schools, Mount Elgon district, to improve their practices in the promotion of their teachers' competencies and expertise through opportunities for further training, participation in seminars, workshops and conferences. The school administration should ensure that enough and quality teaching and learning resources are provided. It should also ensure that first form's admission and other admissions adhere to the recommendations of the MoE. Better student admission will avoid the 'first impression image' to the teachers

that leads to some negative effect to their motivation to teach. Schools should also ensure that the academic support staff (like the librarians and lab assistants) are recruited and deployed on competency grounds. Qualified and competent lab assistant for instance would offer a great support to the science teachers and enable them to realise better performance. The JAB should allow the qualified students to join the teaching profession upon their personal selection as the first choice. This will ensure that those who end up in teaching profession would be loaded with a self drive to perform well. The government should address the pleas of the teachers over their salaries and allowances. This will ensure that teachers address the cost of living with ease and hence motivated to concentrate on offering their best teaching services. The local political leaders, religious organizations and social organizations should ensure that community trainings are done in order to ensure that they offer positive support and influence to their schools' wellbeing that promotes teachers' motivation to work in such conditions. The schools should ensure a consistency of guidance and counselling services to their learners as this will guide and direct the learners on their desired careers. As a result, students' realisation of their desired careers would mean teachers realising positive motivation. Again, the schools should embrace the culture of conducting school alumni whereby both the teachers and learners, irrespective of how few they are, are rewarded for their good performance in various areas. A consistency of this kind of environment will finally lead to better performance hence stimulating teachers' positive motivation.

5.5 Suggestions for further study

In light of the findings of this study it is recommended that an investigation be carried out to:

- a. Factors influencing motivation among the public secondary school teachers in a different setting.
- b. The effects public secondary schools' working conditions on of teachers' performance.

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APPENDICES

APPENDIX I: Introductory letter

Kiprotich Japhred Tonny
P.O. Box 44165-00100,
Nairobi, Kenya

Dear Sir/Madam,

REF: LETTER OF INTRODUCTION

I am a post graduate student at the University of Nairobi pursuing a Master of Education in Educational Administration. I am carrying out a research on “**Factors Influencing Motivation among the Secondary School Teachers in Mount Elgon District, Kenya**”. I am therefore seeking your permission to administer questionnaires to the teachers in order to gather data on the above mentioned study. This is purely on academic grounds and no any other purpose.

Thank you in advance for your support and cooperation.

Yours sincerely,

Tonny Japhred Kiprotich

APPENDIX IV: Teachers' motivation questionnaire

Responses to this questionnaire are completely anonymous. The study is part of a Master of Education research study on teacher motivation. Your views are very important. Tick (✓) the appropriate option and a brief explanation where needed.

Part I: Demographic information

- (i) What is your age? *21-30*[], *31-40*[], *41-50*[], *51-60*[],
- (ii) What is your sex? *Male* [], *Female* [].
- (iii) What are your teaching subjects? *Maths*[], *Sciences*[], *Technical subjects* [], *Arts* []
- (iv) What is your teaching experience in terms of years? []
- (v) What is your academic qualification? *Masters* [], *Degree* [], *Diploma* [], *Other*.....

Part II: Performance

- (i) Do you have your individual subjects' performance objectives? *Yes*[], *No* []
- (ii) How often are the teachers and learners involved in inter- school congresses and symposiums? *Annually*[], *Termly*[], *Not involved* []
- (iii) How often do your school's KCSE performance objectives come under review? *Annually*[], *Rarely*[], *Never*[]

(iv) Do you make changes/adjustments in your subject areas' performance challenges? *Yes [] No []*

(v) Are you satisfied with your subjects' achievements? *Yes [], No []*
State
why?.....
.....
.....

(vi) Kindly indicate your perceived level of motivation in your job.
High [], Moderate [], Low [].

Part III: Recognition

(i) What do you feel about your teaching profession? *Contented [], Last option []* Why?

(ii) Beside your subject areas, what other appointment(s) do you hold in your school?.....

(iii) Do you feel your competency/expertise is fully utilised in the school? *Yes [], No []* Give reason.
.....
.....

(iv) Has your competency/expertise been promoted by school management through privilege for further training? *Yes [], No []*.
State how.....

-
-
- (v) For how long have you held the appointment mentioned above?
- (vi) Are you still willing to hold this appointment? *Yes []*, *No []* Give reason(s) for your response.....
-
-
- (vii) Is the school's teaching staff involved in the setting of school's academic objectives? *Yes []*, *No []*
- (viii) Have your academic efforts for the school/class been recognized? *Yes []*, *No []*
- (ix) Have your subjects' achievements in your school been recognized or appreciated? *Yes []*, *No []* State how.....
-
-

Part IV: Supervision

- (i) Is supervision conducted in your school? *Yes []*, *No []*. If (yes), state how often.....

.....
(ii) How do you find the nature of supervision conducted in your school? *Very encouraging* [], *Encouraging* [], *Discouraging* [], *Neutral* []. State why?.....

.....
(iii) Who conducts the supervision mentioned in (i) above? *Head teacher* [], *HOD* [], *Subject head* [], *Class teacher* [], *Fellow teachers* [], *Others*.....

Part V: Working conditions

(i) How do you relate with your head teacher? *Very well*[], *Well*[], *Fairly well*[] *Bad*[]

(ii) Assess your relationship with the head of your department (s)? *Very good*[], *Good*[], *Average*[], *Bad*[]

(iii) How do you relate with your Deputy Head Teacher? *Very good*[], *Good*[], *Average*[], *Bad*[]

(iv) Assess your relationship with fellow teachers in school? *Very good*[], *Good*[], *Average*[], *Bad*[]

(v) Assess the availability of the learning and teaching materials in your school? *Abundant*[], *Few*[], *A few*[]

(vi) Assess the quality of teaching and learning materials in your school. *High*[], *Average*[], *Low*[]

- (vii) Assess the quantity of teaching and learning materials in your school.
High[], Average[], Low []
- (viii) What is the general state of your learners' discipline? *Very good[], Good[], Average[] Bad[]*
- (ix) How does the school participate in internal co-curricula activities?
Regularly [], Irregularly[]
- (x) Is your current salary and allowances commensurate with your current life demands? *Yes[], No[]*
- (xi) What is the reaction of the school community in their response to an event of a member's challenge? *Very encouraging[], Encouraging[], Discouraging[]*
- (xii) Where is your school located in reference to your residence? *Very far[], Far[], Near[]*
- (xiii) What is the effect of the neighbourhood on the school's academic well being? *Very good [], Good [], Average [], Discouraging []*. Give reason.....
.....
.....
- (xiv) What is the general common entry behaviour of your learners in terms of KCPE results? *Very good[], Good[], Average[], Below average[]*
- (xv) Assess the level of competency of your school's academic support staff (school librarian and laboratory assistants) in relation to the attainment of

the school's educational goals? *Very high*[], *High* [],*Moderate*[],
Low[], *Very low*[]

(xvi) Are learners involved in your school's guidance and counselling services for their career choices, talent identification and discipline matters?

Consistently[], *Often*[], *Hardly*[]

(xvii) Assess the level of learner general discipline in your school? *Best*[],

Good[], *Bad* []

(xviii) How often are parents/teachers/learners meetings for each class held?

Annually[], *Termly*[], *Rarely*[], *Never*[]

(xix) How often does your school hold alumni? *Annually*[], *Rarely*[],

Never[]

Thanks for your participation

Appendix II: Letter of Research authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/013/664

Date: 15th May, 2013

Japhred Tonny Kiprotich
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated 29th April, 2013 for authority to carry out research on "*Factors influencing motivation among the secondary school teachers in Mount Elgon District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Mount Elgon District** for a period ending 30th June 2013.

You are advised to report to the **District Commissioner and District Education Officer, Mount Elgon District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner,
The District Education Officer,
Mount Elgon District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

Appendix III: Research clearance permit

PAGE 2


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Japhred Tonny Kiprotich
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi
has been permitted to conduct research in

Location
Mount Elgon
Western District
Province


on the topic: Factors influencing motivation among the secondary school teachers in Mount Elgon District, Kenya

for a period ending: 30th June, 2013.

(CONDITIONS—see back page)

PAGE 3

Research Permit No. NCST/RCD/14/013/664
Date of issue 15th May, 2013
Fee received KSH. 1,000


Applicant's Signature For: **Secretary**
National Council for Science & Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

GPK60553mt10/2011

Appendix VI: List of public secondary schools

1. Bishop Okiring, Kamuneru mixed day
2. Chemoge mixed day/boarding
3. Chesito mixed day
4. Kaboywo mixed day
5. Kapsokwony boys boarding
6. Kaptama mixed day boarding
7. Kaptola mixed day/boarding
8. Kibuk girls boarding
9. Kimobo mixed day/boarding
10. Kongit mixed day
11. Sendera mixed day
12. St. Mark's Kipchiria mixed day