FACTORS THAT INFLUENCE TEACHERS' MOTIVATION IN PUBLIC PRIMARY SCHOOLS IN KASARANI DISTRICT , KENYA.

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DECLARATION

This research report is my original work and has not been presented for a degree in any other university.

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I dedicate this work to my dear husband, David Gikonyo, our lovely children Steve Maina, Brian Gachichio, Joy Lucy Njoki, Elizabeth Peace Gachambi, Victoria Patience Wanjiku.

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LIST OF ABBREVIATIONS AND ACRONYMS

BED   Bachelor of Education

DEO   District Education Officer

ERG   Existence Relatedness Growth

KCSE   Kenya Certificate of Primary Education

PDE   Provincial Director of Education

TSC   Teacher Service Commission

UN   United Nations

UNESCO   United Nations Education Science and Cultural Organization

USA   United States of America

ABSTRACT

The purpose of this research study was to investigate the factors that influence teachers' motivation in public primary schools in Kasarani district, Kenya. The objectives of the study were to assess the sources of teacher motivation, influence of school culture on teacher motivation, influence of school working conditions and environment on teacher motivation and the contributions of the schools administration towards teacher motivation in Kasarani district. Descriptive survey design was used to conduct the study.

Proportionate random sampling was used to get the sample of the respondents with all the 10 head teachers and 97 teachers making a total of 107. Questionnaires for head teachers and teachers were used in data collection. The questionnaires were validated through appraisal by the supervisors and education administration experts from the department and then subjected to a pilot study. The instrument was tested for reliability through test-retest technique with a reliability coefficient of 0.913 for head teachers' questionnaire and 0.867 for the teachers' questionnaire. Descriptive statistics was used to analyze data assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) programmes which generated frequency tables, percentages and bar graphs.

The findings of the study were that on the sources of teacher motivation, there is an interplay between the two main sources of motivation to work; intrinsic motivation which is the job as an end in itself and the extrinsic; which is the end towards which the job provides the means. The results indicate that all the head teacher use a variety of both intrinsic and extrinsic motivators to enhance teacher motivation in the schools. The results showed that majority of the teachers mentioned salaries and allowances as a source of motivation.

The factors that influenced school culture on teachers' motivation in public primary schools by the respondents showed that the head teachers only consulted teachers on school issues to a small extent and this means that the schools had a weak culture of consultation. Majority of the teachers stated that the head teacher's leadership was a source of motivation to them. The results indicate that majority of the teachers had a good relationship with the head teacher of their school. A culture of shared leadership exists to some extent in many schools.

The head teachers said that the schools were secure for the teaching and learning process. Majority of the teachers stated that the pupils were overcrowded in the classrooms hence majority of the teachers were overloaded in terms of workload per week.

The recommendations of this study are that the Ministry of Education should recognize the importance of teacher motivation by allocating resources and funds to facilitate teacher motivation package in the schools. The head teachers through the school management should be sensitized on the necessity of motivating teachers for better performance of duties. The motivation related factors that affect teachers ought to be well elaborated and in tandem with the Teachers Service Commission (TSC) policies. The study suggested that a study on the influence of teachers' motivation on the performance of KCPE should be conducted. A comparative study on the influence of teacher motivation in private school in Kasarani district should be undertaken. Finally the study on the influence of teacher motivation in public schools should be replicated in other districts of Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Most people working in organizations including schools have the need to feel that someone cares about their work and appreciates it thus motivating them to do more. Owens (2004) describes motivation as the forces that cause people to behave as they do. He further points out that behaviorists think of it as extrinsic (the carrot and stick) while others believe it is intrinsic (cognitive and emotional, such as feelings, aspirations, attitudes, thoughts, and perceptions). Hoy and Miskel (2004) contend that the challenge for education administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers. They make reference to Pinder (1948) who defined work motivation as a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration.

Moorhead and Griffin (2004) define motivation as a set of forces that leads people to behave in particular ways. Hanson (2003) defines it as an inner state that energizes, moves, channels, and sustains behavior toward goals. He further contends that motivation should be examined from two focal how to energize another person to work harder, faster, better; or the internal perspective of why someone becomes motivated to work harder, faster, better. Some examples of extrinsic motivation include the

following: First is remuneration, this includes salaries, allowances, and conditions of service for employees. Second is career, promotion opportunities and professional development. Third is support, positive feedback from supervisors and the appraisal process. Last is status, degree of respect in the public eye. Intrinsic motivation on the other hand includes among others professional responsibility that can be acquired through education and socialization.

Teachers are arguably the most important group of professionals for any nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. The mean CES-D (depression scale) score of a sample of 75 Los Angeles teachers was 15.6, a value about twice the mean score obtained in community surveys (Beer & Beer, 1992). A CES-D score of 16 or greater is considered significant because it is associated with increased risk of depression (Schonfeld, 1989).

In their study of 167 teachers, Sylvia and Hutchinson (1985) concluded that teachers' motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and other intrinsic work elements. The absence of high motivation and strong commitment make teachers not to be connected to their jobs on 'a fair day's work for a fair days pay' basis (Sergiovanni, 1968). Instead of giving their best, teachers emphasize meeting basic work requirements in exchange for material and other extrinsic benefits. Should teachers become dissatisfied, their performance is likely to fall below even a day's work level. Teachers are also likely to become detached and

alienated from their jobs if they experience loss of meaning and significance (Argyris, 1957). The study by Hanson (2003) of teachers in 87 district schools from New York State in the United States of America found that school management and the nature of teachers' job and salaries were crucial in determining teachers job satisfaction and performance. Many factors have been examined in an attempt to find what promotes teachers' motivation. Pay incentives have been found to be unsuccessful in increasing motivation. Study by Rayes (1990) on teachers' satisfaction investigated the relationship among teachers work orientation, organization commitment and job satisfaction of public school teachers as well as how they perceived their work as employment conditions.

In developing countries teachers' motivational issues has been researched and addressed significantly. According to a study done by Kadzamira (2006), Malawi teachers are highly dissatisfied by their remuneration and other conditions of service like poor incentives and condition of service which have resulted to low morale and thus poor performance. In Malawi absenteeism and attention to work were largely influenced by teachers' motivation factors like low salaries and poor working conditions.

Studies show that improvement in teachers' motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits. For example, researchers have had varying results when examining whether teachers' motivation leads to increased levels of academic achievement. Stevens & White (1987) studied the

records of students in 15 school districts, with 191 teachers as subjects. The standardized test scores from the California Achievement Test were used as the best estimate of the learned behavior in each teacher's classroom. There was no direct relationship between teachers' morale and student achievement.

According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching. Furthermore, leads to lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues. A study by Mwangi (2003) on factors related to the morale of Agriculture teachers found that work environment and recognition increased the morale of the teachers. "Teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance." Rothman (1981) suggests that this association exists because teachers serve as more than just educators; they are role models. The benefits of teacher satisfaction for both teachers and pupils points to the importance of studying how teachers feel about work. This study undertakes an examination of how teachers feel while doing their daily tasks. The Experience Sampling Method is used to determine which daily work related activities lead to the highest levels of motivation and job satisfaction.

In Nairobi County out of 3 districts Kasarani district has registered the worst mean score in terms of overall performance (City Education Department, 2011). The study is meant to fill the gap created by poor performance in K.C.P.E in Kasarani district through research on motivation of teachers. According to Ogola (2000) poor performance was as a result of low quality of resources found in public primary schools. Ogola (2000) showed that essential facilities such as staff housing were lacking in many schools, de-motivating the teachers and the results was poor performance in examinations. The results of the KCPE performance in nine districts in Nairobi County is indicated on table 1.1.

Table 1.1 KCPE performance 2008 – 2011 in Public Primary Schools Nairobi County

District name	2008	2009	2010	2011
Kasarani	230.5	226.7	228.5	229.8
Embakasi	267.8	255.4	245.7	257.37
Dagoretti	233.4	230.4	232.6	231.17
Kamukunji	245.6	236.8	230.6	233.32
Lang'ata	260.5	246.8	248.7	254.52
Makandara	254.98	245.9	240.6	243.49
Njiru	_	230.5	228.6	226.65
Starehe	243.65	235.6	233.5	234.32
Westlands	267.4	259.07	259.9	260.07

Source: Nairobi City council: City Education Department 2013

The Table 1.1 shows that there are fluctuations in performance in KCPE and Kasarani District has the lowest performance as compared to its neighbouring districts. This is despite the fact that most of the teachers in schools in the districts are trained and the fact that free primary education has been effectively and successfully introduced in all the districts. The poor performance in the district may be associated with: lack of motivation, poor working conditions, wanting environments and shared leadership by the administration (Gatune, 1982). As documented by Matheka (2005), cases of lack of motivation among teachers in Kasarani district has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues. This calls for the need for the research on the influence of teachers' motivation on in public primary schools in Kasarani district, Kenya.

1.2 Statement of the problem

Studies have been done on teachers' motivation in Kenya in which the teachers' motivation has been viewed as a major determinant of students' performance in National Examinations. Gullatt and Benret (1995) argued that the need for motivated teachers is reaching "crisis proportions" in our technological society undergoing fundamental changes. However, the government has been keen on determining class

size with a class ratio of 45 to 1,

improving salaries and allowances, giving guidance for TSC promotions, providing tuition grants to buy textbooks and other resources. While many studies have highlighted the importance of teachers' motivation on student's performance, they have not highlighted the influence of teachers' motivation on pupils' in public schools in Kasarani hence the study which attempted to investigate the influence of teachers' motivation in public primary schools in Kasarani district.

1.3 Purpose of the study

The purpose of this study was to investigate the factors that influence teachers' motivation in public primary schools in Kasarani district, Kenya.

1.4 Objectives of the study

i) To establish sources of motivation among primary school teachers in Kasarani district.

ii) To determine the influence of school culture on teachers' motivation in public primary schools in Kasarani district.

iii) To examine the influence of school working condition on teachers' motivation in Kasarani district in Kasarani district.

iv) To examine the influence of school environment on teacher's motivation in Kasarani district.

v) To identify the contribution of shared leadership of the schools administration towards teachers' motivation in Kasarani district.

1.5 Research questions

The following questions were used to guide the study:

i. What are the sources of motivation among primary teachers school in Kasarani district?

ii. How does the influence of school influence teachers' motivation in public primary schools in Kasarani district

iii. What is the influence of school working conditions on teachers' motivation in public primary schools in Kasarani district?

iv. What is the influence of school environment on teachers motivation in public primary Schools in Kasarani District.

v. How does shared leadership influence teachers' motivation in public primary schools in Kasarani district?

1.6 Limitation for the study

The head teachers in the study were not ready to provide the desired information since most research often raise suspicion. Teachers did not provide the desired responses when they suspected that their school was being studied. Lack of reliable road networks and means of transport hampered the movement of the researcher. Insecurity sometimes posed a challenge on the movement of the researcher especially in the slums.

1.7 Delimitation of the study

The study delimited itself to teachers and head teachers in public mixed and boarding secondary schools as they were the key figures . The study delimited itself to public schools only and private schools were not studied since the conditions in private schools are different. The study only covered only those teachers employed by the Teachers Service Commission since they were under one employer. The study delimited itself to head teachers who have served for over three years in their present position since they had adequate time to interact with their teachers. Since the performance of teachers is influenced by many factors, the focus in this study was on intrinsic and extrinsic motivation.

1.8 Assumption of the study

The study made the following assumptions: that high motivation increases effort in teaching and learning process leading to high performance in KCPE in primary schools. All the schools in the study used the same syllabus (current edition at the time of study). The researcher had no prior knowledge on the performance of the students in the sampled schools. All the respondents were truthful, cooperative and gave desired responses.

1.9 Significance of the study

The study may contribute valuable information to the Ministry of Education, TSC and school heads that pointed out the importance of motivation of teachers in various

capacities to improve on their overall performance in their schools. The study provided useful literature to future researchers in motivation factors that tended to impact on teachers performance and proceeded to enable further research in the areas of teacher motivation.

1.10   Definition of significant terms

The significant terms in the study were defined as follows:

Influence refers to the power affecting a person, thing, or course of events, especially one that operates without any direct or apparent effort

Pupil Performance refers to the mean score especially the one at the KCPE exam.

School culture refers to more to the way teachers and other staff members work together. The sum total of values; safety practice within a school that causes it to function and react in a particular way in this study.

School environment refers to the school physical environment for example building, school playground, safety systems and procedures where teaching learning takes place.

Sources of motivation these are external objects, such as benefits, rewards, appreciation, recognition, real or imaginary that provided an inspiration to perform a task for this matter teach effectively.

Teachers' Motivation refers to the attribute of teachers to do or be involved in teaching, learning in the context of this study. It is defined as the act of making teachers feel that their work is recognized, valued and at the same time they get the rewards worth their input.

Working condition refers to the conditions in which an individual or staff works, including but not limited to such things as amenities, physical environment, stress and noise levels, degree of safety or danger, and the like.

1.11 Organization of the study

The study is organized into five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions guiding the study, limitations of the study, and delimitations of the study, assumption of the study, definition of the terms and organization of the study. Chapter two presents the literature review, summary of reviewed literature, theoretical framework, and conceptual framework. Chapter three consists of the research methodology which included the research design, target population, sampling size and sampling procedure, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four presents data analysis and interpretation while the summary, findings, conclusion and recommendations of the study were presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises of the literature review that related to teachers' motivation and its factors that influence teacher motivation in public schools in Kasarani district. It presented a review of the related literature on the concept of motivation, motivation of teachers, and related literature on teacher motivators in the world, selected African countries and Kenya.

2.2 Concept of teachers' motivation and student performance

Motivation is the willingness to exert high levels of effort towards achievement of organization goals conditioned by environment and ability to satisfying individual needs. Okumbe (2001) defines motivation as an internal process that energizes, directs and sustains behaviors. It is the force that causes one to behave in a particular way. Okumbe (2001) continues that motivation is an internal and psychological process which is not directly observant but in turn accounts for behavior. The definition agrees that motivation entails all the inner conditions described as wishes, desires, which stimulate the interest of a person in an activity. Motivation has three key elements; needs, drives and achievement in this case a need is an internal state that makes outcomes appear attractive. An unsatisfied need creates tension that stimulates drives

within individual which generates a search for behavior to find particular goals that if attained will satisfy the need hence reduces the tension.

To understand how workers are motivated a number of theories have been advanced. Content theories determine what motivates people at work. Betts (2000) states that they deal with specific incentives, rewards, the basic needs which may be identified and their strengths on employees. These theories classify the strength of achievement possibilities, recognition, promotion prospects and salary increment. They include Maslow's hierarchy of needs, Herzberg's two factor theory, Clayton P. Alderfers's ERG theory, Mc Gregor's theory X and Y and David Mcllelland's achievement motivation theory.

The process theories of work motivation on the other hand are mainly concerned with the proceeding cognitive factors which go into motivation or effort. They postulate a formal explanation for the direction and persistence of behavior. Thus habits and strengths depend upon the situations which the individual has been subjected to in terms of magnitude and frequency. These theories include Adam Stacy's Equity theory and Victor Vroom's expectancy theory of work motivation.

2.3 Sources of teachers' motivation

Mwangi (2003) outlines two main sources of motivation to work; one is intrinsic motivation which is the job as an end in itself and the other is extrinsic which is the end

towards which the job provides the means. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Teachers are likely to be intrinsically motivated if they: attribute their educational results to internal factors that they can control (the amount of effort they put in), believe they can be effective agents in reaching desired goals (the results are not determined by luck), are interested in mastering a topic, rather than just rote-learning to achieve student's good grades.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the teacher to win and beat others in their subject area, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives. Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. Work provides us with money and money enables us to obtain satisfaction. So money, not the intrinsic satisfaction of the job is the main motivator according to this school of thought. If pay is to motivate and indeed have any positive influence at all, it should be felt to be fair in relation to both the work done and to others doing similar work. in school situation, there in need for

teachers to be motivated both intrinsically and extrinsically for them to better their performances in their work.

Recent studies have shown fairly conclusively that teachers are motivated more by intrinsic than extrinsic rewards. Chege (2004) in his study on impact of motivation on teaching staff in Thika district found that the teaching professional in a school setting should be structured in such a way that teachers acquire personal fulfillment as they execute their duties.

2.4 School culture and teachers' motivation

The public would like to know the productivity of a school in terms of achievement of its pupils Okumbe (2001). Parents help their children choose school in terms of pupils-pass examinations results. Lerine and Lezotte (1990) stated that a good school is one that has characteristics such as; productive climate and culture with orderly environment, staff cohesion and problem solving orientation focusing on public acquisition of knowledge with maximum use of time and mastery of skills, appropriate monitoring of pupils progress, outstanding leadership and salient parent involvement and one that has effective instructional arrangement and implementation which involve grouping and placing of materials. Okumbe (2001) noted that effective management of pupils requires comprehensive effort that is made by the head teachers to ensure that teachers' creativity and operations in school are efficiently and effectively encouraged.

Ogola (2000) found that many graduate teachers' in public schools and were not committed to their work. He argued that graduate teachers have their hearts elsewhere and have a negative attitude towards teaching. They attach monetary gain to extra work; they do feel they are overworked for little pay; and others do not view teaching as a noble profession. He concluded that graduate teachers were not committed to teaching and thus avoided areas of responsibility.

According to the Ogola (2000), many teachers are leaving the profession for alternative careers. It also identified the younger and well qualified teachers of mathematics who are able to find alternative employment with comparative ease shift to the private sector. The cause of this exodus is not merely one of salaries. Pastor and Erlandson (2001) observed that lack of recognition; promotion prospects and perceived devaluing of the profession by the society are all contributory factors. Therefore motivation related factors that affect teachers ought to be acted on to enhance improved performance.

2.5 Teachers' working conditions and teacher's motivation

Lutharns (1989) commenting on working conditions says that clean and attractive surrounding tend to make workers happy when doing their work. A study done by Mungunyu (2008), found that in Embakasi division, physical facilities were inadequate. This was about 80-90% of the majority of the respondents that said this lowered job performance. Mungunyu (2008) also found that teachers were dissatisfied with the pupils' teacher ratio which was reputed in some cases to be as high as 100:1.

Teachers not housed in school has a great impact on teachers' motivation in urban areas (Ramachadan and Javi, 2005). The cost of travel contributes to teachers' absenteeism and lateness in urban schools. Housing and travel are two concrete issues affecting teachers' morale and job performance (Ramachadran and Javi, 2005).

According to Matheka (2005) teachers had too much work which had resulted to stress and demotivation on job performance. High workload made the teachers unable to prepare themselves adequately and teach effectively (Matheka , 2005). Matheka (2005) further found that the Ministry of Education under which the teachers work is not committed to improve the working conditions of the teachers and this has affected their level of job performance.

2.6 School Environment and its influence on teacher's motivation

Gatune (1982), on crowded classrooms says that inability to move freely in classroom means that the teachers can neither help the needy children nor can he/she mark pupils' books as they continue working. In other words it reduces teachers' motivation hence reduced performance.

A good school is credited to the head teacher who concentrates on a happy and harmonious school environment, and develop qualities of integrity and habits service in

the teacher and pupils (Griffins 1994). Digolo (2003) consents that the head teachers must understand and address both in school factors and out school factors for the teachers to improve academic standards.

2.7 Effect of shared leadership on teachers' motivation

Broodingsky and Neil (1983) reported that majority of school administrators cited three policies that effectively improved morale and motivated their staff. They include shared governance, in-service education and systematic supportive evaluation. They argued that shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among administrators and teachers. Olembo (1990) affirms that teachers may be motivated through involving them in developing instructional materials, contributing to conferences and seminars and delegating duties to them.

Duignam (1995) noted that the school head teacher and his/her leadership are crucial factors in the success of the school. This is in agreement with what Kamotho (1998) stated that performance in schools depend on the head teachers' contribution in motivating the teachers. The administrators in school are the key players in a school culture. It is the duty of the leader to communicate the core values of a school. This means that he/she must be vocal and lead the teachers by example.

The running of the school revolves around the head teacher. He/she must play a team leader role where he/she is expected to demonstrate what is to be done. He/she should support the teachers and pupils through rewards and incentives. The head teacher holds the doctrines of the school and he/she is the wheel propeller and must be in the fore front in the building of the school culture. A strong head teacher must be conversant with good administration which is encompassed in the school processes, style of leadership and theories. The head teacher must also organize the teachers by motivating them to produce more by availing all the instructional materials needed by them. It is the duty of the head teacher to staff the school with the necessary stuff to avoid overworking the teachers. He/she should identify, employ and assign human resources needed to pursue the objectives and fulfils programme's demand (Duignam, 1995). School administrators must plan how to use the money available either on activities or on necessary items of equipment (Barasa & Ngugi, 2008).

The head teacher should have knowledge on the four theories in educational administration. These are organizational theory, which must satisfy the organization demand and workers demand must be congruent. In the human theory, two approaches theory x and y should be applied in any social organization. A head teacher should be aware of the fact that not all workers love work as such. They should be motivated to give satisfactory work. For the needs hierarchy theory a head teacher should know that a satisfied no longer operates as a motivator of behaviour and that a new need which is not satisfied sets in and becomes a motivator. The head teacher should be well aware of

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workers feel good effect on achievement and job satisfaction on enabling environment (Duignam, 1995).

2.8 Summary of literature review

From the literature review, it is evident that primary school teachers are de-motivated. Research conducted in Britain show that teachers declining extrinsic rewards compared to other occupations is enough evidence that the teaching profession\s worth was not recognized. In African countries poor salaries, inadequate accommodation facilities, low chances of promotion and advancement has been a factor in demoralizing teachers in general and future enrolment in particular.

Research conducted in Kenya show that primary school teachers are de-motivated. This is manifested in lack of commitment exhibited among graduated teachers (Ogola, 2000). Some of the reasons for de-motivation in Kenya include inadequate teaching resources poor relations between the teachers and school administration, shortcoming in teacher and school administration salaries and low chances of promotion. It is important that clear guidelines to indentify candidates with inborn interest in teaching be formulated. This will ensure that the teacher training colleges recruits and trains candidates with the interests and academic qualification for training. This way, motivation theories can be applied to reinforce improved pupils' performance in public primary schools in Kasarani district.

2.9 Theoretical framework of the study

The theoretical framework of this study will be based on Herzberg's Two-Factor Theory of Motivation (Herzberg, 1959). According to Herzberg, the motivating factors are the six 'job content' factors that include achievement, recognition, work itself, responsibility, advancement, and possibility of growth. Hygiene factors are the 'job context' factors, which include company policy, supervision, relationship with supervision, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status, and job security" (Ruthankoon, 2003).

Basically the theory differentiates the factors between intrinsic motivators and extrinsic motivators. The intrinsic motivators, known as the job content factors, define things that the people actually do in their work; their responsibility and achievements. The job context factors, on the other hand, are the extrinsic factors that someone as an employee does not have much control over; they relate more to the environment in which people work than to the nature of the work itself (Schermerhorn, 2003). Herzberg identifies these factors as the sources for job dissatisfaction. "Hertzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction. While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed" (Herzberg, 1959).

Therefore, the basic premise of the Two-Factor Theory is that if an employer or manager is trying to increase job satisfaction and ultimately job performance for an employee or coworker, they need to address those factors that influence one's job satisfaction. The most direct approach is to work on the intrinsic, job content factors. The TSC should work at harmonizing the teacher salaries to those of other cadre in the civil service to motivate the teachers. The school policies should not be too rigid to intimidate the teacher. It should include motivating services such as flexible working hours, dress code, breaks, and vacation. The working conditions in the school should be safe, clean and hygienic to motivate the teacher. The work equipments should be updated and well-maintained.

2.10 Conceptual Framework

Teachers require regular motivation to work hard through the use of incentives such as recognition, rewards, good salaries and promotion in the work places. When teachers are well motivated intrinsically and extrinsically the achievement of the set school targets occurs. The overall results are good performance by the students as a result of the preparation from the well motivated teachers. As shown in figure 2.1

Figure 0.1 The conceptual framework teachers' motivation in public primary schools in Kasarani district.

| Source of motivation: Intrinsic and extrinsic |
| School culture |
| Working conditions |
| School environment |
| Leadership style |

Teachers Motivation

Teachers Motivation

- KCPE performance
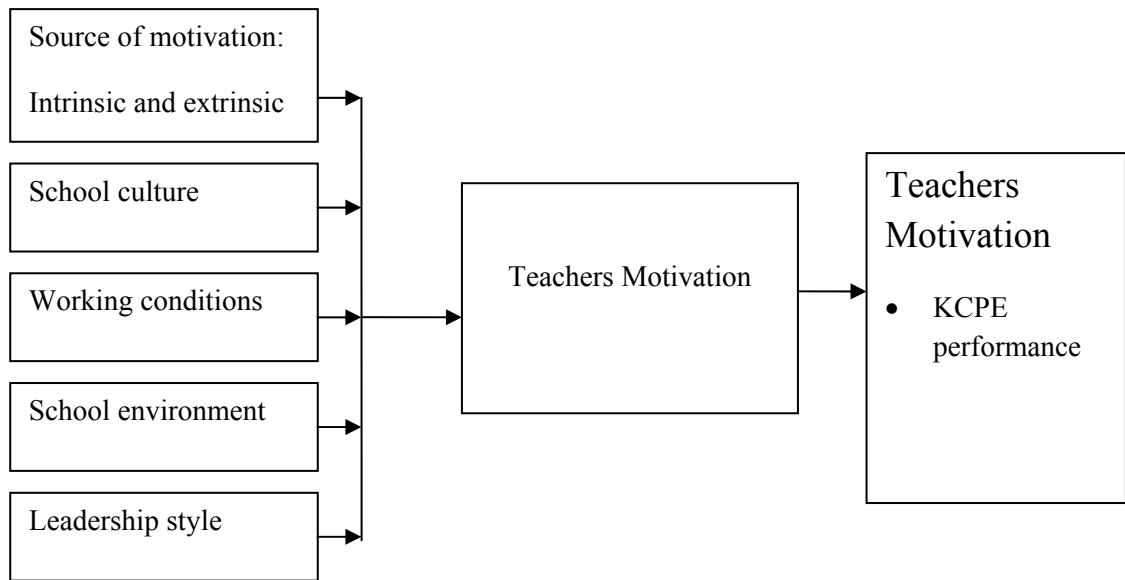
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, target population, sample size and sampling procedures, research instrument, validity and reliability of the research instruments, data collection procedure and data analysis techniques that were used in this study.

3.2 Research design

A research design is a plan showing how the problem of investigation was to be solved (Orodho and Kombo, 2003). Descriptive research design was used in this study and it is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2003). This design was appropriate for this study since it attempted to describe what is in the social aspect such as school, and it allows use of standardized instruments like questionnaires and interviews which can be used in the survey and examination of the existing records.

3.3 Target population of the study

Mbwesa (2008) define target population as the entire group of people, events or things that the researcher wishes to investigate. This study was carried out in Kasarani district,

targeting the 25 public primary schools. The 25 head teachers and 360 teachers in the district will be targeted as respondents in this study.

3.4 Sample size and sampling techniques

Mugenda and Mugenda (2003) define a sample as a small group obtained from the accessible population. The study used simple random sampling to select 10 public primary schools in the region. The study sampled 107 respondents comprising of 10 head teachers and 97 teachers. Proportionate random sampling was used to sample the teachers from the zones of Ruaraka and Kahawa in the district. According Gay and Airasian (2003) a sample size of between 10% and 20% of the total population is representative. The study then used simple random method to select teachers to represent their respective schools. Ruaraka zone was represented by 5 schools/head teachers and 51 teachers and Kahawa zone by 5 schools/head teachers and 46 schools as shown in table 3.1

Table 3.1 Populations sampling for Kasarani district

Zone	Sampled schools and head teachers		Sampled teachers	
Ruaraka	12/25 or	5	186/360 or	51
Kahawa	13/25 or	5	164/360 or	46
Total		**10**		**97**

3.5 Research instruments

The research instrument to be used in the study was a questionnaire which is considered the most suitable research instrument for descriptive research design. Orodho and Kombo (2003) stated that in questionnaires the respondents fill in answers in written form. The questionnaires was used in the study as they require less time, are less expensive and permits collection of data from a wide population (Orodho and Kombo, 2003). The head teachers' and the teachers had one questionnaire each.

The questionnaire for the head teachers/teachers consisted of two sections. Section one collected the demographic information including gender, professional and teaching experience. Section two collected data on the influence of motivation on student's performance with open and close ended questions.

3.6 Instruments validity

Validity of research instrument referred to the extent to which a test or instrument measures what it is intended to measure (Mbwesa, 2008). For this study content validity of the research instruments was established, by having the instruments appraised by the supervisors and experts in education administration and during the pilot study, vague questions were reviewed (Orodho and Kombo, 2003). According to Mugenda and Mugenda (2003), once the questionnaire had been finalized, it should be tried in the field. Piloting the instrument enhances the reliability that is the dependability, accuracy,

clarity and adequacy of the instrument. Two schools from Nairobi County were used in the pilot study.

3.7 Instruments reliability

Kombo and Tromp (2006) defined reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test- retest technique were used. This test-retest method involved administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument will be said to be reliable for data collection. If the pilot study got a score of 0.8 which is considered high enough to judge the reliability of the instrument, it was to be acceptable. The two sets of questionnaires had a correlation coefficient of 0.88 for the head teacher and 0.84 for the teacher hence they were reliable.

3.8 Data collection procedure

The researcher sought for a research permit from the National Council for Science and Technology. The City Education Officer Kasarani district was notified about the research to be carried out. Introductory letters were sent to the head teachers of the sampled schools and appointments sought for the purpose of creating rapport,

confidence and removing any suspicions by assurances of confidentiality on the data that was generated. Questionnaires were given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher visited the selected schools and administered the instrument to the respondents in person then collected the filled up questionnaires.

3.9 Data analysis techniques

Upon receiving the questionnaires and interview schedules from the respondents, they were checked, coded and processed. Quantitative data were arranged and recorded according to research questions after which frequencies; percentages, bar graphs and pie charts were used for the presentation and analysis. Qualitative data were edited then arranged into themes and patterns using codes then analyzed and interpreted like the quantitative data. Data was analyzed using the Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter presents data analysis and presentations were to investigate the influence of teachers' motivation in public primary schools in Kasarani district, Kenya. Responses were sought from the head teachers and teachers which are presented to show background information on the sources of motivation, influence of school culture on teachers' motivation, influence of school working conditions and environment on teachers' motivation and the contributions of the schools administration towards teachers' motivation. Part one provides background information collected from the respondents from Kasarani district. The rest of the chapter is organized along the following order ; sources of teacher motivation; influence of school culture, school working conditions, school environment and shared leadership on teacher motivation in public primary school.

4.2 Questionnaire return rate

The study used two categories of questionnaires to collect data: the head teachers and teachers' questionnaire. Table 4.1 shows respondents' questionnaire return rate.

Table 4. 1 Respondents' questionnaire return rate

Respondents	Expected Response	Actual Response	Response rate Percentage (%)
Head/teachers	10	10	100
Teachers	97	97	100

The results in table 4.1 show that all the questionnaires were returned by the head teachers and the teachers. The efficiency of the respondent return rate emanated from the fact that the researcher personally participated in the distribution and administration of questionnaire to all the respondents. The researcher made a follow up for any non returned questionnaire to ensure all the respondents responded as required.

4.3 Demographic data of the respondents

This section presents background information on the demographic data of the head teachers and the teachers highlighting the major characteristics of the target population in the study. It provides a summary concerning gender of the respondents, their age, academic qualifications, professional qualification, teaching experience, the number of years served by the head teachers and teachers among others.

4.3.1   Respondents gender

Generally there are more female teachers in the urban areas than their male counterparts as the female teachers favour working in these areas for convenience purposes (Matheka, 2005). Gender in the study indicates the general distribution of the head

teachers and teachers in the public primary schools in the district. The gender distribution of head teachers and teachers in the district is shown in Table 4.2

Table 4.2 Gender Distribution of Head teachers and Teachers

Gender	Head teachers		Teachers	
	f	%	f	%
Male	4	48	46	41
Female	6	59	51	59
Total	**10**	**100.0**	**97**	**100.0**

In terms of gender, the results in shows that the frequency of 4 translated to 48% of the head teachers were males and the other the frequency of 6 translated to 52% were females. This means that there was no gender parity in the distribution of head teachers in primary schools in the district.

The results in table 4.2 shows that male teachers had a frequency of 46 which translated to 46% of the teachers compared to a frequency of 51 which translated to 59% who were female teachers. This was an indicator that the male teachers were more than the female ones in the district. This is inline with Kimu (2012) who had observed that in terms of teachers distribution, the urban areas was more populated with female than male teachers.

4.3.2 Distribution of head teachers by age

Age was vital in order to determine whether the head teachers had earned enough experience in the profession to practice motivational principles in the school. Experience work hand in hand with age. Head teachers were asked to state their age and table 4.3 indicates the age distribution of the head teachers in the district.

Table 4.3 Distribution of head teachers by age

Age (Years)	Frequency	Percentage
25-30	0	0
31-40	1	24
41-50	7	56
Above 50	2	20
Total	**10**	**100**

Majority of the head teachers 56% in the district were middle aged (41-50) years. At this age the head teachers have gained a lot of skills in teacher management and are capable of using their expertise in using motivation as a tool to enhance teacher motivation in the school for better performance in the school activities.

Distribution of teachers by age

The teachers were asked to state their age and the results are as shown in figure 4.1.

Figure 4.1 Distribution of teachers by age
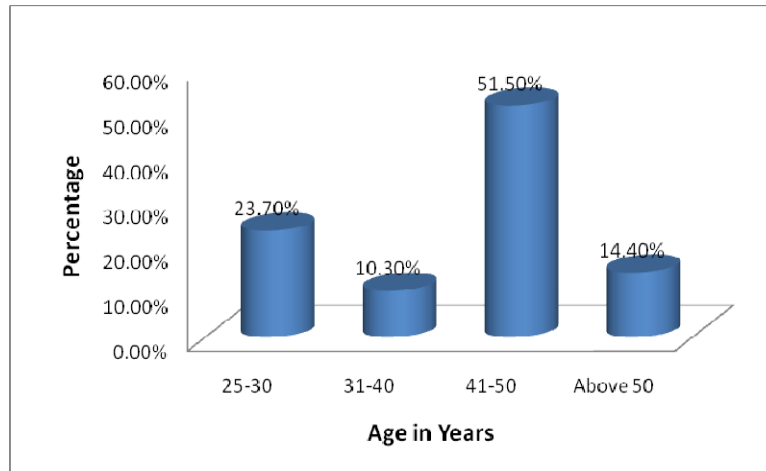
From the results in figure 4.1, it is evident that 41.2% of the teachers are middle aged (41-50) years. The teachers at this age are well ingrained in the education field in terms of masterly of the teaching/learning process. These teachers only require motivation to translate this masterly into ideal performance in school.

4.3.3 Academic qualification of head teachers

Academic qualifications were stated to determine whether the head teachers and the teachers had the right qualifications to practice what they were generally practicing in the schools. Head teachers were asked to state their academic qualifications as indicated in table 4.4.

Table 4. 4 Academic qualifications of head teachers

Qualification	Total	Percentage
M/ED	2	20
B/ED	6	60
P1	2	20
Total	**10**	**100**

Majority of the head teachers 60% in the district were BED degree holders, which is an added qualification for one to perform the roles expected in a head teachers in teacher management. The other 40% of the head teachers had either a P1 certificate or a master's degree which equipped them with the ability to perform the management roles in the schools.

4.3.4 Academic qualification of teachers

Teachers were asked about their academic qualifications and the results are shown in figure 4.2.

Figure 4.2 Teachers' Academic Qualifications

	P1	S1	Graduate (BED)	MED	Total
Percentage	38.1	26.8	20.6	14.4	100
Total	37	26	20	14	97
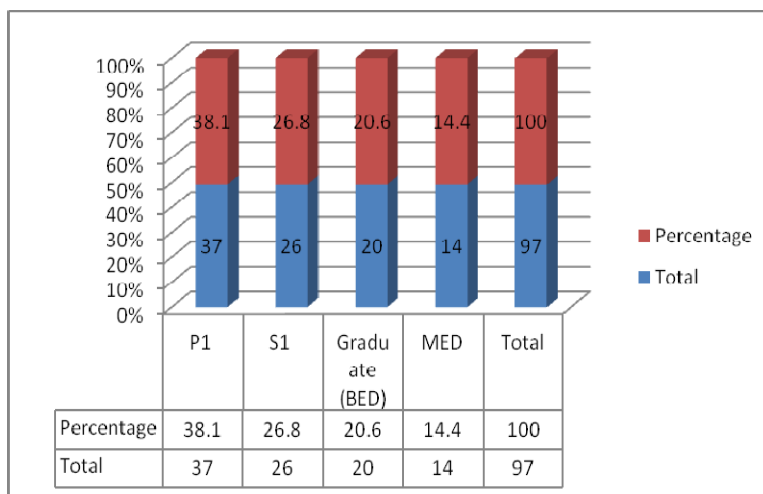
The results in figure 4.2 shows that most (38.1%) of the teachers had a P1 qualification which is the ideal qualification to teach in primary schools in Kenya. Another 26.8% of the teachers had an S1 diploma certificate, 20.6% a master's degree and these made the teachers innumerable wealth of knowledge to participate in curriculum and instructional supervision in the schools.

4.3.5 Head teachers' teaching experience

Head teachers were asked to state the number of years they had taught in the school and the results are shown on table 4.5.

Table 4.5 Head teachers teaching experience

Response (years)	Frequency	%
1-5	0	0
6-10	1	10
11-15	2	20
16-20	5	50
21-25	2	20
Above 25	0	0
Total	**10**	**100**

Half of the head teachers in the district had taught for 16-20 years in their schools. This was enough time for them to have developed a rich expertise in teacher and school management. They have the awareness on the role of teachers' motivation in the overall school performance.

4.3.6 Teachers' teaching experience

The teachers were asked to state the number of years they have been teaching and the results are shown on figure 4.3.

Figure 4. 3 Teachers' teaching experience
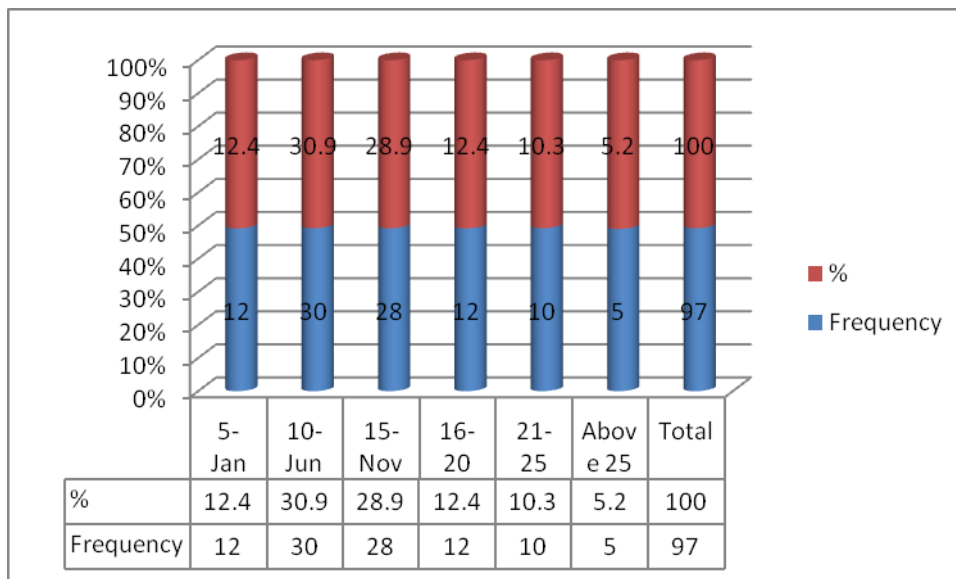
The results in figure 4.3 shows that most of the teachers (30.9%) had taught for 6-10, and another group 28.9% had taught for 11-15 years. This is a critical period for the teachers to be in need of motivation for them to give their full participation in school activities. The teachers at this age are quite energetic at motivation can act as a catalyst to catapult them into more participation and performance in their work. Also, (24%) of the teachers had taught for 16-20 years they had acquired innumerable knowhow to assist in implementation of special needs in the schools.

This section presents data analysis and presentations on the investigation of the influence of teachers' motivation in public primary schools in Kasarani district. It presents the responses of the head teachers and teachers on the sources of motivation, influence of school culture on teachers' motivation, influence of school working conditions and environment on teachers' motivation and the contributions of the schools administration towards teachers' motivation in Kasarani district.

4.4   The sources of motivation for the teachers

There are usually two sources of motivation; intrinsic and extrinsic motivation. This question was meant to investigate from the head teachers and teachers on the sources of motivation for teachers. The results are shown in table 4.6.

Table 4. 6 Head teachers' responses on sources of teachers' motivation

Sources of motivation	Frequency	%
Good recommendation letters to the teachers	10	100
Salaries and allowances	10	100
Giving rewards for hard work	10	100
Recognition for exemplary work	10	100

The results in table indicate that all the head teacher use a variety of motivators to enhance teacher performance in the schools. This is contrary to Mbwesa (2008) assertion that school heads in many schools rarely motivated teachers and this affected the morale resulting to low academic performance.

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4.4.1 Teachers' response on the sources of motivation for the teachers

The question also aimed at ascertaining from the teachers on their knowledge of sources of teacher motivation in the school. The teachers' responses are shown in table 4.7

Table 4.7 Teachers' responses on sources of teachers' motivation

Teacher response	Frequency	%
Good recommendation letters to the teachers	57	59
Salaries and allowances	72	74
Giving rewards for hard work	49	51
Recognition for exemplary work	67	69

The results in table shows that majority of the teachers (74%) mentioned salaries and allowances as a source of motivation in the teaching and learning process. Another 69% mentioned recognition for exemplary performance as a source of motivation in the schools. The results concur with Sergiovanni (1968) on the importance of motivation. He said that the absence of high motivation and strong commitment will make teachers to be connected to their jobs on 'a fair day's work for a fair days pay' basis. Instead of giving their best, teachers emphasize meeting basic work requirements in exchange for material and other extrinsic benefits.

4.4.2 Policy on teachers' motivation in the school

School should have a policy on how to motivate its workers and the said workers should be informed on its existence and its importance. The objective of this question was to

assess from the head teachers if they had set a policy on teachers' motivation in their schools. The responses are shown in table 4.8.

Table 4. 8 Policy on teachers' motivation

	Yes		No		Total	
Response	f	%	f	%	f	%
Teacher	**8**	**80**	**2**	**20**	**10**	**100**

Majority of the head teachers (80%) stated that they had set a policy on teachers' motivation in the schools. The other head teachers (20%) indicated that the schools they headed did not have in place a policy on teachers' motivation had a contrary few. The results highlight the importance of a policy of teachers' motivation in the school as seen by Argyris (1957). He stated that with an absence of motivation policy, teachers become dissatisfied with motivation in the school; their performance is likely to fall below even a day's work level. Teachers are also likely to become detached and alienated from their jobs if they experience loss of meaning and significance.

The teachers were also asked to state whether there was a policy on teachers' motivation in the school and they gave the following results in table 4.9.

Table 4. 9 Teachers' response on teachers' motivation

	Yes		No		Total	
Response	f	%	f	%	f	%
Teacher	22	22	77	78	99	100

Majority of the teachers (75%) stated that there was no teachers' motivation policy in the schools they worked in. This is in line with; Ogola (2000) who found that many graduate teachers were not committed to their work because of the absence of motivation in the work places. He argued that graduate teachers had their hearts elsewhere and had a negative attitude towards teaching and the school in general.

4.4.3 Head teacher's responses on method of teacher motivation

The Head teachers' were asked on methods of motivation they employ in their schools, their responses are as shown in Table 4.10

Table 4. 10 Methods of teacher motivation

Head teachers' response	Frequency	%
Giving cash rewards	15	16
Taking teachers for trips	55	57
Recognizing good work openly	17	18
Writing recognition letters	10	10
Promotion recommendation	67	69

The results showed that the head teachers did not favour to some extent the motivation methods like writing recognition letters (10%), recognition of good work openly (18%), and giving cash rewards (16%). The head teachers instead preferred of the spot motivational methods such as promotion recommendation (69%), and taking teachers for trips (57%). The findings disagreed with a research on teachers' motivation issues in Nigeria states that teachers place a higher value to monetary stated motivation, adequate fringe benefits and regular payment of teachers' salary thus leading to better performance (Mbwesa, 2008).

4.4.4 Teachers' response on methods of teacher motivation

Teachers were asked about methods of motivation used in their schools Table 4.11 shows the results.

Table 4.11 Teacher response on methods of motivation

Teachers' response	Frequency	%
Giving cash rewards	15	16
Taking teachers for trips	55	57
Recognizing good work openly	17	18
Writing recognition letters	45	46
Promotion recommendation	56	58

The teachers stated the motivation methods like taking teachers for trips (57%) and promotion recommendation (58%) as some of the popular methods used by head teachers in teachers' motivation. Giving cash rewards (16%) and recognizing good

work openly were least used by the head teachers in the schools. A research on teachers' motivation issues in Nigeria states that teachers place a higher value to monetary stated motivation, adequate fringe benefits and regular payment of teachers' salary thus leading to better performance (Mbwesa, 2008).

4.5 The existence of culture on teacher motivation

The aim of question item was to ascertain from the head teacher on the existence of school culture and its influence on teacher motivation. The head teachers were requested to state whether the culture of recognition existed in the school. Their responses are shown in table 4.12.

Table 4. 12 Head teachers' responses on teachers' recognition

Head teachers' response	Frequency	%
Small extent	0	0
Moderate extent	3	30
Large extent	5	50
Very large extent	2	20
Total	**10**	**100**

Half of the head teachers indicated that their schools had the culture of recognition of teachers' efforts in their performance of duties to some large extent. The head teachers' statement agreed with Pastor and Erlandson (2001) who observed that lack of recognition; promotion prospects and perceived devaluing of the profession by the

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society are all contributory factors to lack of motivation in teachers and poor performance.

4.5.1 Teachers' response on the extent of head teachers' recognition of teachers' efforts by rewarding hard work

The teachers' views were sought on their view about the extent to which the head teachers' recognition of teachers' effort through rewarding hard work motivated them to work. They gave the following results in table 4.13.

Table 4. 13 Head teacher recognition of teachers

Head teachers' response	Frequency	%
Small extent	42	43
Moderate extent	36	37
Large extent	15	15
Very large extent	5	5
Total	98	100

Majority of the teachers (43%) stated that the head teachers' recognition of teachers' effort through rewarding hard work only motivated them to a small extent and another (36%) to a moderate extent. The findings were contrary to Nelson and Quick (2009) assessment that teachers need to be well motivated since an inspired and engaged workforce is a key to providing customers with exceptional product in service in the industrial perspective; a well motivated teacher is like a raw-material processing plant

that produces the best time product that sells. The products are expensive and of high quality with few defective products which sell as second hand goods.

4.5.2   Teacher's response on existence of recognition culture

The teachers were also asked about the existence of the culture of recognition in the school Table 4.14 shows the results

Table 4. 14 Teacher: existence of recognition culture

Head teachers' response	Frequency	%
Small extent	15	16
Moderate extent	55	57
Large extent	17	18
Very large extent	10	10
Total	**97**	**100**

The results indicate that contrary to the head teachers' view, majority of the teachers (57%) stated that to a moderate extent, there was an existence of a school culture of recognition of the teachers' effort in the schools. The results agreed with Broodingsky and Neil (1983) report that majority of school administrators rarely motivated the teachers on exemplary work. They argued that motivation was a catalyst to improved output in teacher performance.

4.6   The influence of working condition on teacher motivation

The working conditions may act as a motivator or a de-motivator to the teachers' performance in the school. The teachers were asked to comment on the working conditions in which they performed their duties and they gave the following results in table 4.15.

Table 4. 15 Influence of working condition on teacher motivation

	Yes		No		Total	
Response	f	%	f	%	f	%
Teacher	69	71	28	29	97	100

Majority of the teachers (71%) stated that the working condition motivated them to perform their teaching/ learning process while the other (29%) commented that the working conditions did not motivate them to work. the results agreed with Rayes (1990) who stated that teachers' job satisfaction depended on the working conditions prevailing in the working place. He further stated that there was a relationship between teacher job satisfaction, working condition and school performance.

4.6.1   Number of pupils in a classroom

Overcrowding in the classroom will de-motivate the teachers from effectively performing their classroom activities. The teachers' views were sought on number of pupils they handled in the classroom and they gave the following results in table 4.16.

Table 4. 16 Number of pupils in class

Teacher response	Frequency	%
Overcrowded	65	68
Adequate	17	16
Few	15	16
Total	97	100

Majority of the teachers (68%) stated that the pupils were overcrowded in the school with the other commenting that either the classrooms were adequate (16%) in pupil numbers or had a few pupils (16%). The statement reiterates Matheka (2005) findings that teachers who had too much work resulted to stress and demotivation on job performance. High workload made the teachers unable to prepare themselves adequately and teach effectively. Matheka (2005) finding was that the ministry of education under which the teachers work is not committed to improve the working conditions of the teachers and this has affected their level of job performance.

4.6.2 Security of the school environment

The question aimed at establishing from the teachers on whether they felt the school environment was secure for the teaching/learning process. The responses are shown on table 4.17.

Table 4.17 Security of school environment

Teachers' responses	Frequency	%
Very secure	11	13
Secure	49	51
Insecure	30	31
Very insecure	7	7
Total	**97**	**100**

Majority of the teachers (51%) said that the schools were secure for the teaching/learning process. The others (31%) felt that the school environment was insecure, 13% said the environment was very secure and 7% stated the environment was very insecure. The findings are in line with Lutharns (1989) comments on working conditions say that a clean, secure and attractive surrounding tends to make workers happy when doing their work.

4.6.3 Extent of school provision of adequate teaching and learning material to the teacher

The teachers' views were sought on the adequacy of teaching and learning materials to the teacher and they gave the following results in table 4.18.

Table 4. 18 Provision of teaching and learning materials.

Teachers' response	Frequency	%
Small extent	56	58
Moderate extent	20	21
Large extent	13	13
Very large extent	17	18
Total	**97**	**100**

Majority of the teachers (58%) stated that to a small extent, the school was adequate in the provision of teaching and learning materials. Only (18%) and (13%) of the teachers felt that the school to a large and very large extent provided them with the teaching and learning materials. The findings reinforces the comments by Duignam, 1995 and Barasa & Ngugi, 2008 who argued that the head teacher must also organize the teachers by motivating them to produce more by availing all the instructional materials needed by them. It is the duty of the head teacher to staff the school with the necessary stuff to avoid overworking the teachers. He/she should identify, employ and assign human resources needed to pursue the objectives and fulfils programme's demand School administrators must plan how to use the money available either on activities or on necessary items of equipment

4.6.4   Number of pupils taught by the teacher

Teachers require handling an ideal number of learners that they can effectively and efficiently handle. The teachers' views were sought on the number of pupils they taught in the classes and they gave the following results in table 4.19.

Table 4. 19 Number of pupils in class

Teacher response	Frequency	%
20-40	13	10
40-60	65	67
60-80	19	20
80-100	0	0
Total	**97**	**100**

Majority of the teachers (67%) commented that they handled between 40-60 pupils in classrooms. This is a large group and the teacher hardly has the ability to competently handle them effectively. Some teachers (20%) stated that they handled classes of between 80-100 pupils which means they cannot cope with the number. The results concurs with the study by Mungunyu (2008) and Gatune (1982), findings that teachers were dissatisfied with the pupils' teacher ratio which was reputed in some cases to be as high as 100:1. On the crowded classrooms they say that inability to move freely in classroom means that the teachers can neither help the needy children nor can he/she marks pupils work as continue working. In other words it inhibits teachers' job performance.

4.6.5   Teacher ability to monitor pupils' progress

The ability and ease for the teacher to competently monitor their pupils' progress can act as a motivator and an enhancement to the teachers' performance in the school. This question was meant to investigate from the teachers on their capability to monitor the pupils' in progress in the school. The results are shown in Table 4.20.

Table 4.20 Teacher ability to monitor pupil's progress

	Yes		No		Total	
Response	f	%	f	%	f	%
Teacher	36	37	61	63	97	100

The results indicate that majority of the teachers (61%) confessed that they were unable to competently monitor the progress of the pupils in their care and only (37%) were able to do a follow up on their pupils progress. The findings add weight to Gatune (1982), on crowded classrooms who says that inability to move freely in classroom means that the teachers can neither help the needy children nor can he/she marks pupils work as continue working.

4.6.6 Teachers' average teaching load per week

The teachers should be allocated a weekly workload that they can effectively and efficiently be able to handle. The teachers' views were sought on their teaching load per week and they gave the following results in table 4.21.

Table 4. 21 Teacher weekly workload

Teacher response	Frequency	%
10-15	5	5
16-20	11	11
21-30	16	17
Over 30	65	67
Total	**97**	**100**

Majority of the teachers (64%) had a teaching load of over 30 lessons per week and only (33%) had the recommended lesson of not more than 30 lessons per week. The results entails that majority of the teachers were overloaded in terms of workload per week. The findings reinforce those of Matheka (2005) that teachers had too much work which had resulted to stress and demotivation on job performance. High workload made the teachers unable to prepare themselves adequately and teach effectively (Matheka 2005). Matheka (2005) finding was that the ministry of education under which the teachers work is not committed to improve the working conditions of the teachers and this has affected their level of job performance.

4.7 Responses on school environment and teachers' motivation

The question aimed at establishing from the teachers about the locality where the teaching/learning process occurred in the school. The responses are on table 4.22.

Table 4. 22 Place where learning takes place

Teacher response	Frequency	%
Under a tree	0	82
Fabricated rooms	17	18
Permanent structures	80	82
Total	**97**	**100**

The results showed that majority of the schools (82%) had permanent structures for the learning process while 18% had semi-permanent. The findings is in line with Lutharns (1989) comments on working conditions says that the sense of a conducive teaching resources like classrooms, desks, library and attractive surrounding tend to make teachers happy when doing their work.

4.7.1 Adequate Playing ground in the school as a source of motivation

Schools need to have adequate playgrounds for practical lessons to take place and for teachers to be motivated to undertake them. The objective of this question was to

ascertain from the teachers on the adequacy of playing grounds in the school. The responses are shown in table 4.23.

Table 4. 23 Adequacy of playing ground in the school

	Yes		No		Total	
Response	f	%	f	%	f	%
Teacher	**67**	**82.1**	**30**	**17.9**	97	100

Majority of the head teachers (82.1%) stated that there was adequacy of playing grounds for the pupils in the school and few schools (17.9%) lacked adequate playgrounds. This agreed with a study done by Mungunyu (2008), found that in Embakasi district, a neighbor to Kasarani, physical facilities were inadequate. This was about 80-90% of the majority of the respondent who said this lowered job performance.

4.8 Influence of shared leadership on teacher motivation

The item aimed at assessing the influence of the shared leadership on teacher motivation taking into context the importance of the school administration to teacher motivation and performance.

This question was meant to investigate from the teachers on the relationship between the head teachers and the teachers in the school. The results are shown in Table 4.24.

Table 4. 24 Relationship between head teacher and teachers

Teacher response	Frequency	%
Very good	15	16
Good	46	47
Bad	24	25
Worse	12	12
Total	**97**	**100**

The results indicate that majority of the teachers (59%) stated that a good relationship existed between head teachers and teachers in the school. Another (25%) of the teachers talked of the relationship as bad, 12% commented that the relationship was worse. Only 16% stated the relationship between the head teachers and the teachers as very good. The findings are partly in line with Griffins (1994) statement that a good school is credited to the head teacher who concentrates on a happy and harmonious school environment, and develop qualities of integrity and habits service in the teacher and pupils (Griffins 1994). Digolo (2003) also consents that the head teachers must understand and address both in school factors and out school factors for the teachers to improve academic standards.

4.8.1 Extent of head teachers consulting the teaching staff on matters to do with learning

The question aimed at establishing from the teachers on whether the head teachers' motivated them through consulting on learning issues. The responses are shown on table 4.25.

Table 4. 25 Rate of head teacher consulting teachers

Head teachers' response	Frequency	%
Small extent	50	52
Moderate extent	25	26
Large extent	13	13
Very large extent	9	9
Total	**97**	**100**

Majority of the teachers (52%) responded that the head teachers only consulted teachers on school issues to a small extent. Another (26%) stated that the head teachers consulted the teachers to a moderate extent. The view is against Nyongesa (2007) who adds that for teachers to be satisfied positive re- enforces should be used to motivate them so as to improve productivity, such reinforces include; pride, team, effort, enthusiasm, praise, listening.

4.8.2 The influence of head teachers' shared leadership on teacher motivation

The question item aimed at establishing from the teachers how the shared leadership of the head teacher motivated them to perform their duties. The responses are shown on table 4.26.

Table 4. 26 Head teacher leadership style on teacher motivation

	Yes		No		Total	
Response	f	%	f	%	f	%
Teacher	**57**	**59**	**40**	**41**	97	100

Majority of the teachers (59%) stated that the head teachers' leadership was a source of motivation for them in the performance of school duties. The other 41% had a contrary view. The assertion concurred with Duignam (1995) who noted that the school head teacher and his/her leadership are crucial factors in the success of the school. This is in agreement with what Kamotho (1998) stated that performance in schools depend on the head teachers' contribution in motivating the teachers. The administrators in school are the key players in a school culture. It is the duty of the leader to communicate the core values of a school. This means that he/she must be vocal and lead the teachers by example.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the study and findings, conclusions drawn, to recommendations and suggested areas for further research.

5.2 Summary of the study

The purpose of this research study was to investigate the influence of teachers' motivation on pupils' performance in public primary schools in Kasarani district, Kenya. The objectives of the study were to assess the sources of teacher motivation, influence of school culture on teacher motivation, influence of school working conditions and environment on teacher motivation and the influence of shared leadership on teacher motivation in Kasarani district. Descriptive survey design was used to conduct the study.

The target population was the 25 public primary schools, 25 head teachers, and 360 primary school teachers in Kasarani district. Proportionate random sampling was used to get the sample size of the respondents with all the 10 head teachers and 97 teachers making a total of 107 respondents. Questionnaires for head teachers and teachers were used in data collection. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department of city education and then subjected to a pilot study. The instruments were tested for reliability through

test-retest technique with a reliability coefficient of 0.913 for head teachers'
questionnaire and 0.867 for the teachers' questionnaire. Descriptive statistics was used
to analyze data which was coded and entered with the assistance of Statistical Package
for Social Sciences (SPSS) programmes which generated frequency tables, percentages
and bar graphs.

5.3 The research findings

Sources of teacher motivation:

The results in table indicate that all the head teacher use a variety of both intrinsic and
extrinsic motivators to enhance teacher performance in the schools. The results in table
showed that majority of the teachers (74%) mentioned salaries and allowances as a
source of motivation in the teaching and learning process. Another 69% mentioned
recognition for exemplary performance as a source of motivation in the schools.

Influence of school culture on teacher motivation:

The results show that majority of the teachers (52%) responded that the head teachers
only consulted teachers on school issues to a small extent and this entails that the
schools had a week culture of consultation. Majority of the teachers (59%) stated that
the head teachers' leadership was a source of motivation for them in the performance of
school duties and this outlines a culture of exemplary leadership exists to some extent in
many school. Majority of the teachers (42%) stated that the head teachers' recognition
of teachers' effort through rewarding hard work only motivated them to a small extent

and another (36%) to a moderate extent signaling on the existence of a weak culture of recognition of good performance.

Influence of school working conditions and environment on teacher motivation

Majority of the head teachers said that the schools were secure for the teaching/learning process. The others felt that the school environment was insecure. Majority of the teachers stated that the pupils were overcrowded in the school with the other commenting that either the classrooms were adequate in pupil numbers or had a few pupils. Majority of the teachers (64%) had a teaching load of over 30 lessons per week and only (33%) had the recommended lesson of not more than 30 lessons per week. The results entails that majority of the teachers were overloaded in terms of workload per week. The high workload made the teachers unable to prepare themselves adequately and teach effectively

The contributions of the schools administration towards teacher motivations

The performance in schools depends on the head teachers' contribution in motivating the teachers. The head teacher in school is the key players in a school. It is the duty of the head teacher to communicate the core values of a school. This means that he/she must be vocal and lead the teachers by example. Majority of the teachers (59%) stated that the head teachers' leadership was a source of motivation for them in the performance of school duties. The school head teacher and his/her leadership are crucial factors in the success of the school. The results indicate that majority of the teachers

(59%) stated that a good relationship existed between head teachers and teachers in the school. .

5.4 Conclusion

The ability to understand the sources of teacher motivation is key to realizing its importance since both intrinsic and extrinsic motivation influence teacher motivation. The school culture influences teacher motivation as it takes the role of guidance in the day today activities of the teacher in the school. In a school with strong culture the head teachers and the teachers have a pattern of doing things which is followed unconsciously. In many institutions with exemplary performance, the working conditions influence teacher motivation since they tend to make workers happy when doing their work. The schools administration influence on teacher motivation is summed up by the statement that a good school is credited to the head teacher who concentrates on a happy and harmonious school environment, and develops qualities of integrity and habits service in the teacher.

5.5 Recommendations

The following are recommendations of the study based on the findings.

    a. The Ministry of Education should recognize the importance of teacher motivation by allocation of resources and funds to facilitate the teachers motivation package in schools.

b. The head teachers through the schools management committee should be sensitized on the necessity of motivation of teachers for better performance of duties.

c. The teachers service commission should ensure motivation related factors that affect teachers are enhanced. For example automatic promotion for all grades; promotion on merit for administrative posts and schemes of service for masters and doctors of philosophy holders.

5.6 Suggestions for further research

The following suggestions are made for further research:

i. A study on the influence of teachers' motivation on the performance of KCPE should be conducted.

ii. A correlation study on the influence of teachers' motivation in private schools in Kasarani district should be undertaken.

iii. A study on the influence of teachers' motivation on student's performance in KCSE in Kasarani district need to be undertaken.

iv. The study on the influence of teachers' motivation in public primary schools should be replicated in other districts.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi

Department of Educational

Administration and Planning

P.O. Box 30197, Nairobi.

Date: 7th May, 2013

The Head teachers

…………primary school

Dear sir/madam,

REF : PARTICIPATION IN RESEARCH

I am a post graduate student pursuing a master's degree in Educational Administration at the University of Nairobi. I am conducting a research on **"Factors that influence teachers' motivation in public primary schools in Kasarani District, Kenya."**

Kindly allow me to conduct this research in your school. The information you give will be used for the purpose of the study and your identity will be kept confidential. Thank you for your cooperation and assistance.

Yours faithfully,

Gachichio Mary Nyambura

HEAD TEACHERS QUESTIONNAIRE

This questionnaire aims at getting your opinion on your school based factors influencing dropout. You do not have to write your name as your identity will remain confidential. Please be free to give your opinion in the responses. Answer all the questions by indicating your choice by a tick (√) where appropriate or fill in the blank spaces. You may tick as many reasons as possible.

Section A: Demographic Information

1. What is your gender? Male ( ) Female ( )

2.   Which is your age bracket? 21-30 years ( ) 31-40 years ( ) 41-50 years ( )

    above 50 years ( )

3. What is your highest academic qualification? Masters ( ) B/Ed Degree ( ) P1 ( )

4. For how long have you been in this school as a head teacher? ----------years.

Section B: School Culture and Teachers' Motivation

State the extent to which you agree with the following as the sources of motivation for your teachers on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

	1	2	3	4	5
Writing good recommendation letters to the teachers					
Salaries and allowances that commensurate with work					
Giving rewards for hard work and sanctions for					

laziness					
Recognition for exemplary work					

1. In your opinion what are some of the sources for teacher motivation in your school?_____

   _____

Section B: Culture and Student Performance

2. Does the school have policy on how to motivate teachers?

   Yes   ( )   No   ( )

3. Explain your answer_____

4. To what extent does the school have a culture of recognizing the teachers' efforts?   No extent   ( )   Small extent ( )   Moderate extent ( )   Large extent ( )   Very large extent   ( )

5. What are some of the traditional ways in which the school motivates the teachers?   Giving cash rewards   ( )

   Taking teachers for trips   ( )

   Recognizing good works openly   ( )

   Others (specify)_____

6. In your opinion, how has the school culture influenced the motivation of the teachers? _____

   _____

Section B: Sources of teacher motivation

5. State the extent to which you agree with the following as the sources of motivation for your teachers on a scale of 1 – 5 where 1- strongly agree and 5 – strongly disagree

	1	2	3	4	5
Writing good recommendation letters to the teachers					
Salaries and allowances that commensurate with work					
Giving rewards for hard work and sanctions for laziness					
Recognition for exemplary work					

Section B: Culture and Student Performance

6. Does the school have policy on how to motivate teachers?

   Yes ( )   No   ( )

   Explain your answer_____

7. To what extent does the school have a culture of recognizing the teachers efforts?   No extent   ( )   Small extent ( )   Moderate extent ( )   Large extent ( )   Very large extent   ( )

8. What are some of the traditional ways in which the school motivates the teachers?   Giving cash rewards   ( )

Taking teachers for trips   ( )

Recognizing good works openly   ( )

Others (specify)_____

9. In your opinion, how has the school culture influenced the motivation of the teachers? _____

_____

_____

Section C: School Working Conditions on Teacher Motivation

10. To what extent does the school provide you with adequate teaching and learning material?

No extent   ( )   Small extent ( )   Moderate extent   (   )

Large extent   ( )   Very large extent   ( )

11. How many pupils do you teach in class?

20-40 ( )   40-60 ( ) 60-80 ( ) 80-100 ( )

12. Are you able to able to monitor the progress of every pupil in your classes?

Yes   ( )   No   ( )

13. Explain your answer? _____

_____

14. What is your average teaching load per week?   10-15 lessons ( )   16-20 lessons

( ) 21-30 lessons ( )   over 31 lessons   ( )

15. How has the working condition influenced you motivation to teach in the

school? _____

_____

Section D: Role of school environment on Teacher Motivation

16. Where does learning take place?

Under a tree   ( )   Fabricated Rooms   ( )

Permanent structures ( )   Others (specify)_____

17. Does the school an adequate playing ground? Yes   ( )   No   ( )

18. How would you describe the security of the school environment?

Very secure   ( )   Secure ( )   Insecure   ( )   Very insecure ( )

19. How would you describe ventilation in the classrooms and other buildings?

Well ventilated   ( )   Poor Ventilation   ( )

20. To what extent has the working condition affected your motivation?

No extent   ( )   Small extent ( )   Moderate extent   (   )

Large extent   ( )   Very large extent   ( )

21. In your opinion, how has the working environment influenced your motivation

as a teacher?_____

Section E: Shared Leadership on Teacher Motivation

22. What relationship is there between the teaching staff and the head teacher? Very

    Good ( )   Good ( )   Bad   ( )

23. To what extent does the head teacher consult the teaching staff on matters to do

    with teaching- learning?   No extent   ( )   Small extent   (   )

                                  Moderate extent   ( )   Large extent   (   )

                                  Very large extent   ( )

24. To what extent does the administration recognize teachers' efforts by rewarding

    hard work?   No extent   ( )   Small extent   ( )

                        Moderate extent   ( )   Large extent   ( )

                        Very large extent   ( )

25. Has the head teachers' shared leadership influenced your motivation as a

    teacher?   Yes   ( )   No   ( )

26. Explain your answer?_____

_____

Thank you for your cooperation

APPENDIX C

TEACHERS' QUESTIONNAIRE

This questionnaire aims to investigate the influence of teachers' motivation in public primary schools in Kasarani district. You do not have to write your name as your identity will remain confidential. Please be free to give your opinion in the responses. Answer all the questions by indicating your choice by a tick (√) where appropriate or fill in the blank spaces. You may tick as many reasons as possible.

Section A: Demographic Information

1. State your gender.   Male ( ) Female ( )

2.   Which is your age bracket? 21-30 years ( ) 31-40 years ( ) 41-50 years ( ) above

    50 years ( )

3. What is your highest academic qualification? Masters ( ) B/Ed ( ) S1 ( ) P1 ( )

4. For how long have you been teaching in this station? Less than 3 years   (   )

        3 – 5 years   (   )   Over 5 years ( )

Section B: Sources of teacher motivation

5. State the extent to which you agree with the following as the sources of

    motivation for your teachers on a scale of 1 – 5 where 1- strongly agree and 5 –

    strongly disagree

	1	2	3	4	5
Writing good recommendation letters for the teachers					
Salaries and allowances that commensurate with work					
Giving rewards for hard work and sanctions for laziness					
Recognition for exemplary work					

6. What are other sources for teacher motivation in your school?_____

_____

Section B: School Culture and Teachers' Motivation

7. Does the school have policy on how to motivate teachers?

    Yes   ( )   No   ( )

    Explain your answer_____

8. To what extent does the school have a culture of recognizing the teachers efforts?   Small extent ( )   Moderate extent   ( )

    Large extent ( )   Very large extent   ( )

9. What are some of the traditional ways in which the school motivates the teachers?   Giving cash rewards   ( )

    Taking teachers for trips   ( )

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Recognizing good works openly   ( )

Others (specify)_____

10. In your opinion, how has the school culture influenced the motivation of the
    teachers? _____

Section C: Effect of School Working Conditions on Teacher Motivation

11. To what extent does the school provide you with adequate teaching and learning

    material?   Small extent ( )   Moderate extent   ( )

                  Large extent   ( )   Very large extent   ( )

12. How would you describe the classes in your school?   Small (   )

    Manageable   ( )   Large ( )   Very large   ( )

13. How many pupils do you teach in class?

    20-40 ( )   40-60 ( )   60-80 ( )   80-100 ( )

14. Are you able to able to monitor the progress of every pupil in your classes?

                  Yes   ( )   No   ( )

    Explain your answer? _____

    _____

15. What is your average teaching load per week?   10-15 lessons ( )   16-20 lessons

    ( ) 21-30 lessons ( )   over 31 lessons   ( )

16. How has the working condition influenced you motivation to teach in the

    school? _____

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Section D: Role of school environment on Teacher Motivation

17. Where does learning take place?

    Under a tree   ( )   Mabati construction   ( )

    Permanent structures ( )   Others (specify)_____

18. Does the school an adequate playing ground? Yes   ( )   No   ( )

19. How would you describe the number of pupils in a classroom?

    Overcrowded ( )   Adequate   ( )   Few   ( )

20. How would you describe the security of the school environment?

    Very secure   ( )   Secure ( )   Insecure   ( )

    Very insecure ( )

21. In your opinion, how has the working environment influenced your motivation

    as a teachers?_____

    _____

Section E: Effect of Shared Leadership on Teacher Motivation and Pupils Performance

22. What relationship is there between the teaching staff and the head teacher? Very

    Good ( )   Good ( )   Bad   ( )   Worse ( )

23. To what extent does the head teacher consult the teaching staff on matters to do

with the learning?   Small extent ( )   Moderate extent   ( )

Large extent ( )   Very large extent   ( )

24. Has the head teachers' style influenced your motivation as a teacher?

Yes   ( )   No   ( )

25. Explain your answer?_____

_____

Thank you very much for your cooperation.

APPENDIX F

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Mary Nyambura Gachichio
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu.
has been permitted to conduct research in

	Location
Kasarani	District
Nairobi	Province

on the topic: Influence of teachers' motivation on pupils' performance in KCPE in public primary schools in Kasarani District, Kenya.

for a period ending: 30th June, 2013.

PAGE 3
Research Permit No. NCST/RCD/14/013/879
Date of issue   3rd June, 2013
Fee received   KSH. 1000

....
Applicant's   For Secretary
Signature   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

GPK6055t3mt10/2011

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

APPENDIX G

RESEARCH AUTHORIZATION LETTER

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/14/013/879**

Date: **3rd June 2013**

Mary Nyambura Gachichio
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **24th May 2013** for authority to carry out research on *"Influence of teachers' motivation on pupils' performance in KCPE in public primary schools in Kasarani District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Kasarani District** for a period ending **30th June, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Kasarani 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.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kasarani District.

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