

**EFFECTS OF FREE PRIMARY EDUCATION ON TEACHER
MOTIVATION IN LOWER PRIMARY SCHOOLS IN NAROK
CENTRAL DIVISION OF NAROK DISTRICT, KENYA**

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EAST AFRICANA COLLECTION**

BY

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for The Degree of Master of Education in Educational Administration**

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DECLARATION

This research project is my original work and has not been presented to any other university for degree award.



LESHAO EMILY

This research project has been submitted with my approval as the university supervisor.



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DEDICATION

This work is a special dedication to my children; Namunyak, Siteyia, Sipasha and Lekishon. whose constant love and support saw me through this laborious academic walk.

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First and foremost is my gratitude to God almighty for granting me good health to undertake this study. Special thanks goes to my project supervisor Mr. Edward Kanori for his consistent guidance, understanding and encouragement; all through even when it was very challenging to meet deadlines inclusive of logistic problems.

I also thank my family members; my parents, brothers and friends who all supported me morally and financially and for their encouragement throughout the course.

To you all who made this work a great success; my heartfelt gratitude. I will forever remain indebted to you!

ABSTRACT

The purpose of this study was to establish the effect of FPE on teacher motivation in lower primary school in Narok Central Division of Narok District. Four research questions were formulated to guide the study. Literature review focused on concept of motivation, theories of motivation, teacher motivation and students' achievement, background to Free Primary Education in Kenya, types of motivation, FPE and teacher motivation, motivational factors and review of teacher motivation in developed countries. The study employed a descriptive survey. Data was collected by use of questionnaire for 23 sampled teachers and interview guide for the 16 headteachers sampled.

Findings revealed that pupil enrollment had a direct-influence on teachers motivation. Most of schools had large classes. Teachers felt that they were not motivated to deal with the high number of pupils. It was also revealed that teaching load had an effect of teacher motivation. Due to high teaching load, teachers could not give and mark assignment, they had to prepare and teach many lessons hence this was de motivating to them. It was revealed that teachers had not been prepared to handle the large number of pupils. They also reported that FPE was introduced without prior preparation. Teachers felt that lack of preparation was a cause of low motivation.

High teacher-pupil ratio affected teachers' motivation. Teachers responded that they were dissatisfied with the teacher pupil ratio in their schools. The findings show that physical facilities in the schools were not adequate to cater for the number of pupils. Teachers had

low level of motivation which had a direct implication on their behaviour. They said that it had led to stress, lack of interest in the work, lack of external and external motivation which ultimately led to poor performance in examinations.

Based on the findings of the study it was concluded that large enrollment and overstretching of physical facilities and learning resources, attributed to FPE affected teachers' motivation. It was also concluded that teachers were not prepared before the introduction of FPE which reduced motivation. The study also concluded that teachers were highly dissatisfied with the number of pupils they had in the class. It was concluded that the overall motivation of teachers was low.

Based on the findings of the study, it was recommended that teachers should be motivated by use of external motivators to counteract the internal motivation. It was also recommended that the government should have better remuneration of teachers so that they may not be demotivated. Lastly the Government through the Teachers Service Commission should improve the working conditions of teachers by increasing teachers in schools hence lessening the high pupil teacher ratio;

Taking the limitations and delimitations of the study it was suggested that a study on whether there is any significant relationship between teachers motivational levels and their motivation should be conducted. Another study on whether teachers motivation has any effect of pupil performance should also be conducted.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi Arid Areas
FPE	Free Primary Education
IIEP	International Institute for Educational Planning
KANU	Kenya Africa National Union
LiDC	Low Income Developing Countries
MDG	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
NARC	National Rainbow Coalition
NREL	Northwest Regional Educational Laboratory
PTA	Parents Teachers Associations
PTR	Pupil Teacher Ratio
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education has been, since independence in 1963, recognized as an important sector in Kenya's socio-economic and cultural development. The provision of quality education and training at all levels was a priority during independence as is evidenced by one of the first policy documents, the Sessional Paper no. 10 of 1965 in which the Kenya Government committed itself to eradicating ignorance, poverty and disease. One of the major strategies of the post colonial government was to ensure Universal Primary Education (UPE). To realize this, education was declared free from Standards 1 to 4 in 1974 as the statutory fees for lower primary were abolished. Free primary education became a reality when fees for the entire primary cycle were abolished in 1978. As a result of the free primary education, gross enrolment rose dramatically to over 100% for both boys and girls.

While the population has been on a steady increase, there has not been a corresponding expansion or improvement of infrastructure (facilities) or service delivery (Otiende, 1992). This has been attributed to the effects of cost sharing in addition to the introduction of hidden levies such as activity fees. This was compounded by the poverty induced inability of most parents to access private education services. It is against this back drop that the National Rainbow Coalition (NARC) government introduced Free Primary Education (FPE) in January 2003 as fulfillment of one of its promises during campaign in December 2002. The policy was geared towards addressing the problem of declining enrolment and

high wastage rate in public primary schools. Consequently, enrolment in January 2003 increased by 1.5 million in the 17,000 public primary schools in Kenya (Daily Nation May 6, 2003).

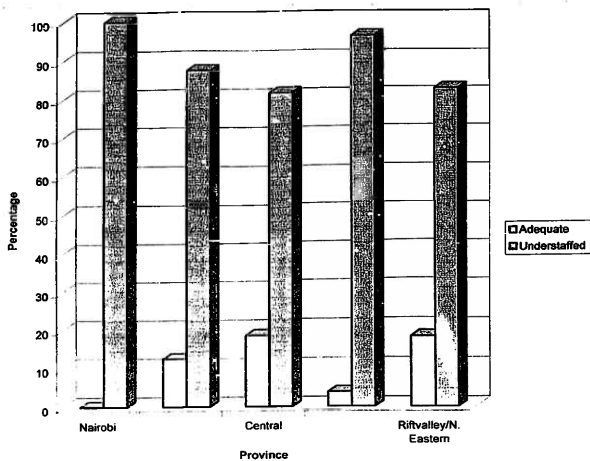
Such a huge increase in FPE enrolment resulted in very high pupil: teacher /classroom / textbook ratios. Schools were in a very serious dilemma as what to do with raising numbers and diminishing facilities both human and physical. The government has stopped the building of new schools and is encouraging communities to improve, refurbish and use existing facilities such as community and religious buildings (MoEST, 2003). Parents and communities have not been willing or able to put up additional classrooms and facilities such as toilets and desks. Thus classrooms are congested as a result of a high influx of new pupils, following the FPE programme (Elimu Yetu Coalition, Field Notes, 2004).

In all the provinces over 90 percent of the teachers complained of congestion in the schools and in the classrooms. As much of the preliminary surveys seem to show, the existing facilities make a mockery of free primary education programme. Many of the school management committees feel that they are at the moment seriously constrained in improving the state of learning facilities due to the government's ban on school levies, and conditions laid down to request for concessions to institute levies are so cumbersome that they do not find it necessary to embark on the process.

Nationally, the number of teachers in primary schools went up slightly from 178,037 in 2002 to 178,622 in 2003, with the pupil-teacher ratio (PTR) worsening from 34:1 in 2002 to more than 40:1 in 2003 (Republic of Kenya, 2004:30). As a result of the free primary education, the situation of the teaching force in most of the districts on the whole was very

poor translating to decline in the teachers' morale. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the Parents Teachers Associations (PTAs) and this has also seriously affected the pre-school units (Republic of Kenya, 2004). Figure 1 shows the situation of teaching staff in some selected provinces in Kenya.

Figure 1: Adequacy of staffing in some selected Provinces in Kenya



Source: Elinu Yetu Coalition (2004)

The figure shows that the provinces covered were understaffed. Few teachers are forced to handle many pupils. Although in average the PTR was estimated at around 57:1, in others it was as high as 90:1 especially in lower primary in particular. Other concerns revolved around insufficient and under-resourced public schools; lack of recognition and support for community and private-sector providers, general apathy and lack of awareness on the plight of children and status of primary education in informal settlements; congestion in schools; poor sanitary conditions and shortage of learning and instructional materials and lack of enough teachers.

In a study by Gakuru (2006) on implementation of FPE, it was found out that teachers were not prepared for FPE. They thought that the pupils were far too many to be handled by the few teachers in the schools. The majority said that the heavy workload had hindered teachers from carrying out their duties efficiently. Several groups reported that teachers had too much work as a result they gave fewer assignments because of limited time available for marking. Several groups reported that teachers were only handling the large classes because they had no alternative. Some teachers said that they were teaching because it was the only way to earn a living (Gakuru, 2006).

The inadequate number of teachers available in schools is a key factor contributing to unfulfilled learning needs of children. Teachers are faced with many challenges including poor remuneration, inequitable distribution of teachers with very low PTR in rural and other areas with low population density; high pupil teacher ratios in urban areas and informal settlements; and equipping teachers with skills on how to teach but not on how to give instruction. The increment of 1.5 million pupils at the primary school level due to FPE:

has increased the teachers' workload which demotivated them thus threatening the provision of quality education (Elimu Yetu Coalition, 2007). For example, during Narok District Education Stakeholders Forum, Seasons II Review Workshop held at Chambai Hotel 19th – 20th April 2007, it was realised that high enrolment and understaffing were some of the causes of low teachers motivation in the district. The task force reported that the enrolment in primary schools was 105,021 after the introduction of FPE and the staffing was 1,257. The availability of resources both human and physical could not cope with the high number of enrollment.

The effect of FPE was largely felt in the lower primary school (class 1 – 3) where most children flocked after the introduction of FPE, unlike in upper primary (class 4 – 8). Due to this sudden influx and lack of prior preparation for the same, teachers experienced high teacher pupil ratio which affected and increased their workload, caused difficulties in class control, inadequate books and learning resources, lack of adequate time for preparation for teaching, caused teachers fatigue among other factors. All these factors caused of low motivation among teachers especially in lower primary school (Republic of Kenya, 2007, MOE, 2006).

1.2 Statement of the Problem

The productivity in any organization is a function of how well employees perform their various tasks. This productivity is very much dependent upon job analysis, job recruitment selection and job placement of the employees. However, a greater performance of an organization does not depend upon only these crucial variables. The individual performance

is a function of the ability and the willingness of the worker to perform the job (Ngumi, 2003). This willingness is highly dependent on motivation and job satisfaction, and a considerable body of research has linked job satisfaction to motivation and job performance. Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment (Wofford, 1971). It is then notable that when employees are highly satisfied, the production in the organization will always increase. Job satisfaction is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction (Mutie, 1993). It is therefore evident that improvement of motivation among workers in any organization is a linchpin of productivity. The introduction of FPE came with its pros and cons. It has affected human and physical resources. One of the most important investments for the realisation of Millennium Development Goals (MDG) 2 is in skilled and motivated teachers.

The extent to which teachers' voices are heard often determines the success or failure of education reforms. Narok District is one of the many districts that were affected by high rise in pupil enrollment and limited number of resources both human and physical. In most of the lower primary schools in the division, the pupil to teacher ratio is as high as 70:1. This study therefore aimed at establishing the extent to which FPE has affected the enrollment, workload, teachers' preparedness in handling large classes and the overall number of teachers in lower primary in Central Division of Narok District.

1.3 Purpose of the Study

The purpose of this study was to establish the effect of FPE on teacher motivation in lower primary school in Narok Central Division of Narok District.

1.4 Objectives of the Study

1. To identify how pupil enrollment after FPE affected teachers motivation in lower primary schools in Central Division of Narok District;
2. To determine the effect of teaching load on teachers' motivation in lower primary in Central Division of Narok District;
3. To identify the extent of teacher preparedness in handling FPE affected teachers' motivation in lower primary in Central Division of Narok District;
4. To determine the effect of teacher pupil ratios in the schools on teachers' motivation in lower primary in Central Division of Narok District;

1.5 Research Questions

1. How does pupil enrollment after FPE affect teachers' motivation in lower primary in Central Division of Narok District?
2. What is the effect of teaching load on teachers motivation in lower primary in Central Division of Narok District?
3. To what extent does teacher preparedness in handling FPE affect their motivation in lower primary in Central Division of Narok District?

4. What is the effect of teacher pupil ratios in the schools on teachers motivation in lower primary in Central Division of Narok District?

1.6 Significance of the Study

The study intends to identify the effects of FPE on teacher motivation among lower primary teachers in Central Division of Narok District. The findings are of utmost importance to the Teacher Service Commission (TSC) in the need to post more teachers thus reduce the high teacher-pupil ratio. The findings are of importance to the Ministry of Education in establishing the factors that affect teacher motivation in lower primary and thus find ways to deal with the problem. The findings are also important to all the stakeholders such as parents, politicians, and Non-Governmental Organisations (NGO) in understanding the situation and hence seek ways of addressing the issue that affect teacher motivation. The study findings would also immensely contribute to the existing knowledge on teacher motivation and demotivation due to free primary education.

1.7 Assumptions of the Study

The study assumes that; lower primary school teachers can identify factors that they consider as motivating and those they consider demotivating; lower primary school in Central Division of Narok District have enough qualified teachers. The study also assumes that the information given by the participants in the study is true and free of any external influence.

1.8 Limitations of the Study

The factors the study investigated are nation wide but due to several factors, the research was not conducted countrywide because the expenses would be enormous. The study limited itself to only one administrative division in pastoralist regions. The study also unable to examine all the primary schools teachers in every school in the district. Another limitation was that it was not possible to control the attitudes of the respondents which may affect the validity of their responses (Mulusa, 1990). The researcher was not able to control certain variables because their manifestation might have already occurred or because they are inherently not manipulable (Kerlinger, 1993).

1.9 Delimitations of the Study

The study was carried out in Narok Central Division of Narok District. It is one of the districts that are put under category of Arid and Semi Arid districts of Kenya. Teachers that were included in the sample are those that were in session in their respective schools by the time of the study. The study excluded the non-teaching staff in primary schools. This is because these fall under very different category of employment and the factors that cause de motivation may not have affected them.

1.10 Definition of significant terms

Lower primary refers to standard 1–3 within the primary school education cycle.

Pupil-teacher ratio (PTR) refers to ratio which is determined by dividing the number of pupils in a class by the number of teaching staff. The PTR is said to be higher when the number of pupils exceed the recommended number (40) per class per teacher.

Teaching load refers to the number of subjects that a teacher teach in a week

Teachers working conditions refers to the environment that teachers work under which includes teaching load, number of pupils in the class and teacher preparedness.

Motivation refers to an internal drive that activates behavior and gives it direction.

Free primary education refers to an education where children learn without having to pay.

1.11 Organization of the Study

This study was organised into five chapters. Chapter one consists of introduction of the study. It had the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions and definitions of significant terms.

Chapter two focused on literature review. Chapter three dwelt on research methodology to be used. This included research design, target population, sample and sampling procedure, research instruments, validity and reliability of the research instruments, data collection procedure, and data analysis techniques. Chapter four consisted of data analysis, interpretation and discussion of findings while chapter five dwelt on summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section describes the concept of motivation, theories of motivation, teacher motivation and students achievement. background to Free Primary Education in Kenya, types of motivation, FPE and teacher motivation, motivational factors and review of teacher motivation in developed countries

2.2 The Concept of Motivation

The relevance of motivation is very crucial to the long-term growth of any educational system around the world. Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behaviour and performance at work. Hoy and Miskel (1991) define motivation as a combination of factors that “start and maintain work-related behaviours toward the achievement of personal goals”. Berelson and Steiner (1964) and Tracy (2000) define motivation as all those inner striving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behaviour. The relative incidence of specific behaviours, such as teaching and learning, discipline and control in schools could be undermined if teachers were not motivated. Tolman (1958) referred to it as an intervening variable, while Kerlinger (1973) identified as an internal and psychological processes that were not directly observable but which in turn accounted for behaviour.

2.3 Motivation theories

There is a voluminous theoretical and empirical literature on human motivation, but the study concentrated on some major theories of motivation which are relevant to the teaching profession. Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met. There are five 'levels' of need, namely physiological (thirst, sex, hunger), safety (security, stability and protection), love and belongingness, self-esteem and self-actualisation (Maslow, 1943). A key proposition is that if the lower level needs remain unmet, the higher level needs cannot be fulfilled.

Hertzberg's (1966) 'motivation-hygiene theory' is based on a two-dimension paradigm of factors affecting people's attitudes about work. Factors such as interpersonal relations, working conditions and pay are 'hygiene' factors rather than 'motivators'. Hertzberg argues that the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction. Five types of motivators strongly determine job satisfaction – achievement, recognition, the work itself, responsibility and advancement. Motivators are associated with long-term positive impacts on job performance while hygiene factors only tend to produce short-term changes in job attitudes and motivation, which quickly fall back to their previous level.

With reference to specific incentives, Vroom's (1964) 'expectancy theory' is relevant to developing countries because of its recognition that the links between effort and reward may be very tenuous. Improved pay for senior posts, for example, may not motivate eligible teachers if they have no confidence in the system of assessment and selection for

such posts. A fourth area of theory focuses on the use of goals for motivation. Locke (1976) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback.

2.4 Teacher motivation and student achievement

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement (Oluchukwu, 2000).

In a study carried out by Jordan, (1986) in California, it was revealed that high levels of teacher social interaction on the job are linked to high motivation levels; thus, the possibility that enhanced levels of teacher motivation lead to superior student achievement. The correlation between teacher motivation and student self-esteem has been shown by Peck, Fox, and Morston (1977) who found out that teachers with strong positive attitudes about teaching contributed to students having high self-esteem. Students seemed 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.

2.5 Types of motivation

There are two types of motivation, namely intrinsic and extrinsic. Intrinsic motivation is motivation that comes from within a person whereas extrinsic motivation is determined mainly by the level and type of external rewards that are available. Although 'extrinsic incentives' (in particular higher pay and a decent working environment) tend to attract the most attention, attempts to improve the substance of teachers' work, such as improvement of teaching materials or in-service training, can also be significant incentives. School and classroom climate is important in teacher motivation. If a teacher experiences the school as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school. The teacher commands and emits the image of one who improves knowledge and the physical conditions of the school and the classroom in particular through orderliness, discipline and control. Likewise, Maehr and Midgley (1991) affirm that what takes place in the classroom, even though the classroom itself is not an island, is critical. Therefore, depending on the degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students' performance.

Teachers could be described as being "well-motivated" if they are striving for personal goals that correspond closely to the official goals of the school and the ideals of the

profession. "Poor motivation" could imply either that teachers make little effort or that they intentionally focus their effort on goals not useful for the school. Motivation could therefore as stated by Ala-Adeyemi and Afolabi (1990) as any force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life. Where such incidence of tension, stress and worries are traceable to a work situation it might be referred to as negative organizational motivation.

2.6 FPE and Teacher Motivation

The above factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Kim, 2000). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance. However, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government (Nwadiani, 1999).

Adams' Equity Theory calls for a fair balance to be struck between employees' inputs such as hard work, skill levels, tolerance and enthusiasm, and employees' outputs which included salary, benefits, and intangibles such as recognition. According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is

built-on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive (http://www.mindtools.com/pages/article/newLDR_96.htm).

2.7 Motivational Factors

Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. In their study of 167 teachers, Sylvia & Hutchinson (1985) concluded that schemes such as merit pay were predicted to be counterproductive. They explained that true job satisfaction is derived from the gratification of higher-order needs such as social relations, esteem, and actualization, rather than lower-order needs.

To date, only a handful of studies have been undertaken that comprehensively analyse in a robust manner the key determinants of teacher motivation in the developing country context. Based on survey data from five Francophone countries (Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal), Michaelowa (2002) found that large class size, double-shifting, rural location, high educational attainment and active parental involvement are all negatively correlated with teacher job satisfaction in these countries. However, the contract status of the teacher and the level of communication between teachers and school managers have no statistically significant impact on teacher motivation. Even more

surprisingly, the salary variables showed no noticeable impact on teacher job satisfaction. She concludes that the role of salaries does not seem to be as important as many people believe.

2.7.1 Working Conditions

Case studies of 12 countries conducted by Bennell, Bulwani and Musikanga, (2003) highlighted the huge impact that working conditions have on teacher morale and motivation and thus their classroom performance. The key factors in the study were workload (number of pupils and working hours), general classroom conditions, collegial and management support, location, living arrangements and distance to work. In countries such as Ghana, Sierra Leone and Zambia, it is noticeable that the large majority of teachers in rural areas indicate that working conditions are 'poor' and 'very poor'. While concerted efforts are being made to improve working conditions, the daily challenge for most teachers remains daunting (Bennell, et al, 2003).

In Nepal, working conditions at schools in the mountains are so difficult that, typically, teachers (who are mostly males) only stay short periods, which means that they have limited commitment to school. Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major headache for most teachers. The high cost of travel contributes to teacher absenteeism and lateness in urban schools. In India, most teachers talked about distance from home to school as the main problem they faced (Ramachandran, Jain, Shekar, Sharma and Pal, 2005).

The impact of class size on pupils' attainment, attitudes and motivation, and its concurrent relationship to teaching practices and teachers' workload and motivation, is probably the most written about. A study Bennet, (1996) found that children in smaller classes tended to do better than those in larger classes even when some attempt was made to control for other variables such as parental occupation, school size and length of schooling. Galton and Simon (1980) were forced to conclude that larger classes did not necessarily result in lower rates of progress in basic skills. Other factors, such as teachers, their style of teaching and the distribution of pupils, may very well come into play in explaining the findings. Pate-Bain & Achilles, (1986) found firstly, students in classes with high pupil/teacher ratios of 56:1 scored lower on standardised tests than those in smaller classes. They also found out that students in smaller classes had fewer behavioural problems thirdly, teachers of smaller classes felt that they themselves were more productive and efficient than they had been when they taught larger groups.

2.7.2 Teacher deployment

Another major impact of low teacher motivation is that it seriously exacerbates the deployment of teachers to schools in less attractive locations. The deployment of teachers, even in quite small national education systems, is complex. For a variety of reasons, teaching positions are not being filled in an efficient and effective manner in most countries. Invariably, the key issue is the unattractiveness of rural schools, especially in remoter locations. Teacher resistance to working in these hard-to-staff schools reinforces urban biases in resource allocations and overall education outcomes. For example, in Namibia, 40 per cent of teachers in rural schools in the north are qualified compared to 92

per cent in the capital Windhoek and neighbouring areas. In Uganda, two-thirds of primary school teachers in urban schools are qualified, but only half in rural schools. The qualification divide is particularly acute in conflict and post-conflict situations. In Sierra Leone, for example, 96 per cent of teachers in the capital in Freetown are qualified, but less than 25 per cent in the remoter, war-torn northern districts (Bennell, Bulwani and Musikanga, 2004). Younger, inexperienced teachers tend to be posted to schools in rural areas in many Low Income Developing Countries (LIDCs), which many find stressful and de-motivating (Bennel, and Akyeampog, 2007).

2.8 Review on Teacher Motivation in Developed Countries

A major conclusion of the extensive literature on school effectiveness in developed countries is that achieving better learning outcomes depends fundamentally on improvements in teaching. Although there are many other factors that affect learning outcomes, teaching is the main school-level determinant of school performance. Thus, ways to increase teacher motivation and capabilities are central to any systematic attempt to improve learning outcomes. A considerable amount of research has been conducted on what makes the 'effective' teacher. And yet, the focus to date of policy reform in most countries has been on improving learning outcomes through a better allocation of resources, more accountability, curriculum reforms and refined assessment systems, and better pre- and in-service teacher training. However, the limited impact of many of these interventions has forced politicians and policymakers to focus increasingly on the needs of teachers themselves (International Institute for Educational Planning, IIEP, 2004).

The literature on teacher motivation and incentives in developed countries has many common or similar themes with the very much more limited literature on this subject in low-income developing countries. In particular, it is widely contended that the status of teachers in most developing countries has declined appreciably during the last fifty years, teacher autonomy and creativity has been curtailed by more control and regulation, and that teachers are being asked to do more with less. Teachers also complain about the lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals, and the limited linkages between their performance, teacher compensation and teacher development (IIEP, 2004).

Research in some countries has also consistently found that 'working with children' is the main determinant of teacher job satisfaction. Consequently, it is the rewarding nature of the job itself rather than pecuniary gain that is the primary motivation for becoming a teacher. A comprehensive literature review by Spear, Gould and Lee, (2000) highlights the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society. They applied Herzberg's two-factor model as the overarching theoretical framework in synthesising the main findings of the studies reviewed (Spear et al 2000).

Their main conclusions are that, in order to experience high motivation, teachers need an intellectual challenge, a high level of professional autonomy, to feel that they are benefiting society, to enjoy good relations with their colleagues, and to spend a sufficient proportion

of their time working with children. Enhanced pay, improved status, a less demanding workload and fewer administrative responsibilities do not necessarily bring about higher levels of job satisfaction. Another important finding of the review is that studies have consistently identified the same variations in the job satisfaction levels of teachers depending on certain individual and school characteristics. In particular, with regard to gender differences, female teachers tend to have higher levels of job satisfaction than their male colleagues, but male teachers are generally more satisfied over their level of influence over school policies and practices. Teachers in rural areas report higher levels of job satisfaction than those in urban areas (Spear et al 2000).

In developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs (Sylvia and Hutchinson, 1994). Offering additional extrinsic rewards has even been found to undermine the intrinsic motivation of teachers (Evans, 1998). Another common theme is that failure to secure teacher 'buy-in' invariably leads to education reforms and other improvement interventions foundering. In particular, when external 'ideas' and innovations are paired with escalating controls, learning outcomes usually diminish.

Research studies have shown that motivation is most precarious when people are confronted by pressures to act on something that is not of particular interest to them. Consequently, unless teachers retain a sense of agency about why and how they might teach differently, the call for new approaches and innovations will likely ring hollow (Northwest Regional Educational Laboratory (NREL, 2001). Needless to say, the

environment for the internalisation of new ideas is even poorer in national public education systems in Sub-Saharan Africa and South Asia. Patterns of motivation are also influenced by teachers' personal characteristics and perceptions of their roles as teachers. Kanu (1997) mentions research evidence that teacher attrition (i.e. individual decisions to leave the profession permanently) tend to be negatively related to age and positively related to intellectual capacity and educational attainment. One cannot assume that teachers' motivation, even if it is related to attrition, necessarily has the same set of relationships. Murnane (1987) suggests that some university graduates in the United States of America are attracted to teaching as a 'medium-term' occupation rather than a permanent career. However, teachers' age and qualifications are treated as potentially important factors in this study. Finally, recent research shows that teachers suffer more than other professional groups from occupational lack of motivation (Evans, 1999).

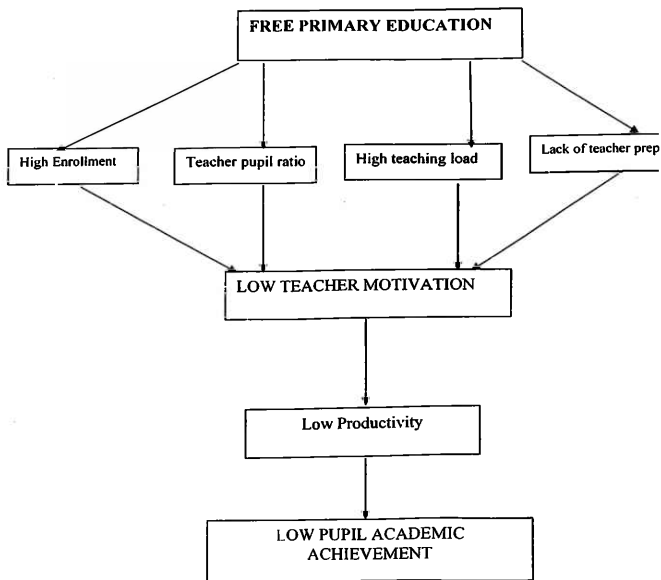
A survey in Ghana also concluded that although most teachers' morale was reasonably high, 13 per cent of teacher respondents indicated that they did not enjoy teaching and nearly one-third stated that they did not intend to remain in the teaching profession (Akyeampong, 2003). Conversely, over 80 percent of primary school teachers recently interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in a recent survey of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell et al, 2004). Teacher morale also varies noticeable across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia,

the breakdown of head teacher ratings of teacher morale was high, 44 percent, moderate/average, 22 percent and poor, 33 percent (Bennell et al , 2003).

2.9 Conceptual Framework for the study

The conceptual framework for this study comprised of highly motivated teachers and those who have low motivation. It also shows the factors perceived to enhance teacher motivation and their consequences.

Figure 2: Effect of FPE on teacher motivation



Source: Researcher, adapted from the Literature review

Figure 2 presents the diagrammatical framework for the study showing factors that lead to high motivation and low motivation among primary school teachers as a result of introduction of FPE. In the figure, the teacher is considered to experience factors which

contribute to low motivation. The figure shows that the effects of having poor working conditions with the introduction of FPE which are high enrollment, high teaching load, lack of teacher preparedness and high pupil teacher ratio ultimately lead to low motivation among teachers which translate to low productivity and ultimately poor academic achievement of their pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this section, the researcher looked at various methodologies of research. The section covered the research design, description of the locale, the target population, sample and the sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis procedures.

3.1 Research Design

Research design has been defined as the process of creating an empirical test to support or refute a knowledge claim (Borg and Gall, 1989). Ngechu (2001) defines research design as a plan showing how the problems under investigation will be solved. The study employed a descriptive survey. Gay (1981) defines a survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This design was deemed proper for this study since the researcher was investigating the current situation of events among teachers in terms of motivation as a result of FPE without manipulating any variable.

3.2 Target Population

Target population refers to all members of a real or hypothetical set of people, events, or objects to which the researcher wishes to generalize results of the research (Borg and Gall, 1989). The target population for the study was all the lower primary school teachers and

headteachers in Central Division of Narok District. At the time of study, there are 4 zones in the division with a total number of 50 schools. Of these 7 schools have 3 streams, 9 schools have 2 streams, each while 34 schools have a single stream. There were therefore 73 teachers in lower primary schools i.e. the division since in lower primary one teacher takes one class.

3.3 Sample size and Sampling Procedure

According to Wiersma (1995), a sample is a small proportion of the target population selected using some systematic procedures for study. Sampling is a research procedure that is used for selecting a given number of subjects from a target population as representative of that population. According to Gratton, and Jones, (2004) a third of the population is adequate for survey study. To sample the schools, stratified random sampling method was used. The researcher stratified the schools according to the number of streams and took a third in each category. The sampling is presented in Table 1.

Table 1 Distribution of Schools and sample

Category of school	Number of schools	1/3 of number of schools	Number of Schools sampled	Number of teachers
3 streams	7	$\frac{1}{3}$ of 7	2	6
2 streams	9	$\frac{1}{3}$ of 9	3	6
1 stream	34	$\frac{1}{3}$ of 34	11	11
Total	50	$\frac{1}{3}$ of 50	16	23

To sample the schools in each category, simple random sampling was used. In carrying out the exercise of random sampling, pieces of papers with the names of the school written.

were put in a basket. The researcher shook the basket and picked out required number of schools in each category. This gave each school in each category an equal chance to be selected. The headteachers in these schools were involved in the interview.

3.4 Research Instruments

For the researcher to gather information and data, questionnaires and interview schedule was used. The researcher considered the questionnaire ideal for data collection because the questionnaires condensed all the authentic data against the question in it and is free from distortion at the time of analysis (Naremo, 2002). Mugenda and Mugenda (1999) also put a lot of emphasis on the use of questionnaires in survey study. The questionnaire had two sections, one on demographic information and the other on effects of FPE on teachers motivation.

3.5 Validity of the Research Instruments

Best and Kahn (1998) define validity as the degree to which a test measures what it purports to. Moore (1983) notes that, the term validity indicates the degree to which an instrument measures the construct under investigation. Validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity has to do with how accurately the data obtained in the study represents the variables of the study. To establish validity and reliability of the instrument, a pilot study was conducted in two schools in the division which were not included in the final study. The study employed content validity. Content validity indicates the extent to which the content being examined or studied is represented in the study instrument. This was done by checking for items that

were vague or not necessary and which were then changed. The response were also be examined in an attempt to reveal sources of confusion and ambiguity in the instructions and items. The filled questionnaires were given to the supervisor for appraisal before implementation.

3.6 Reliability of the research instrument

Reliability refers to internal consistency of a measuring device over time. It is expressed as a co-efficient. According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Mugenda and Mugenda state that for reliability and validity to exist in the data, the data collection techniques must yield information that is not only relevant to the research hypothesis, but also correct.

The reliability of a standardized test is usually expressed as a correlation coefficient, which measures the strength of association between variables. Such coefficients vary between 0.00 and 1.00 with the former showing that there is no reliability whereas the latter shows perfect reliability, which is very difficult to achieve in practice. Reliability coefficient shows the extent to which an instrument is free of error variance, which is caused by factors such as ambiguous questions, language, and mood of the respondent or even the way the researcher ordered the items in the instrument.

To determine reliability the split half method was used. Roscoe (1969) points out that the split half technique involves splitting the statement of a text into two halves (odd and even items) then calculate the correlation coefficient 'r' between the scores of the two halves of

the text. The technique involves splitting the instrument into two subsets: one with even numbered items and the other with odd numbered items. The Spearman – Brown Prophecy formula is then used to compensate for the reduction of the instrument half of its final length. Scores of each subset was computed and correlated using the Pearson Product Moment Correlation (r) (Roscoe 1969). The correlation was computed as follows:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where $\sum X$ = sum of the X scores

$\sum Y$ = sum of Y raw scores

$\sum X^2$ = sum of the squared X raw scores

$\sum Y^2$ = sum of the squared Y raw scores

$\sum XY$ = sum of the products of paired X and Y raw scores

N = number of paired scores (Best and Kahn 1998 p. 366)

Since the 'r' value obtained represents one half of the test, a correction measure, the Spearman-Brown prophecy formula was used to establish reliability of the full instrument. Spearman-Brown Prophecy formula is given by:

$$Re = 2r / 1+r$$

Where:- Re = Reliability co-efficient

r = correlation co-efficient between halves.

Source: (Best and Kahn, 1998:366).

The reliability realized a coefficient of .07634 hence the instrument was deemed reliable.

3.7 Data collection procedures

Before embarking on the study, the researcher obtained a permit from the Ministry of Education, then from the heads of schools. On visiting the schools, the respondents were assured of strict confidentiality in dealing with their responses. The researcher issued the

instruments to the respondents from the sampled school and then picked them on the agreed time which was after a week.

3.8 Data Analysis Procedures

Once the instruments were collected, the researcher edited them to identify those that were wrongly responded to or incomplete. The poorly responded to questionnaires were regarded as spoilt, so they were not included in the analysis. After editing and sorting out the questionnaires, data was tabulated, coded and processed using Statistical Package for Social Sciences (SPSS) computer software for windows to generate Frequencies (f) and Percentages (%) which was used in the analysis.

CHAPTER FOUR

PRESENTATIONS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of findings. The presentations were done based on the research questions.

4.1 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires that are returned by the sampled respondents that participated as intended in all the research procedures. Out of 23 questionnaires issued to teachers, all of them (100%) were returned. All the headteachers participated in the interview.

4.2 Demographic Information of respondents

4.2.1 Demographic information of teachers

This section discusses the demographic information of the teachers. The teachers were required to indicate their gender whose results revealed that 20 (87%) were female while 3 (13%) were male. These findings revealed that in most schools in the division, there was a big disparity in terms of gender imbalance. The teachers were also asked to indicate their age. Data on the teachers' age is presented in table 2.

Table 2 Distribution of teachers by age

Age	F	%
26-30 yrs	3	13.0
31-35 yrs	9	39.1
36-40 yrs	5	21.7
41-50 yrs	6	26.1
Total	23	100.0

Data on teachers' age as presented in table 2 shows that 3 (13%) were aged between 26 and 30 years, 9 (39.1%) were aged between 31 and 35 years, 5 (21.7%) were aged between 36 and 40 years and 6 (26.1%) were aged between 41 and 50 years. This shows that most of the teachers in the division were relatively young. They were also asked to indicate their marital status. Their responses on the marital status showed that 5 (21.7%) were single while a majority of 78.3% were married. These findings are presented in table 3.

Table 3 Distribution of teachers by marital status

Marital status	F	%
Single	5	21.7
Married	18	78.3
Total	23	100.0

Teachers' distribution by academic qualifications are presented in table 4.

Table 4 Distribution of teachers by academic qualifications

Academic qualifications	F	%
P2	3	13.0
P1	16	69.6
S1	2	8.7
Diploma teacher III	1	4.3
B.ED	1	4.3
Total	23	100.0

Findings on the teachers distribution by academic qualifications indicated that majority of them 16 (69.6%) were holders of P1 certificate, 2 (8.7%) were S1, 1 (4.3%) was a Bachelor of education holders and 3 (13%) were P2 certificate holders. This shows that most of the teachers in the division have the minimum qualification to teach in a primary school. However some teachers have searched for more academic qualifications and other have been promoted. The researcher also wanted to establish the number of years teachers have been teaching. This issue is presented in table 5.

Table 5 Duration of teaching

Duration	f	%
Below 1 yr	1	4.3
1-5 yrs	3	13.0
6-10 yrs	3	13.0
11-15 yrs	12	52.2
17 yrs	1	4.3
20 yrs	1	4.3
21 yrs	1	4.3
26 yrs	1	4.3
Total	23	100.0

Findings on teachers' duration of teaching as tabulated in table 5 indicated that different teachers had taught for different duration of time. For example 1 (4.3%) have taught for below 1 year, 3 (13%) had taught for a duration of between 1 and 5 years, the same number of teachers taught for a duration of between 6 and 10 years, majority 12 (52.2%) taught for a duration of between 11 and 15 years, 1 teacher each taught for a duration of 17 years, 20 years, 21 years and 26 years. The findings show that most of the teachers had been teaching for considerably long time which put them in a position to give information on how FPE has affected their motivation. They were further asked to indicate the duration of time that they had been teaching in the current schools. The data is presented in table 6.

Table 6 Duration of teaching in the current school

Duration	F	%
Below 1 yr	3	13.0
1-5 yrs	11	47.8
6-10 yrs	6	26.1
11-15 yrs	3	13.0
Total	23	100.0

Findings on the duration of time of teaching in the current school indicated that most of the teachers had been teaching in the current school for a duration of between 1 and 5 years as indicated by 11 (47.1%) teachers, others 3 (13%) had been teaching for a duration of below one year, 6 (26.2%) had been teaching for a duration of between 6 and 10 years and 3 (13%) had been teaching for a duration of between 11 and 15 years. This as the findings indicated previously (Table 5) had been teaching in the present schools for a relatively long time (1-5 years), the age of FPE, hence they are in a position to give information concerning FPE and its effect of their motivation. They were also asked to indicate the number of schools they had taught. These findings are presented in table 7.

Table 7 Distribution of teachers in the number of schools they have taught

Number of schools	F	%
1 school	1	4.3
2 schools	5	21.7
3 schools	8	34.8
4 schools	5	21.7
5 schools	3	13.0
6 schools	1	4.3
Total	23	100.0

Findings on the number of schools that teachers had taught indicated that 1 (4.3%) had taught in one school, 5 (21.7%) had taught in 2 schools, 8 (34.8%) had taught in 3 schools, 5 (21.7%) had taught in 4 schools, 3 (13%) had taught in 5 schools while 1 (4.3%) had taught in 6 schools. The findings show that most teachers had taught in different schools which put in a position to compare levels of motivation while they were in different schools and how their job had affected their motivation. Asked to indicate how many years they had taught in lower primary data indicated as presented in table 8.

Table 8 Number years teaching in lower primary

Duration	f	%
1 -5 yrs	14	60.9
6-10yrs	5	21.7
11-15 yrs	4	17.4
Total	23	100.0

Findings revealed that 14 (60.9%) had taught in lower primary for a duration of between 1 and 5 years, 5 (17.4%) had taught for a duration of between 6 and 10 years and 4 (17.4%) had taught for a duration of between 11 and 15 years. This shows that majority of the teachers had taught in lower primary school for at least 5 years hence are in a better position to give information on how FPE has affected teachers motivation, since FPE has been in operation for the last 5 years. Asked to indicate the number of schools that that they had taught in lower primary, 6 (26.1%) had taught in one school, 8 (34.8%) had taught in 2 schools, 4 (17.45) had taught in 3 schools while 5 (21.7%) had taught in 4 schools. This further gives teachers a better opportunity to give reliable information on how FPE has affected teacher motivation especially among teachers in lower primary who are the most affected lot. After discussing the demographic information of teachers, the study turned attention to effects of FPE on teacher motivation. The following section discusses the same.

4.3 Effects of FPE on Teacher Motivation

The purpose of this study was to investigate the effects of FPE on teachers' motivation among lower primary school teachers. The factors under study were the enrollment, teaching load, teacher preparedness, teacher pupil ratio and other related factors. This section discusses these issues.

4.3.1 Effect of pupil enrollment after FPE teachers motivation

To investigate how pupil enrollment affected teachers' motivation, the respondents were asked to respond to various items that sought to establish the same. For example, the teachers were asked to indicate the pupil enrollment in their classes. The data is tabulated in table 9.

Table 9 Number on pupils in classes

Number of pupils	f	%
30-40	5	21.7
41-50	2	8.7
51-60	6	26.1
61-70	7	30.4
71-80	1	4.3
81-90	1	4.3
91-100	1	4.3
Total	23	100.0

Data showed that 5 (21.7%) teachers said they had a number of pupils ranging from 30 to 40 in a class, 2 (8.7%) had between 41 and 50 pupils, 6 (26.1%) pupils ranging from 51 to 60, 7 (30.4%) had between 61 and 70 pupils, 1 (4.3%) between 71 and 80 pupils while the same number had number of pupils ranging between 81 and 90 and between 91 and 100 pupils. These findings show that most schools had very large classes as a result of FPE.

The teachers were also asked to indicate the extent to which they were satisfied or dissatisfied with the pupil enrollment: They responded as indicated in table 10.

Table 10 Level of satisfaction of teachers with pupil enrollment

Level of satisfaction	F	%
Satisfied	5	21.7
Satisfied somehow	5	21.7
Dissatisfied	13	56.5
Total	23	100.0

Data presented in table 10 revealed that 5 (21.7%) were satisfied with pupil enrolment, 5 (21.7%) said they were satisfied somehow and 13 (56.5%) were dissatisfied. Majority therefore were not satisfied with the pupil enrollment in their schools. This was because it was too high. The findings concur with Gakuru (2006) who found out that teachers were not able to handle the large number of pupils as a result of FPE which was a cause of low motivation among them.

Large classes make teachers work difficult especially in class control, evaluations and general teaching which have a direct effect on teachers' motivation. Majority of the teachers 15 (65.2%) said they were dissatisfied with the number of pupils in their classes which they also reported that it de motivated them. Asked whether they were able to control the large classes, 9 (39%) said they were not against 9 (39.1%) who said they were able somehow and 5 (21.7%) who said they were able to control

Large classes have a bearing on other different issues such as high teaching load, high teacher pupil, straining of physical facilities which all affect teachers' motivation. The findings are inline with findings by the Elimu Yetu Coalition, (2004) that found that after the introduction of the FPE classrooms are congested as a result of a high influx of new pupils, which had impact on other factors that surround teachers working environment hence affecting the teachers' motivation. The influx had an impact on pupils performance which in line with Bennet. (1996) who found that children in smaller classes tended to do better than those in larger classes. Hence a large number of pupils in a class made teachers overworked which had a direct effect on their motivation.

The teachers were also asked to indicate how pupil enrollment had affected their motivation. They responded that it had resulted to overage enrollment causing high work load, high teacher pupil ratio, teachers could not give assignments, overage enrolment, indiscipline, lack of parental involvement, schooling in shifts, stretching of facilities, lack of individual attention to pupils hence leading to decline in standards of education. The findings concur with the findings of Gakuru, (2006) who found that after the introduction of FPE, pupils

were far too many to be handled by the few teachers in the schools. The majority said that the heavy workload had hindered them from carrying out their duties efficiently. Too much work prevented them from giving assignments because of limited time available for marking.

4.3.2 Effect of teaching load on teachers' motivation

The study also aimed at establishing the effect of teaching load on teacher motivation. The teachers were therefore asked to indicate whether they were able to give assignments to pupils. In this item, 16 (69.6%) said they were able against 7 (30.4%) who said they were not able. Asked whether they were able to mark the assignments, 15 (65.3%) said they were able against 8 (34.8%) who were not. The reason they attributed was that they had so many pupils and so many lessons to teach such that it was not possible to give assignments and mark them. The interview schedule with the headteachers revealed that most teachers had an overwhelming number of pupils in their classes. Teachers were further asked whether they were satisfied with the teaching load. Two (8.7%) were satisfied, 7 (30.4%) were satisfied somehow while 14 (60.9%) said they were dissatisfied. Eleven (47.8%) strongly agreed with the statement that FPE had increased teachers teaching load unnecessarily, 10 (43.5%) agreed while only 2 (8.7%) disagreed with the statement. Teachers were also asked to state whether they were able to prepare for their lessons. In this item 6 (26.1%) said they were able against 17 (73.9%) who were not able to prepare. In the interview headteachers said that most teachers were not able to prepare for lessons. Teachers also indicated that they had extra duties that hindered them from doing their jobs.

Asked to indicate how teaching load had affected their motivation, teachers responded that they felt overworked, frustrated, and were not able to teach as they ought to have done. This they said made pupils not perform well in school which de motivated them. The findings further agree with those of Gakuru, (2006) that many pupils in the classes led to heavy workload that made teachers tired and hence de motivated.

4.3.3 Effect of teacher preparedness in handling FPE on teachers' motivation

The study also sought to establish whether teachers had been prepared to handle the large number of pupils in schools. They were therefore asked to indicate the extent to which they agreed or disagreed with the statement that FPE was introduced without prior preparation. In this item, 17 (73.9%) agreed, 1 (4.3%) disagreed and 5 (21.7%) strongly disagreed. Asked whether this had any effect on their motivation, they all agreed that it had. They responded that introduction of FPE took them by surprise; that it was very difficult to handle the many pupils having not been prepared.

4.4.4 Effect of teacher pupil ratio on teachers' motivation

The study also sought to establish how teacher pupil ratio affected teachers' motivation. Teachers responded that they were dissatisfied with the teacher pupil ratio in their schools. This was indicated by a majority of 15 (65.2%) of the respondents. Interview with the headteachers revealed that the teacher pupil ratio was high which interpreted to high teaching load, lot of work and lack time to give and mark pupils books. Teacher pupil ratio was therefore a major contributor to low teacher motivation among teachers.

4.4.5 Physical facilities and teaching/learning resources

Physical facilities play a major role in the teaching and learning process in schools. Their availability and adequateness contributes to proper learning on the part of the pupils and their lack contributes to ineffective learning. The study therefore sought to establish the adequacy of physical facilities in the schools. In this item 5 (21.7%) said they were adequate while 18 (78.3%) said they were inadequate. The findings show that physical facilities in the schools were not adequate to cater for the number of pupils. Lack of such facilities may contribute to low teacher motivation in that teachers may not have a conducive teaching environment which makes their work very hard and very demoralizing. They were also asked to indicate how they were satisfied with some aspects of physical facilities. The responses are presented in table..11.

Table 11 Availability of physical facilities

Facility	Satisfied		Satisfied somehow		Dissatisfied	
	F	%	F	%	f	%
Learning space in the classroom	6	26.1	7	30.4	10	43.5
Physical facilities	3	13	5	21.7	15	65.2

Findings in table 11 showed that 6 (26.1%) said they were satisfied with the learning space in the classroom, 7 (30.4%) were satisfied somehow while 10 (43.5%) were dissatisfied. Three (13%) were satisfied with the physical facilities, 5 (21.7%) were satisfied somehow

while majority 15 (65.3%) said they were dissatisfied. These findings show that teachers were dissatisfied with physical facilities in the schools. On the issues of teaching and learning resources, 5 (21.7%) said they were satisfied, 9 (39.1%) were satisfied somehow while the same number were dissatisfied with teaching learning resources in the schools.

4.4.6 Other factors affecting teacher motivation

One of other factors that affected teachers' motivation was parental involvement in the education of their children. Asked how satisfied they were with parental involvement in the education of their children, majority of the teachers 18 (78.3%) said they were dissatisfied. Teachers further explained that when education was made free, parents left the responsibility of assisting pupils to teachers. They rarely went to school to discuss children's matters with teachers hence pupils became reluctant. Another factor was government involvement. Most of them 18 (78.2%) said they were dissatisfied with government involved in the implementation of FPE. The findings are in line with Michaelowa (2002) who found out that lack of parental involvement in the education of their children left all the work to the teachers who felt de motivated.

The teachers were also asked to indicate how they agreed or disagreed with statements that sought to find out how FPE had affected their motivation. These finding are presented in Table 12.

Table 12 FPE factors leading to low motivation among teachers

Factor	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
FPE has improved teachers' performance in class			2	8.7			8	34.8	13	54.5
FPE has resulted to poor individual attention to pupils	7	30.4	12	52.2	-	-	1	4.3	3	12.7
FPE has compromised standards and quality of education	5	21.7	9	39.1	-	-	5	21.7	4	16.5
FPE has improved primary school access	11	47.8	10	43.5	-	-	2	8.7	-	-
FPE has led to dissatisfaction among teachers	5	21.7	17	73.9	-	-	1	4.3	-	-
Most teachers are demotivated by FPE	5	21.7	9	39.1	1	4.3	5	21.7	3	12.7
Teachers are happy to deal with many children in schools	3	13	2	8.7	-	-	6	23.1	12	49.2
Teachers are not satisfied with the working conditions	5	21.7	9	39.1	-	-	-	-	9	36.9
Primary school teachers would opt for other jobs given a chance	7	30.4	8	34.8	2	8.7	4	17.4	2	8.7
FPE has made class control difficult	11	47.8	12	52.2	-	-	-	-	-	-
Lower primary teachers in this school are well motivated	2	8.7	-	-	2	8.7	9	39.1	10	41.5
Lower primary teachers are demotivated by FPE	5	21.7	12	52.2	-	-	2	8.7	4	16.5
The Teacher Pupil Ratio is too high hence demotivating	7	30.4	9	39.1	3	13	1	4.3	3	12.7
At times I feel like not coming to work	5	21.7	9	39.1	-	-	4	17.4	5	21.7
Lower primary teachers have too much work	8	34.8	11	47.8	1	4.3	3	13	-	-
Lower primary teachers in this school are overworked	9	39.1	8	34.8	-	-	6	26.1	-	-
Teachers in lower primary have too many pupils to attend to	9	39.1	8	34.8	-	-	6	26.1	-	-
I am not able to give assignments to my pupils since they are too many)	7	30.4	7	30.4	-	-	5	21.7	4	16.5
I was not adequately prepared to handle FPE	5	21.7	9	39.1	1	4.3	5	21.7	3	12.7
It is at times difficult to control the large class that i have	5	21.7	10	43.5	4	17.4	3	13	1	4.3
At times I feel like not going to class	4	17.4	8	34.8	2	8.7	3	13	6	26.1
I would opt for another job other than teaching	5	21.7	2	8.7	3	13	9	39.1	4	16.5
Teaching job does not make me meet my needs	5	21.7	7	30.4	1	4.3	5	21.7	5	21.7
I would prefer to work in a class with fewer pupils	14	60.9	6	26.1	-	-	3	13	-	-

Findings on teacher perception on factors that contributed to low motivation of teachers revealed that different factors affected their motivation. For example, 19 (82.6%) agreed that FPE has resulted to poor individual attention to pupils. It also showed that 14 (60.8%) agreed that FPE had compromised the standards and quality of education. Twenty two

(95.2%) agreed that FPE had led to dissatisfaction among teachers. 14 (60.8%) agreed that most teachers were demotivated. Teachers were not also satisfied with the working conditions caused by the introduction of FPE. This is shown by 14 (60.8%). Fifteen (62.2%) said the lower primary teachers would opt for other highly motivating jobs if given a chance. This is in line with a study by (Akyeampong, 2003) who in the study found that 13 per cent of teacher respondents indicated that they did not enjoy teaching and nearly one-third stated that they did not intend to remain in the teaching profession. Twenty three (100%) teachers said that FPE had caused class control difficult which was a source of low motivation among teachers.

Teachers reported that they did not feel like going to work as indicated by 14 (60.8%) who agreed with the statement. They also said that lower primary school teachers had too many pupils in their classes which caused low motivation among them. This is shown by 19 (82.6%) who agreed to the statement. Sixteen teachers 69.5% said that teacher-pupil ratio was high and was a cause of low motivation among teachers. They also said that lower primary school teachers in their schools were overworked as indicated by 17 (73.9%) which was a cause of low motivation, teachers in lower primary had too many pupils to attend to as indicated by 17 (73.9%) which as a cause of low motivation among them. 60.8% of the teacher also reported that they were not able to give assignments, (65.2%) found it difficult to control their classes felt not like going to class while 52.2% felt that teaching did not make them meet their basic needs. Gakuru's finding was that teachers were teaching because it was the only way to earn a living otherwise they would opt for other jobs.

Teachers also preferred working in a class with few pupils. This was indicated by 20 (87%) of the teachers. The above findings indicate that there were various issues that are a source of low motivation among teacher in lower primary schools. The teachers were also asked to indicate how they felt with the current level of job satisfaction, working conditions and opportunities for upgrading the teachers professionally. The data is presented in table 13.

Table 13 Teachers feeling on different areas of their work

Statement	Very ok		Just ok		Good		Poor	
	F	%	f	%	f	%	f	%
My current level of job satisfaction is	-	-	5	21.7	9	39.1	9	39.1
Working conditions in this school are	4	17.4	9	39.1	-	-	10	43.4
Opportunities for upgrading professional qualifications are	-	-	4	17.4	5	21.7	14	60.8

Findings on how teachers felt about their level of satisfaction revealed that 5 (21.7%) felt their current job satisfaction as fair or ok, 9 (39.1%) felt it as good, 9 (39.1%) poor. It was also revealed that 14 (60.8%) felt that the working conditions they were in were poor. These findings indicate that teachers were not motivated by their level of satisfaction; they were not motivated by their working conditions and they also felt that opportunities for upgrading them professional qualifications were not motivating. Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment (Wofford, 1971). These findings are in line with Bennell, Bulwani and Musikanga. (2003) who highlighted the huge impact that

working conditions have on teacher morale and motivation and thus their classroom performance.

Majority of them further indicated that since the introduction of FPE, their level of motivation had gone down as indicated by 15 (65.2%). Majority of the teachers 21 (91.3%) felt that there was significant differences between public and private institutions in the levels of motivation. This was because the FPE generally raised the enrolment in public schools hence teachers' workload which was not the case in private schools.

Teachers were also asked to indicate the trend of motivation comparing to when they were employed. Majority of them said that their level of motivation had gone down due to the prevailing working conditions. While other sectors continued to enjoy better conditions of working, teachers had continued to be poorly motivated. They blamed the government for not addressing their needs as human beings, such that increase in work should have had a direct increment in salary which would motivate them.

The teachers were also asked to indicate whether there had been any noticeable improvement within the last five years in the overall level of teacher motivation in primary schools. In this item all teachers who had worked for more than 5 years, said there were not. They added that work load had led to low morale of teachers; there was poor pay despite the difficult work they were doing; teacher upgrading had been so much politicized; there were no increment as a result of additional work, there were no hardship allowances and teachers upgrading was poor. All these factors had led to low motivation among teachers which had affected teaching and learning hence leading to poor

performance in the schools. In an interview with the headteachers, they said that the poor performance observed in most schools was a result of low motivation among the teachers. The added that due to failure of the government to address the issue of teacher motivation, teachers had opted not to take their work seriously and hence leading to poor performance as found by Bennet, (1996) that children in smaller classes tended to do better than those in larger classes.

Teachers further said that the level of motivation among the teachers had direct implications on their behaviour. They said that it had led to stress; lack of interest in the work and lack of external and external motivation which ultimately led to poor performance in examinations. Asked what would happen if the issue on teacher motivation were not addressed, they responded that performance would continue to deteriorate; teachers will be involved in matters of corruption; teachers will opt to do some other things than concentrate on teaching hence FPE implementation will be a failure.

Asked to specifically state the major causes of low motivation as a result of the introduction of FPE, teachers said that it was as a result of high work load; indiscipline due to many children who were difficult to control; lack of facilities; insufficient staff; lack of individual attention to pupils and failure to meet set targets. This in line with Spear, Gould and Lee, (2000) who highlighted the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers was working with children whereas job dissatisfaction was

primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society.

4.5 Summary of findings

Findings have revealed that pupil enrollment had a direct influence on teachers motivation. Most of schools had large classes. High enrollment caused high work load, high teacher pupil ratio, teachers could not give assignments, overage enrolment, indiscipline, lack of parental involvement, schooling in shifts, stretching of facilities and lack of individual attention to pupils hence leading to decline in standards of education. Teachers felt that they were not motivated to deal with the high number of pupils.

The findings have also revealed that teaching load had an effect of teacher motivation. Due to high teaching load, teachers could not give and mark assignment, they had to prepare and teach many lessons hence this was de motivating to them. They also felt overworked, frustrated, and that they could not teach as they ought to have done.

Teachers also said that they had not been prepared to handle the large number of pupils. They also reported that FPE was introduced without prior preparation. Teachers felt that lack of preparation was a cause of low motivation.

Pupil teacher ratio affected teachers' motivation. Teachers responded that they were dissatisfied with the high pupil teacher ratio in their schools unlike those who had few learners. The headteachers also reported that the pupil teacher ratio was high which

interpreted to high teaching load, lot of work and lack time to give and mark pupils books. Pupil teacher ratio was therefore a major contributor to low teacher motivation.

The findings show that physical facilities in the schools were not adequate to cater for the number of pupils. Lack of such facilities may contribute to low teacher motivation in that teachers may not have a conducive teaching environment which makes their work very hard and very demoralizing. They also indicated their lack of satisfaction with the physical facilities in the schools.

Teachers had low level of motivation which had a direct implication on their behaviour. They said that it had led to stress, lack of interest in the work, lack of external and external motivation which ultimately led to poor performance in examinations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.1 Summary of Study Findings

The purpose of this study was to establish the effect of FPE on teacher motivation in lower primary school in Narok Central Division of Narok District. Four research questions were formulated to guide the study. Research question one sought to identify how pupil enrollment after FPE affected teachers motivation in lower primary schools in Central Division of Narok District. Research question two sought to determine the effect of teaching load on teachers' motivation in lower primary school teachers. Research question three sought to identify the extent of teacher preparedness in handling FPE affected their motivation and research question four sought to determine the effect of teacher pupil ratios in the schools on teachers' motivation in lower primary in Central Division of Narok District.

Literature review focused on concept of motivation, theories of motivation, teacher motivation and students achievement, background to Free Primary Education in Kenya, types of motivation, FPE and teacher motivation. motivational factors and review of

teacher motivation in developed countries. The study employed a descriptive survey. Data was collected by use of questionnaire for 23 sampled teachers and interview guide for the 16 headteachers sampled.

Findings revealed that pupil enrollment had a direct influence on teachers motivation. Most of schools had large classes. High enrollment caused high work load, high teacher pupil ratio, teachers could not give assignments, overage enrolment, indiscipline, lack of parental involvement, schooling in shifts, stretching of facilities, lack of individual attention to pupils hence leading to decline in standards of education. Teachers felt that they were not motivated to deal with the high number of pupils.

It was also revealed that teaching load had an effect of teacher motivation. Due to high teaching load, teachers could not give and mark assignment, they had to prepare and teach many lessons hence this was de motivating to them. They also felt overworked, they felt frustrated, and they also felt that they could not teach as they ought to have done.

It was revealed that teachers had not been prepared to handle the large number of pupils. They also reported that FPE was introduced without prior preparation. Teachers felt that lack of preparation was a cause of low motivation.

High teacher-pupil affected teachers' motivation. Teachers responded that they were dissatisfied with the teacher pupil ratio in their schools. The headteachers reported that the teacher pupil ratio was high which interpreted to high teaching load, lot of work and lack

time to give and mark pupils books. Teacher pupil ratio was therefore a major contributor to low teacher motivation among teachers.

The findings show that physical facilities in the schools were not adequate to cater for the number of pupils. Lack of such facilities may contribute to low teacher motivation in that teachers may not have a conducive teaching environment which makes their work very hard and very demoralizing. They also indicated their lack of satisfaction with the physical facilities in the schools.

Teachers had low level of motivation which had a direct implication on their behaviour. They said that it had led to stress, lack of interest in the work, lack of external and external motivation which ultimately led to poor performance in examinations.

5.2 Conclusions

The purpose of this study was to establish the effect of FPE on teacher motivation in lower primary school in Narok Central Division of Narok District. From the findings of the study it was concluded that large enrollment, overstretching of physical facilities and learning resources, attributed to FPE affected teachers' motivation. It was also concluded that teachers were not prepared before the introduction of FPE which caused them to have low motivation. The study also concluded that teachers were highly dissatisfied with the number of pupils they had in the class. It was concluded that the overall motivation of teachers was low.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Teachers should be motivated by use of external motivators to counteract the internal motivation.
2. That the government should have better remuneration of teachers so that they may not be demotivated.
3. The Government through the Teachers Service Commission should improve the working conditions of teachers by increasing teachers in schools hence lessening the high pupil teacher ratio;

5.4 Suggestions for Further Research

Taking the limitations and delimitations of the study the following were suggested for further study

1. whether there is any significant relationship between teachers motivational levels and their job performance
2. whether teachers motivation has any effect of pupil performance

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Department of Educational
Administration and Planning,
University of Nairobi
P.O. Box 30197
Nairobi.

Dear Respondent,

I am a post graduate student at the Department of Educational Administration and Planning, University of Nairobi. I am currently carrying out a research on “Effects of Free Primary Education on Teacher Motivation in Lower Primary in Central Division of Narok District, Kenya”. You are kindly requested to take part in the study. All information given will be treated confidentially. Thanking you for your cooperation in the study.

Yours sincerely.

Leshao Emilly

M.ED Student

APPENDIX II
QUESTIONNAIRE FOR TEACHERS

Dear respondent,

This questionnaire is aimed at collecting information about effects of Free primary education on lower primary teachers in primary schools in Central Division of Narok District. The information you give will be of benefit to the researcher in accomplishing his academic goal. Please respond to the items to be best of your knowledge and as truthful as possible. The information you give will be held in total confidence and used only for the purpose of the study. Please respond to all items by ticking as appropriate.

Personal Background for Teachers

- 1 Please indicate your gender
Female ()
Male ()
- 2 Indicate your age
20 – 25 years ()
26 – 30 years ()
31 – 35 years ()
36 – 40 years ()
41 – 50 years ()
51 – 55 years ()
- 3 Please indicate your marital status?
Single ()
Married ()
Divorced ()
Separated ()

- 4 What is your academic qualification?
- P1 ()
- S1 ()
- B.Ed ()
- B.A ()
- Any other _____
- 5 For how many years have you been teaching?
- Below one years ()
- 1-5 years ()
- 5 -10 years ()
- 11 – 15 years ()
- Any other please specify _____
- 6 Which class do you teach?
- Std 1 ()
- Std 2 ()
- Std 3 ()
- 7 For how long have you been teaching in this school?
- Below one years ()
- 1-5 years ()
- 5 -10 years ()
- 11 – 15 years ()
- Any other please specify _____
- 8 How many schools have you worked in?
- 1 school ()
- 2 schools ()
- 3 schools ()
- 4 schools ()
- 5 schools ()
- Any other please specify _____

9 How many years have you taught in lower primary _____

10 How many school have you taught in lower primary? _____

Factors affecting teacher motivation of lower primary teachers

1 How many pupils do you have in your class? _____

2 Are you comfortable handling the number of pupils that you have in your class?

Yes ()

No ()

3. Are you able to give assignments to the pupils?

Yes ()

No ()

4. Do you have adequate teaching learning facilities for all the pupils in you class?

Yes ()

No ()

5. Do you always mark the assignments that you give your pupils?

Yes ()

No ()

6. Please indicate the extent to which you are satisfied with the following

Factor	Satisfied	Satisfied somehow	Dissatisfied
Learning space in classroom			
Teacher pupil ratio			
Pupil- enrollment			
Physical facilities			
Teaching load			
Teaching learning materials			
General class control			
Increase in pupil enrollment			
Parental involvement in pupils learning			
Government involvement			

7. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree

A Agree

U Undecided

D Disagree

SD Strongly Disagree

Factor	SA	A	U	D	SD
FPE has increased teachers teaching load unnecessarily					
FPE has improved teachers performance in class					
FPE has resulted to poor individual attention to pupils					
FPE was introduced without prior preparation					
FPE has compromised standards and quality of education					
FPE has increased primary school access					
FPE has led to dissatisfaction among teachers					
Most teachers are de motivated by FPE					
Teachers are happy to deal with many children in schools					
Teachers' are not satisfied by the working conditions					
Primary school teachers would opt for other jobs given a chance					
FPE has made class control difficult					

8. How does pupil enrollment after FPE affect teachers motivation?

9. What is the effect of teaching load on teachers motivation?

10. To what extent does teacher preparedness in handling FPE affect their motivation?

11. What is the effect of teacher pupil ratios in the schools on teachers motivation?

2. Please tick of the alternative responses to each statement.

Key

SA Strongly Agree

A Agree

U Undecided

D Disagree

SD Strongly Disagree

Statement	SA	A	U	D	SD
Lower primary teachers in this school are well-motivated					
Lower primary teachers are de motivated by the FPE					
Teacher pupil ratio is too high					
The teacher pupil ration is too high hence demotivating					
At times I feel like not coming to work					
Lower primary teachers have too much work					
Lower primary teachers in this school are over worked					
Teachers at lower primary have too many pupils to attend to					
I am not able to give assignments to my pupils since they are too many					
I was not adequately prepared to handle FPE					
It is at times difficult to control the large class that I have					
At times feel like not like going to teach					
I would opt for another job other than teaching					
Teaching job does not make me meet my needs					
I would prefer to work in a classes with less pupils					

13. My current level of job satisfaction is

Very poor ()

Poor ()

Just OK ()

Good ()

- Excellent ()
14. Working conditions in this school are
- Very poor ()
- Poor ()
- Just OK ()
- Good ()
- Excellent ()
15. Opportunities for upgrading professional qualifications are
- Very poor ()
- Poor ()
- Just OK ()
- Good ()
- Excellent ()
16. My level of motivation since the introduction of FPE has
- Declined significantly ()
- Declined ()
- Remained the same ()
- Increased ()
- Increased significantly ()
17. How would you describe current levels of motivation among lower primary school teachers in your school?
- Well motivated ()
- Adequately motivated ()
- Poorly motivated ()
18. Are there any significant differences between public and private lower primary teachers?
- Yes ()
- No ()
- Do you have time to prepare well for your lessons?

- Yes ()
No ()
20. How often do you give assignments to pupils?
Daily ()
Weekly ()
Monthly ()
21. Do you think the frequency you give assignment is adequate?
Yes ()
No ()
22. Are able to mark pupils assignments in time?
Yes ()
No ()
23. Do you have extra duties that hinder you from doing your job?
Yes ()
No ()
- 24a. Have there been any noticeable trends during the last ten years in the overall level of teacher motivation in primary schools?
Yes ()
No ()
- 24.b Please give your reasons
-
-
-
-
25. How does current level of job satisfaction and motivation influence teacher behaviour and performance?
-
-

-
-
26. What do you think will happen if teacher motivation is not addressed effectively? ..

-
-
-
27. What have been the main constraints after introduction of FPE?

-
-
-
28. Is your level of job satisfaction lower, the same or higher than when you started teaching

-
-
-
29. Do the other teachers at this school feel the same as you do about their work as teachers?

Yes () No ()

Please give your reasons

APPENDIX III

INTERVIEW SCHEDULE FOR HEADTEACHER

1. What are some of the implication of FPE in teaching and learning in lower primary school?
2. What is the teacher pupil ratio in lower primary in your school?
3. Do you feel that teachers in lower primary are able to handle the large number of pupils?
4. What would you say about the lever of motivation of your lower primary teachers?
5. What are some of the effects of FPE in teacher motivation in lower primary school?
6. Do you feel teachers in lower primary are motivated enough?
7. What would you say about the teacher-pupil ration in lower primary school in relation to teacher motivation?
8. What would you say about the teaching load of teachers in lower primary school in relation to teacher motivation?
9. What would you suggest to be done to enhance teacher motivation in lower primary school in relation to teaches motivation?
10. What would you say about the facilities in lower primary in lower primary schooling relation to teacher motivation?

APPENDIX IV
RESEARCH PERMIT



REPUBLIC OF KENYA

**MINISTRY OF HIGHER EDUCATION SCIENCE
& TECHNOLOGY**

Telegrams: "SCIENCE TLC", Nairobi
Telephone: 02-318581
E-Mail: ps@scienceandtechnology.go.ke

JOGOO HOUSE "B"
HARAMBEE AVENUE,
P.O. Box 9583-00200
NAIROBI

When Replying please quote
Ref. MOHEST 13/001/ 398C /2

9th July 2008

Emily Leshao
University of Nairobi
P.O. Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, *'The Effects of Free Primary Education on Teacher Motivation in Lower Primary Schools in Narok Central Division Narok District,*

I am pleased to inform you that you have been authorized to carry out research in Narok District for a period ending 30th September, 2008.

You are advised to report to the District Commissioner and the District Education Officer Narok District before embarking on your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.


M. O. ONDIEKI
FOR: PERMANENT SECRETARY

Copy to:

The District Commissioner
Narok District
NAROK

The District Education Officer
Narok District
NAROK