

**TEACHERS' PERCEPTION OF THE EXTENT TO WHICH THEIR NEEDS ARE SATISFIED: A CASE STUDY OF SECONDARY SCHOOLS IN WEST POKOT DISTRICT**

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*BY*

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF A MASTER OF BUSINESS ADMINISTRATION, FACULTY OF COMMERCE, UNIVERSITY OF NAIROBI.**

**OCTOBER 2002**

## DECLARATION

This Research Project is my original work and has not been presented for a Degree in any other University

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## DEDICATION

*This research project is dedicated to my mother Emiliana, my dear friend Hugh Nohilly for the financial support and to all my family members who were always very supportive whenever I needed them.*

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A number of individuals made this study possible and I feel indebted to express my sincere gratitude for their support in whatever form.

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## ABSTRACT

The study sought to determine the teachers' perception of the extent to which their needs are satisfied: a case study of secondary schools in West Pokot District.

Population of interest included the secondary schools in West Pokot District. All the 20 secondary schools in the district are public. Teachers have needs, which desire to be satisfied. My interest was to find out the extent to which these needs have been satisfied by their teaching career.

The primary data used in this study was collected using structured questionnaire and open questions. The questionnaire was administered on a "drop and pick" later basis.

All the schools responded favorably giving a response rate of 77%.

Analysis of the data revealed that the secondary school teachers in the district hardly meet their needs. Maslows' hierarchy of Needs theory was used to identify the teachers' needs. Among the major problems that the teachers face in the district is insecurity caused by the cattle rustling practice. The 1992 land clashes also worsened the situation as teachers ran for safety. The district being a hardship area poses a challenge, as there's lack of water, electricity and transport. These factors make the district unattractive as most new teachers transferred hardly stay for long. The study reveals that there is a high turnover rate of secondary school teachers in the district.

The results of the study further reveal that most schools do not have houses for their teachers, as a result of this teachers are forced to walk for long distances in order to reach their schools.

There is need to address the teachers' problems otherwise it will be difficult to improve the district's performance in the Kenya Certificate of Secondary School examinations. It is worth noting that the district hardly takes 25 candidates to our public universities per year. The teachers need to be motivated to work. It is evident from the findings that the teachers in the district are qualified and competent but they lack morale to work.

There's also room for research at the primary school level. One could look at the motivational factors lacking among primary school teachers. The teachers employed by the Board of Governors could also be looked at separately.

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND

All the secondary schools in West Pokot district are public schools; the schools are administered and managed by the head teachers (headmasters and headmistresses) who are employees of the Teachers Service Commission (TSC). The Board of Governors (BOG) also employs teachers in case of a deficit, they also employ other support personnel like the Bursar, Clerk, Cooks, among others. The head teachers are responsible for the overall running and control of their schools in all aspects. The district has twenty secondary schools and majority of them are sponsored by church institutions and Non Governmental Organizations like the Asal (See Appendix C). There are approximately 212 teachers, 170 being men and 42 females. Apart from the 212 employed by the Teachers Service Commission (TSC) the district has also 35 teachers employed by the Board of Governors (District Education Annual Report). The district being a hardship area poses a challenge to its teachers, as many of them are unable to work in the district for a long time.

It is generally believed that for quality education to evolve and be sustained, the question of availability of qualified, motivated and committed teachers is a central factor. At the community level teachers are not only supposed to provide leadership but, they are also expected to be persons of refined tastes and sophisticated explorers in the world of ideas and experts in child development. At the school level the teacher is a disciplinarian, a parent substitute, a judge, a confidant and above all a mediator of learning who guides

children to achieve certification in education. It is because of these reasons that it is agreed in contemporary society that the teacher is perhaps the most important socializing agent of the child. Therefore it is necessary that teachers should be well trained and efforts to retain such teachers should be made both at society and at the school level. The output and retention of teachers is necessary as it is closely bound with educational standards. This calls for the problem of teachers' needs to be addressed.

### **1.1.1 Motivation in the workplace**

The job of a manager in the workplace is to get things done through employees. To do this the manager should be able to motivate employees. But that's easier said than done! Motivation practice and theory are difficult subjects, touching on several disciplines. In spite of the enormous research, basic as well as applied, the subject of motivation is not clearly understood and more often than not poorly practiced. To understand motivation one must understand human nature itself. And there lies the problem! Human nature can be very simple, yet very complex too. An understanding and appreciation of this is a prerequisite to effective employee motivation in the workplace and therefore effective management and leadership.

### 1.1.2 Approaches to Motivation at the Workplace

The development of different approaches to organization and management has highlighted the changing concept of motivation at work.

Earlier writers such as Taylor (1947) believed in economic needs motivation. Workers would be motivated by obtaining the highest possible wages through working in the most efficient and productive way. Performance was limited by physiological fatigue. For Taylor, motivation was a comparatively simple issue- what the workers wanted from their employers more than anything else was high wages. This approach is *the rational economic concept of motivation*.

The human relations writers, such as Mayo (1949) who were among the pioneers of human relations approach to management after the now famous Hawthorne experiments demonstrated that people go to work to satisfy a range of different needs, and not simply for monetary reward. They emphasized the importance of the social needs of individuals, and gave recognition to the work organization as a social organization. This was clearly illustrated in the Hawthorne experiments at the Western Electric Company in America in 1924-1932. The human relations approach to organization and management led to the *social concept of motivation*.

The *systems approach* also supports the social concept of motivation. The social technical system is concerned with the interactions between the psychological and social factors, and the needs and demands of people, and the structural and technical requirements of the organization. The Long-wall coal mining study, for example

demonstrated the importance of redesigning work in a manner, which provides opportunities for teamwork and social interaction.

The findings of the Hawthorne experiments, and the subsequent attention to the social organization and theories of individual motivation, gave rise to the work of the neo-human relations writers. These writers adopted a more psychological orientation to motivation. Greater attention was focused on the content and meaning of the task, and attempts to make work more intrinsically satisfying. The major focus of concern was the personal adjustment of the individual within the work situation. Hunt (1986). This approach is the *self-actualization concept of motivation*.

The *contingency approach* to organization and management takes the view that there are a large number of variables or situational factors, which influence organizational performance. Contingency theory is concerned more with differences between organizations than with similarities. Managers must be adaptable and vary their behavior according to the particular situation, and the different needs and motivation of staff. The varying situational factors, together with the complicated nature of human behavior lead *to the complex person concept of motivation*.

There is an old saying you can take a horse to the water but you cannot force it to drink, it will drink only if its thirsty – so is with people. They will do what they want to do or otherwise motivated to do. Whether it is to excel on the workshop floor or in the ‘ivory

tower' and so does it apply in the teaching profession they must be motivated or driven to it, either by themselves or through external stimulus.

Are employees born with the self- motivation or drive? Yes and No, they can be motivated, for motivation is a skill which can and must be learnt. This is essential for any business to survive and succeed.

Performance is considered to be a function of ability and motivation, thus:

**Job performance = f (ability) (motivation)**

Ability in turn depends on education, experience and training and its improvement is a slow and a long process. On the other hand motivation can be improved quickly. There are many options and an uninitiated manager may not even know of where to start. As a guideline, there are broadly seven strategies for motivation.

- Positive reinforcement
- Effective discipline and punishment
- Treating people fairly
- Satisfying employees needs
- Setting work related goals
- Restructuring jobs
- Base rewards on job performance

Most head teachers in our public secondary schools lack managerial skills and it becomes very difficult to implement the above strategies. These are basic strategies, though the

mix in the final 'recipe' will vary from workplace situation to situation. In my research I have emphasized the use of satisfying employees' needs as the strategy for motivating teachers. Essentially there is a gap between an individual's actual state and some desired state and the manager tries to reduce this gap.

Motivation is, in effect, a means to reduce and manipulate this gap. It is inducing others in a specific way towards goals specifically stated by the motivator. Naturally, these goals as also the motivation system must conform to the corporate policy of the organization. The motivational system must be tailored to the situation and to the organization.

One might easily ask, is money important in motivating employees? According to Drucker, (1974) 'there is not one shred of evidence for the alleged turning away from material rewards... Antimaterialism is a myth, no matter how much it is extolled.' In fact they are taken for granted so much that their denial may act as a demotivator.

Economic rights are becoming rights rather than rewards as evidenced by the teachers who are currently on strike because the government is unable to honor its promise of implementing the remaining salary phase increment. This has also been supported by Parmena, (1998) who did a study on the effects of remuneration on employees'

#### Motivation in Kenyatta National Hospital

There is no doubt that we are living in a money-motivated world. Any amount of human relations cannot compensate for a lack of monetary reward. If the reward is right, good

human relations will give that extra zest to a team, motivating them to try even harder.

Insufficient monetary rewards cannot be compensated by good human relations

According to Cole (1997), motivation is a process in which people choose between alternative forms of behavior in order to attain personal goals. According to this definition it would appear that personal goals are the determinants of behavior and a more certain behavior is likely to realize these goals, the more the behavior is likely to be repeated. Motivation is the state of commitment in carrying out specific tasks, motivation is about getting organization members to go to work willingly and enthusiastically. The teachers' remuneration should be looked at, the implementation of the first phase is not enough. Other motivational factors such as the working conditions, supervision, recognition and how school administration affects teachers should also be looked at.

## **1.2 DEVELOPMENT OF FORMAL EDUCATION IN KENYA**

Bogonko, (1991) has all the details regarding the History of the Kenyan Education system. Kenya had an Education system even before the coming of Europeans. This was Traditional African Education, the main goal of which was to train individuals to fit into their societies as useful members. It provided skills, knowledge and values relevant to the society. The main objective was to socialize individuals to fit and participate adequately in the development of the society. Formal Education (Western Education), where learning and teaching activities are formalized into a classroom situation was introduced in Kenya by missionaries around 1845. The missionaries believed that this was the best

strategy for spreading Christianity to Africans. Africans were taught to read the Bible and assist in spreading Christianity and the Western Civilization to fellow Africans.

Missionaries controlled education in Kenya up to about 1911 when the colonial government stepped in. Education given to Africans by the colonial government was practically oriented. It was aimed at providing skills necessary for the development of rural areas, whereas the Europeans and Asians had a different type of education, which emphasized academic work to prepare them for leadership roles in white-collar jobs. In the late 1940's and in the 1950's there were basically two structures of education. One for Africans and the other for the Europeans and the Asians Sifuna and Otiende (1994)

Primary schools for Africans lasted only for four years (standard 1 to 4) while the European/Asian primary school lasted seven years (standard 1 to 7). The final year in the primary school was terminal for most African students. The graduates were expected to have gained minimal literacy and numeracy. On the other hand the final year in the European/Asian primary school was a preparatory time for secondary education. There were little opportunities for secondary school education for the Africans, limited by controlling the number of Africans who could move from primary to secondary education. One strategy was to introduce intermediate school for Africans (standard 5 and 6, and form I and II). The graduates of intermediate schools became teachers with a few of them ending up in trade schools and agricultural training centers. Beulah, A. (1973). So teaching profession is one of the oldest in Kenya. For the European/Asian they could choose to take one of the following after secondary education: employment or training or further education (form V).

After secondary education, Europeans/Asians could train as teachers (T2's) or agricultural assistants, nurses e.t.c. Or go on to higher education overseas for professional training such as engineering, medicine, and accountancy e.t.c. While Africans could go to Makerere University collage for a diploma in education or agriculture or to the Royal Technical Collage in Nairobi or train as teachers.

### **1.3 THE TEACHERS' PROBLEMS IN KENYA**

As seen earlier teaching is one of the oldest professions in Kenya, and as the nation developed teaching became a big industry employing scores of thousands of teachers. Teaching grew bigger and so the teachers' problems also became equally multiplied and complicated.

First and foremost, teaching lacked professionalism. Professionalism dictates that its practitioners command a body of specialized knowledge, which is not available to the public. It is doubtful whether teaching meets this criterion. It is generally held that anyone can teach as long as he or she has a fair command of the subject. In the height of this argument it would be difficult to classify teaching as profession. A good example of a profession in the essence of this criterion is that of an engineer or a doctor. Qualified engineers have knowledge that anybody else who was not trained in the profession could not have access to. For this reason anybody could not be an engineer simply because he had mastered the subject matter in mathematics and physics. Many people think that teachers among professionals need not be trained. Even the trained teachers did not get thorough or extended preparation. A profession affords a life career, livelihood and

permanent membership for its practitioners. Although teaching provided a livelihood for teachers, this criterion was perhaps the weakest claim by teaching to professionalism. The professional life expectancy of members of the teaching occupation was relatively low. In Kenya more was heard of teachers exodus to other jobs than one heard among lawyers, engineers and Doctors.

Undoubtedly, this was one of the major complaints made by such official documents as the Gachathi Report (1976) and the 1966 and 1988 development plan. It is also rare to find people joining teaching from other occupations. When and if it happens, the individuals concerned were failures in their original occupations and were seeking refuge in the teaching profession.

Another problem of teachers is that they failed to carve out a career, which is as enviable as law, medicine or theology. Each of the later professions was made of a closely-knit elite while teaching was composed of many people with different levels of educational achievement. This created the problem of organization as teachers are also scattered across the country.

The Kenya National Union of Teachers (KNUT) did not contribute sufficiently to giving teachers a professional status similar to that of other professionals, TSC Code and Regulations (1985). While the legal and medical professions worked out codes of ethics and regulations for their members, KNUT left the formulation of the code of conduct to the employer, the Teachers Service Commission (TSC); they were content with mere

union politics over terms of service of teachers. Defending teachers when they erred did not build the teachers professionally.

According to Bogonko (1991) teachers have a lot of problems; he recognizes the fact that salaries are low. Despite the first phase increment teachers' salaries are still low. Other conditions of service are still poor as compared to those offered in other professions, especially law and medicine or even the public service. This problem leads to other problems such as quitting teaching for other careers, which are better paying. What the public also expects from teachers is also too high to the extent of interfering with private lives of the teachers. For a long time it has been regarded as anti social for teachers to take alcohol, smoke, dress shabbily, marry outside the regulations or engage in business. The expectation of the public is not commensurate with what the society pays them. Teachers just like anybody else have needs and at the end of the day they have to make their economic ends, either by being paid handsomely or taking part in business, which could supplement their meager salaries. Sifuna and Otiende (1994)

Chances of upward mobility in teaching are very remote. The only clear openings that exist have been those of head teachers and their deputies. Each school can generally have only two of such people; the other teachers have no hope of even going beyond the classroom.

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In summary it's clear that teaching is the oldest profession in Kenya but worst hit by problems. Its problems range from professional credibility, opportunity for career development to remuneration.

#### **1.4 TEACHERS' PROBLEMS IN WEST POKOT DISTRICT**

West Pokot district being a hardship area poses a lot of challenges for teachers despite the hardship allowance teachers earn. This has led to massive flow of teachers from the district to other districts. There is acute shortage of water in the district, surface water supply is only serving some 15% of the total district population while ground water supply (boreholes) serve about 50% of the district's population. The rest of the population survives the hard way by tapping water from sand collections. District Development Plan (2001). Since the schools are scattered most of these schools are unable to secure clean water.

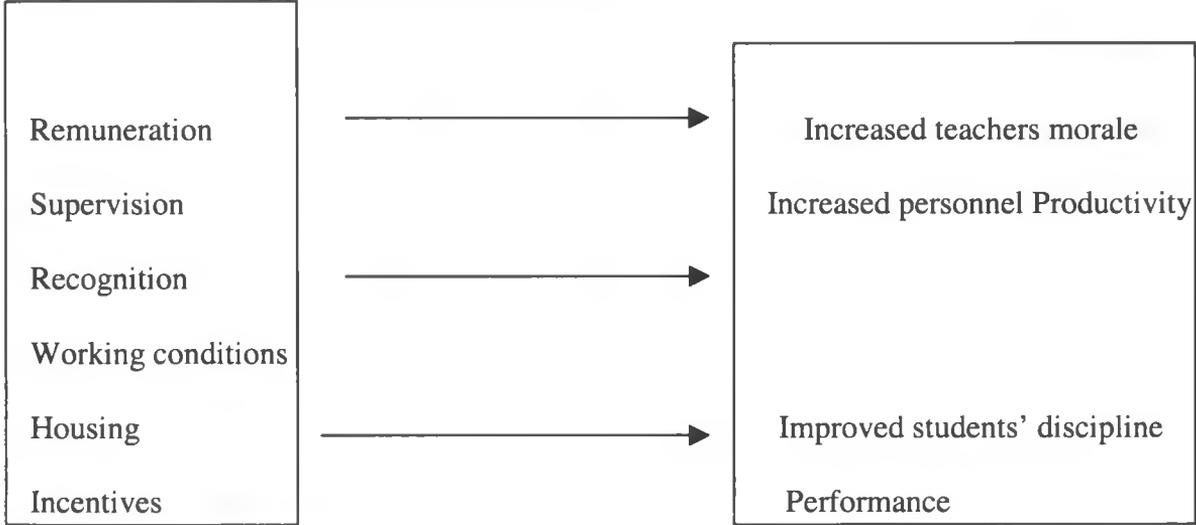
Most of the schools are far from the roads, its common to see teachers walk for almost fifteen kilometers a day. Most of the schools do not have enough houses for their teachers and the few houses that are available lack basic requirements like electricity and water. Almost all the teachers prefer staying in the shopping centers, which is near the school. Most of the places in the district are insecure due to raiders, raiding of cattle is part of culture and such events end up with casualties or even death.

The district was also affected by the 1992 tribal clashes, as a result of these most tribes fled the district leaving behind a shortage of teachers as most teachers requested for transfers to other districts.

A preliminary survey at the district revealed that teachers who are employed by the Board of Governors (BOG) are poorly paid. In some schools graduate BOG teachers are paid as little as three thousand shillings a month without any benefits. As a result of this there's a high turnover rate of BOG teachers.

### 1.5 CONCEPTUAL FRAMEWORK

**Figure 1: The major variables of the study**



*Independent variables*

*Dependent variables*

The major variables in this study include the dependent variables of remuneration, recognition and mode of supervision, working conditions, incentives and housing facilities. These factors among others jointly greatly influence the teachers and give rise

to dependent variables of; improved teachers' morale and increased personnel productivity.

## 1.6 STATEMENT OF THE PROBLEM

The role played by teachers in the school is pivotal and therefore their motivation to work with zeal should be addressed. In public secondary schools, performance is measured by the candidates' performance in the National Examinations. West Pokot district's performance in the Kenya Certificate in Secondary Education (KCSE) has not been impressive in the last five years; *the district hardly takes 25 candidates per year to our public universities* (Ministry of Education, 2002).

Most secondary schools teachers seem to lack motivation. A preliminary survey at the West Pokot District Education Office observed that there were a lot of *complaints from head teachers regarding teachers' absenteeism, lateness, and rudeness, among other factors*. More often than not, articles appear in local dailies highlighting teachers' problems and their low morale to work. Many teachers, especially the graduate teachers, *do not like to make it public that they are teachers*. Poor motivation is also evident in the number of teachers mostly in towns, those who *are studying extra courses, which have little to do with their teaching profession*. It's also very common to observe *frequent transfers as most teachers opt to work outside the district*. No research or little research has been done on the teacher's needs in the district. Being a hard ship area most teachers avoid working in the district. There's lack of adequate security, clean water, electricity and some schools are inaccessible due to lack of roads and transport. These conditions in West Pokot make the area different from other districts. Therefore, even if such studies

have been carried out in other districts the nature of the working conditions in West Pokot is expected to produce different results. All these factors among others that the researcher has observed were the underlying reasons for the study. Specifically it is not known what exactly is responsible for this state of affairs

### **1.7 OBJECTIVE OF THE STUDY**

The study is intended to establish the extent to which teaching satisfies the needs of individual teachers in West Pokot District.

The study *seeks to answer the following question:*

To what extent does teaching meet the individual needs of the teachers?

### **1.8 IMPORTANCE OF THE STUDY**

The issue of worker's motivation is one of a central concern to most organizations as it, to a great extent, determines worker's productivity. The survival of any given organization greatly depends on the extent to which its employees are motivated and committed to that organization's corporate objectives. Well-motivated workers are strength to an organization.

Education and training is the backbone of growth and development of any country in the world. A better-educated society is obviously superior in many ways than a lesser-educated society. The researcher is concerned with the betterment of education in the

District by attempting to find out the factors, which undermine teachers' capacity to contribute towards educational improvement.

The results of this research can be used by the Teachers Service Commission (TSC), The Ministry of Education, Parents Teachers Association (PTA), Board of Governors (BOG) and Sponsors in the district to boost the morale of teachers in the schools, thereby improving the District's educational standards and the country's as a whole. Kenya National Union of Teachers (KNUT) would also find the results useful. There's a lot of information about teachers and the teaching profession, which can be used by KNUT to pressure the government to pay the remaining phases and also to bargain for better terms of service and conditions for teachers.

It is hoped that the study would give incentives to academicians who would like to pursue to topic further, probably incorporating teachers in primary schools and collages.

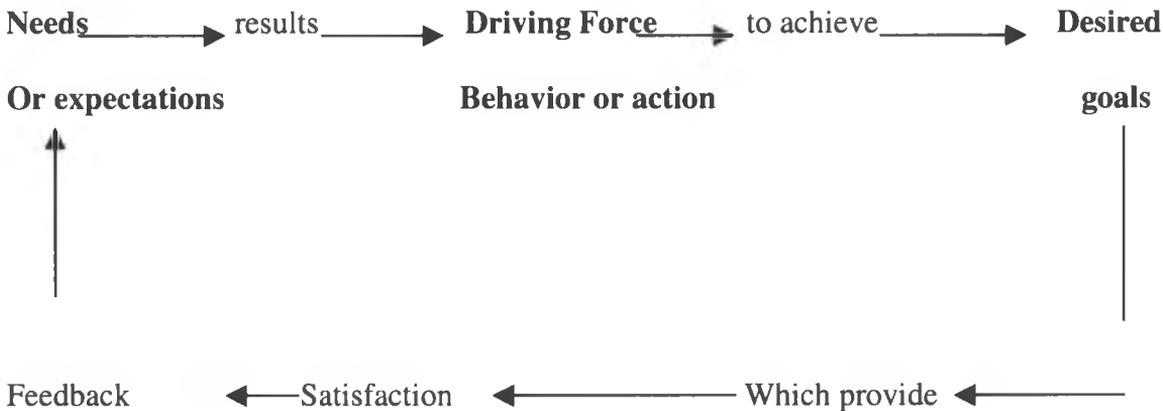
The information collected, it was expected, would be deemed relevant to be used and applied in any other organization-facing worker's motivation problem.

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 INTRODUCTION

Today, virtually all people, practitioners and scholars have their own definition of motivation, Luthans (1998). Usually one or more of the following words are included in the definition; “desires”, “wants”, “wishes”, “aims”, “goals”, “needs”, “drives”, “motives” and “incentives”. Technically the term motivation can be traced to the Latin word “Movere” which means to move “to move”. This is evident in the following comprehensive definition: Motivation is a process that starts with a physiological or psychological deficiency on a need that activates behavior or a drive that is aimed at a goal or incentive.



**Figure 2:** The basic motivation process

Source: Mullins, J. L. (1999)

The key to understanding the process of motivation lies in the meaning of, and relationship between Needs, Drives and Desired goals (Incentives).

*Needs, are created whenever there is a physiological or psychological imbalance. For example, a need exists when cells in the body are deprived of food and water or when the personality is deprived of other people who serve as friends or companions.*

Although physiological needs may be based on deficiency, sometimes they are not. For example an individual with a strong need to get ahead may have a strong history of consistent success. Luthans, (1998).

**Drives**, with a few exceptions, drives or motives (the two terms are often used interchangeably) are set up to alleviate needs. A physiological drive can simply be defined as a deficiency with direction. Physiological and psychological drives are action-oriented and provide an energized thrust towards reaching an incentive. They are the very heart of the motivational process. The examples of the needs for food and water are translated into hunger and thirst drives and the need for friends become a drive for affiliation.

**Desired goals/Incentives** – at the end of the motivation cycle, its defined as anything that will alleviate a need and reduce a drive. Thus, attaining an incentive will tend to restore physiological or psychological balance and will reduce or cut off the drive. Eating food, drinking water and obtaining friends will tend to restore the balance and reduce the corresponding drives. Food, water and friends are the incentives in these examples.

Levine (1965), a psychologist, recognized that humans have needs. He stressed the inherent tendency of the individual to coordinate these needs in order to develop the self. Abraham Maslow, a contemporary of Rodgers also came to the same conclusion, that humans have a need for self –actualization

## 2.2 CLASSIFICATION OF MOTIVES

### 2.2.1 Primary Motives

Psychologists do not totally agree on how to classify the various human motives, but they would acknowledge that some motives are unlearned and psychological based. Such motives are variously called *physiological, biological, unlearned or primary*. The use of the term primary does not imply that this group of motives always takes precedence over the general and secondary motives. Although the precedence of primary motives is implied in some motivation theories, there are many situations in which general and secondary motives predominate over primary motives. Common examples are celibacy among priests and fasting for religious, social or political cause. In both cases, learned secondary motives are stronger than unlearned primary motives.

Two criteria must be met in order for a motive to be included in the primary classification:

- It must be unlearned, and
- It must be physiologically based.

Thus defined; the most common recognized primary motives include hunger, thirst, sleep, avoidance of pain, sex and maternal concern. Because people have the same basic physiological make-up they will have essentially the same primary needs. This is not true of the learned secondary needs.

### 2.2.2 General Motives

A separate classification for general motives is not always given. Yet such a category seems necessary because there are a number of motives, which lie in the gray area

between the primary and secondary classification. To be included in the general category, *a motive must be unlearned but not physiologically based*. While the primary needs seek to reduce the tension or stimulation, these general needs induce the person to increase the amount of stimulation, thus, these needs are sometimes called "stimulus motive".

Although not all psychologists would agree, the motives of curiosity, manipulation, activity and affection seem best to meet the criteria for this classification. An understanding of these general motives is important to the study of human behavior especially in organizations. General motives are more relevant to organizational behavior than primary motives Locke and Lathaw (1984).

### **2.2.3 Secondary Motives**

Whereas the general drives seem relatively more important than the primary ones to the study of human behavior in organizations, the secondary drives are unquestionably the most important. As a human society develops economically and becomes more complex, the primary drives, and to a lesser degree the general drives give way to the learned secondary drives in motivating behavior. With some glaring exceptions that have yet to be eradicated, the motives of hunger and thirst are not dominant among people living in the economically developed Western world.

*A motive must be learned in* order to be included in the secondary classification.

Numerous important human motives meet this criterion. Some of the more important ones are power, achievement and affiliation. In addition, especially in reference to organizational behavior security and status are important secondary motives. The leading

advocate of the Power motive was the pioneering behavioral scientist Alfred Adler. To explain power need - the need to manipulate others or the driver for superiority over others –Adler developed the concepts *of inferiority complex and compensation*. He felt that every small child experiences a sense of inferiority. When this feeling of inferiority is combined with what he sensed as an innate need for superiority, the two rule all behavior. The person’s lifestyle is characterized by striving to compensate for feeling of inferiority, which is combined with the innate driver for power.

#### **2.2.4 Examples of Key Secondary Needs**

##### Need for Achievement

- Doing better than competitors.
- Attaining or surpassing a difficult goal.
- Solving a complex problem.
- Carrying out a challenging assignment successfully
- Developing a better way to do something

##### Need for Power

- Influencing people to change their attitude or behavior
- Controlling people and activities.
- Being in a position of authority over others.
- Gaining control over information and resources.
- Defeating an opponent or enemy.

## Need for Affiliation

- Being liked by many people.
- Being accepted as part of a group or team.
- Working with people who are friendly and cooperative.
- Maintaining harmonious relationships and avoiding conflicts.
- Participating in pleasant social activities

## Need for Security

- Having a secure job.
- Being protected against loss of income or economic disaster.
- Having protection against illness and disability.
- Being protected against physical harm or hazardous conditions.
- Avoiding tasks or decisions with a risk of failure and blame.

## Need for Status

- Having the right car and wearing the right clothes.
- Working for the right company in the right job.
- Having a degree from Harvard or Stanford Universities.
- Living in the right neighborhood and belonging to the county club.
- Having executive privileges

## 2.3 MOTIVATION

Mullins (1999) defines motivation as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems.

Mitchell (1982) identified four common characteristics, which underlie the definition of motivation:

1. Motivation is typified as an individual phenomenon. Every person is unique and all the major theories of motivation allow for this weakness
2. Motivation is described, usually as intentional. Motivation is assumed to be under the workers' control and behavior that are influenced by motivation such as effort expended, are seen on choices of action.
3. Motivation is multifaceted. The two factors of greatest importance are:
  - ❖ What gets people activated (aroused)
  - ❖ The force of an individual to engage in desired behavior/ direction or choice of behavior.
4. The purpose of motivational theories is to predict behavior.

Motivation is not the behavior itself and it is not performance. Motivation concerns action, and the internal and external forces, which influence a persons' choice of action.

On the basis of these characteristics, Mitchell defines motivation as the degree to which an individual wants and chooses to engage in certain specified behaviors.

## **2.4 THE THEORIES OF MOTIVATION**

### **2.4.1 Content theories of Motivation**

Huczynski and Buchanan (2001) define content theories as those theories that focus on the goals to which we aspire, as they reveal the contents of the 'motives' compartment in our mental luggage.

Luthans (1998) talks of content theories as those, which attempt to determine what is it that motivates people to work. The content theorists are concerned with identifying the needs/drives that people have and how these needs/drives are prioritized. They are concerned with the types of incentives or goals that people strive to attain in order to be satisfied and perform well.

The major content theories of motivation include:

- Maslow's hierarchy of needs model
- Alderfer's Modified need hierarchy model
- Herzberg's two-factor theory
- McClelland's achievement motivation theory

### **2.4.2 Process theories of Motivation**

Mullins (1999) explains that process theories attempt to identify the relationship among the dynamic variables, which make up motivation. These theories are concerned more with how behavior is initiated, directed and sustained. Process theories of motivation attempt to identify what motivates people at work (for example, self actualization, responsibility and growth); they try to specify correlates of motivated behavior. Process theories place emphasis on the actual *process of motivation*

The major process theories of motivation:

Expectancy – based models, by Vroom, Porter and Lawler

Equity theory – by Adams

Goal theory – by Locke

Attribution theory – by Heider and Kelly

I will only look at *Maslow's theory of motivation/ The Need hierarchy theory* since it looks at various levels of needs. This will help me in identifying the needs that are not met in the teaching career of West Pokot secondary teachers.

#### **2.4.2.1 Maslow's theory of motivation**

In 1943, Abraham Maslow a psychologist published his now famous theory on the hierarchy of needs. His theory was based on the clinical observation of a few neurotic individuals. It has since been used to explain the entire spectrum of human behavior. He proposed that motivation is a function of five basic needs: physiological, safety, love, esteem and self-actualization.

The basic human needs arranged in ascending order:

##### **1. Physiological needs**

These are the most basic needs and entail having enough food, water and air. Also included in this category are clothing, shelter, sleep and sexual satisfaction. Until these needs are satisfied to the degree necessary to maintain life, other higher needs will not motivate people.

## 2.Security (Safety needs)

Consists of the need to be safer from physical and psychological harm. Also included here is the need to be free of fear of loss of a job, property food, clothing or shelter.

## 3.Love needs/ Social needs/ Affiliation/ Acceptance.

Desire to be loved and to love, and also contains the needs for affection and belonging. People are social beings and need to be accepted by others, and giving and receiving in interpersonal relationships.

## 4.Esteem/ Ego needs.

Need for reputation, prestige, and recognition from others. Also contained here are the needs for self-confidence and strength, including self-respect, respect for others and status.

## 5.Self-Actualization.

This is regarded as the highest need in the hierarchy and include the desire for self-fulfillment; to become the best that one is capable of becoming. Included here are personal growth, realization of one's potential and accomplishment.

Individuals are motivated by a desire to satisfy these needs. Needs that have been satisfied do not motivate employees. When a lower need is sufficiently satisfied, a higher level of needs will satisfy an individual. People are never completely satisfied on any

level. Needs affect motivation in many ways. If employee's needs are met at the work place, the employees will most likely be highly motivated. If an employee's needs are not being met in the work place, the employee will be continually frustrated. For those employees who have goals that are incompatible with their needs, low motivation may result. Sometimes helping an employee, define realistic and achievable goals will improve an employee's motivation.

One of the roles of managers is to recognize employees' needs and determine how the job can help meet those needs. For example, when employees feel secure in their jobs, management might attempt to satisfy esteem needs. Using status symbols, participative management and positive performance feedback can do this. When employees esteem needs are satisfied management can enhance motivation by redesigning jobs to provide more autonomy and responsibility.

Starting with the Physiological Needs, the teachers don't get enough salary and other fringe benefits. As a result of this they are unable to afford good food, rent a comfortable house, buy decent clothes for their families among other needs. Alderfer's theory of motivation categorizes physiological needs as existence needs while Herzberg talks of Hygiene factors. Alderfer, (1972).

In terms of Security/Safety needs most schools are safe places to work the only issue here is the fear of salary delays for the teachers. There is a lot of inconsistency in terms of the date when teachers get paid. More often than not we read from the dailies about salary

delays. Teachers employed by the Teachers Service Commission (TSC) have a stable job security as compared to those employed by the Board of Governors (BOG).

When it comes to Social Needs teachers easily cope with the communities in which they operate. We also have welfare associations for teachers in each school who help a lot in case of problems such as death of their members or their family members. Teachers are also allowed to mingle with each other at the workplace, In fact it's very common to see teachers meeting at work place and end up getting married.

Ego and Self Esteem for teachers are hardly met, as they are not recognized by the society as important people. It's very common to find teachers leaving the teaching profession for other professions. Graduate teachers do not also like making it public that they are teachers.

The desire for self-fulfillment, to become the best one that one is capable of becoming is a dream for most teachers as the highest they could reach is either a deputy or the head teachers. In all the schools in the district we only have two of such people in every school. So for most teachers it's a dream moving out of the classroom. There are also no clear policies for teachers' promotion.

However no particular theory of motivation can clearly explain the complex process of motivation. Each of the theory has its limitations; an integrative analysis of all the

theories can give a better understanding of the process of motivation than a single analysis.

There has not been a great deal of research on ERG theory. Although there is some evidence to counter the theory's predictive value, most contemporary analyses of work and motivation tend to support Alderfer's theory over Maslow's and Herzberg's. Overall, the ERG theory seems to take some of the strong points of the earlier content theories but is less restrictive and limiting. The facts remains, however, that the content theories in general lack explanatory power over the complexities of work motivation and, with the possible exception of the implications for job design of Herzberg's work, do not readily translate to the actual practice of human resources management.

Many researchers have addressed the problem of employee motivation both in Kenya and other countries, however to the best of the researcher's knowledge no one has ever investigated the motivation of teachers in Public Secondary Schools in West Pokot District. There is a lot of literature on the Kenyan Education System in general and others on the general motivation of employees. In order to identify the problems facing our education system and consequently problems facing teachers in Public Secondary Schools, we must have a brief look at the historical perspective of education development in Kenya.

Eshiwani, (1993) highlights some of the problems that teachers face. Several other authors have also looked at teachers' problems. The management training in education is

another issue, which they have looked at. This is because managerial performance of the head teachers can affect teachers' motivation.

## 2.5 ATTITUDES

Gibson, Ivancevich, et al (1994) define attitudes as our predispositions towards given aspect of the world, attitude provide the emotional basis of our interpersonal relations and identification with others. Attitudes are organized and are close to the core of personality. Some attitudes are persistent and enduring, yet, like each of the psychological variables attitudes are subject to change. There's a growing recognition that work attitudes are a fundamental component of quality workforce, Financial Times (1997)

Attitudes could be acquired from parents, teachers and peer group members. In our early years, we begin modeling our attitudes after those we admire, respect or maybe even fear. In organizations attitudes are important because they affect job behavior. If workers believe for example, that supervisors, auditors, bosses are all in conspiracy to make the employees work harder for the same or less money, then it makes sense to try to understand how these attitudes were formed, their relationship to actual job behavior and how they can be made more favorable, Robbins (1996)

Most of the research in organization behavior has been concerned with three attitudes Victor, (1980):

**Job Satisfaction-** refers to an individual's general attitude toward his or her job. A person with a high level of job satisfaction holds positive attitudes towards the job while

a person who is dissatisfied with his or her job holds negative attitudes about his job.

Robbins, S. (1996) admits that employees' attitudes more often than not mean job satisfaction.

**Job Involvement**-means the degree to which a person identifies psychologically with his or her job and considers his or her perceived performance level important to his or her self worth.

**Organizational Commitment**- it's the state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization. High job involvement means identifying with one's specific job, while high organizational commitment means identifying with one's employing organization.

## 2.6 PERCEPTION

Perception is a cognitive process that lets a person make sense of stimuli from the environment. These stimuli affect all senses: sight, touch, taste, smell and hearing. The stimuli can come from other people, events, physical objects or ideas. The perceptual process includes both the inputs to the person and the selection of inputs to which the person attends. The basis of such selective perception is an important part of the perceptual process associated with people's behavior in organizations. A person's perceptual process is a mechanism that helps him/her adapt to a changing environment. Champoux (1996)

Buchanan and Huczynski (2001) define perception as a dynamic psychological process responsible for attending to, organizing and interpreting sensory data. We perceive the

world around us in different ways. It is our personal perception of that reality which shapes and directs our behavior and not some objective understanding of external reality. If one person on a hillside perceives that it is cold, they will reach for their sweater. If the person standing next to them perceives that it is warm, they will remove their sweater. These contrasting behaviors can be witnessed happening at the same time, regardless of the actual ambient temperature as measured by a thermometer. Human behavior is thus a function of the way in which we perceive other people and events in the world.

Gray and Stake (1984) talk of perception as a term used to describe how individuals “see” their environment and the elements operating within it. From a communications perspective, it is part of the decoding process. *People’s perceptions are determined by their needs. For example when we are extremely hungry, we are able to walk down a busy street and pick out only the signs of eating establishments.*

## **CHAPTER THREE**

### **RESEARCH METHOD**

#### **3.1 INTRODUCTION**

The problem of the study is specific-low motivation among teachers in public secondary schools (a case study of West Pokot District). The research therefore uses field survey research design. The purpose of the research design is to measure the extent to which teachers' needs are satisfied.

#### **3.2 POPULATION OF STUDY.**

The District has twenty secondary schools, which are all public. Teachers are unevenly distributed with some schools having up to twenty-eight teachers while others have as few as seven. In total there are 212 teachers employed by the Teachers Service Commission (TSC) while the number of those employed by Board of Governors (BOG) keep varying in each school. According to The District Annual Report on Education (2001) the number of teachers employed by the B.O.G. stood at 35.

The teaching staff, though small in size as compared to other Districts, comprised teachers with diverse academic qualification e.g. Diplomas in various trades, Degrees for instance B.A 's, B.Sc.'s, and even B.Ed's. There are also both male and female teachers. There are also married and single members of staff. Given all these diverse staff characteristics, it is expected that each individual's needs, hopes and expectations from their employer were enhanced, the causes of motivation or lack of it were bound to be different too.

### **3.3 THE RESPONDENTS**

The study was concerned with the teaching staff only. I got the information from 190 teachers; this represents 77% of the total teachers' population. The West Pokot District Office (2002) records show that there are 247 secondary teachers in the district.

### **3.4 DATA COLLECTION**

Primary data was used for this study. The data was collected by use of a structured questionnaire; the questionnaire consisted of both open-ended as well as closed-ended questions. The questionnaire was divided into two parts;

1. The first part sought to gather information on the extent to which teaching satisfies the individual needs of the teachers.
2. The second part of the questionnaire was looking for personal information (biodata) of the teachers

A "drop and pick later" method was used to administer the questionnaire to the respondents.

### 3.5 DATA ANALYSIS

Once the completed questionnaires were collected from the field, they were first scrutinised to ensure that they were complete and consistent. The questionnaires were then assigned numbers to ensure that no questionnaire was analysed more than once. The data collected was then analysed using statistical package for social sciences (SPSS) to come up with frequency tables and percentages. Summary, conclusions and recommendations were then made from the research findings.

# CHAPTER FOUR

## FINDINGS AND DISCUSSIONS

### 4.1 FINDINGS OF THE STUDY

This chapter is concerned with presenting the findings from the study and discussions from the findings.

#### 4.1.6 DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

##### 4.1.1.1 GENDER

Sex	Frequency	Percentage %
Male	162	85.3
Female	28	14.7
Total	190	100

As evidenced from the table majority of the teachers (85%) are males, only 15% were females

##### 4.1.1.2 AGE BRACKET

Years	Frequency	Percentage %
20-25	14	7.4
26-30	58	30.5
31-35	60	31.6
36-40	48	25.3
Above 40	10	5.3
Total	190	100

Majority of the teachers (88%) in the district were between 26 years to 40 years. It's evident that there were few old teachers; this can be attributed to the harsh conditions in the district as most of the old opt to retire earlier.

#### 4.1.1.3 MARITAL STATUS

Marital status	Frequency	Percentage %
Single	44	23.2
Married	146	76.8
Total	190	100

77% of the teachers are married while the rest are single.

#### 4.1.1.4 ACADEMIC QUALIFICATIONS

Academic Qualifications	Frequency	Percentage %
"A" Level	8	4.2
Diploma	70	36.8
University Graduate	112	58.9
Total	190	100

Its evident that majority of the teachers are qualified as most of them are graduates while others have diplomas. This shows that the teachers have the potential to deliver but they are not

#### 4.1.1.5 NON-TEACHING POSITIONS HELD

Non Teaching Positions	Frequency	Percentage %
Head Teacher	4	2.1
Deputy Head teacher	8	4.2
Head of Department	32	16.8
Counselor/careers Teacher	16	8.4
Boarding Master/Mistress	6	3.2
Club patron	2	1.1
Games Teacher	8	4.2
Library Master/Mistress	6	3.2
Class Teacher	24	12.6
None	84	44.2
Total	190	

44% of the teachers had no other non-teaching positions, but 56% of the teachers held non-teaching positions.

#### **4.1.1.6 EMPLOYER**

<b>Employer</b>	<b>Frequency</b>	<b>Percentage%</b>
Teacher's Service Commission	176	92.6
Board of Governors	14	7.4
Total	190	100

Majority of the teachers (93%) are employees of the Teacher's Service Commission, the Board of Governors employs only 7% of the teachers.

#### **4.1.1.7 YEARS SERVED AS A TEACHER IN THE DISTRICT**

<b>Years</b>	<b>Frequency</b>	<b>Percentage%</b>
1-4	98	51.6
5-8	72	37.9
9-12	14	7.4
13-15	4	2.1
Above 15	2	1.1
Total	190	100

52% of the teachers had hardly stayed in the district, this tells us a lot on the high turnover rate of the teachers in the district. Most teachers transferred in the district hardly stay there.

## 4.1.2 BASIC OR PHYSIOLOGICAL NEEDS

*Table 4.1.2.1 Salaries*

Level of needs	Frequency	Percentage %
1 Poor	40	21.1
2 below average	54	28.4
3 Average	70	36.8
4 Good	22	11.6
5 Very good	4	2.1
Total	190	100

From table 4.1.1.1 it is evident that 49% of the teachers feel that the level of basic or physiological needs is below average as far as their salaries is concerned. On the other hand, more than 13 % of the teachers feel that their salaries are above average. It is also observable that more than 38% of the teachers feel that their expected salaries have been averagely met.

### *4. 1. 2. 2 Housing facilities*

Level of needs	Frequency	Percentage %
1 Poor	48	25.3
2 below average	60	31.6
3 Average	56	29.5
4 Good	14	7.4
5 Very good	12	6.3
Total	190	100

From 4.1.1.2 table it is evident that more than 57% of the teachers rate the level at which their housing needs are satisfied as below average. On the other hand less than 14% of the teachers feel that the level at which their housing needs are met is above average. Only 29% feel that their housing needs have been averagely met.

#### 4. 1. 2. 3 Water availability

Level of needs	Frequency	Percentage %
1 Poor	70	36.8
2 below average	48	25.3
3 Average	42	22.1
4 Good	18	9.5
5 Very good	12	6.3
Total	190	100

From 4.1.1.3 table it is evident that more than 62.1% feel that they are unable to secure clean water. On the other hand less than 16% of the teachers feel that their water needs are above average. Only 22% feel that their water needs have been averagely met.

#### 4. 1. 3 SAFETY/SECURITY NEEDS

##### 4.1.3.1 Physical harm

Level of needs	Frequency	Percentage %
1 Poor	52	27.4
2 below average	48	25.3
3 Average	52	27.4
4 Good	20	10.5
5 Very good	18	9.5
Total	190	100

Majority of the teachers (52.7%) felt that they are not safe in the district. This can be attributed to the culture of cattle rustling and the land clashes, which affected the district in 1992, and this has worsened the security status in the district. Only 20% of the teachers admitted that they were safe in the district.

### 4.1.3.2 Job security

Level of needs	Frequency	Percentage %
1 Poor	26	13.7
2 below average	40	21.1
3 Average	70	36.8
4 Good	34	17.9
5 Very good	20	10.5
Total	190	100

38.8% of the teachers felt that their job security is threatened and not stable. This can be attributed to the teachers employed by the Board of Governors who are employed on a temporary basis. 18% of the teachers were comfortable with their job security while 37% felt that their job security was averagely met.

### 4.1.3.3 Retirement benefits

Level of needs	Frequency	Percentage %
1 Poor	36	18.9
2 below average	42	22.1
3 Average	50	26.3
4 Good	36	18.9
5 Very good	26	13.7
Total	190	100

41% of the teachers felt that their retirement benefits are below average, and is more so with the teachers employed by the Board of Governors because they are employed on a temporary basis. Only 33% admitted that their satisfaction with Retirement Benefits are above average while 26% considered their retirement's benefits to be average.

## 4. 1. 4 SOCIAL NEEDS

### 4.1.4.1 *Belonging and acceptance in the school*

Level of needs	Frequency	Percentage %
1 Poor	8	4.2
2 below average	28	14.7
3 Average	62	32.6
4 Good	66	34.7
5 Very good	26	13.7
Total	190	100

48% of the teachers in the district felt that their belonging and acceptance needs are above average, its only 19% who felt that this need is below average.

### 4.1.4.2 *Membership in teacher's welfare groups*

Level of needs	Frequency	Percentage %
1 Poor	48	25.3
2 below average	40	21.1
3 Average	50	26.3
4 Good	32	16.8
5 Very good	20	10.5
Total	190	100

46% of the teachers admitted that they are not adequately represented in welfare groups. Only 17% of the teachers felt that they are adequately represented in teacher's welfare groups, while the rest had an average feeling.

#### 4. 1. 5 SELF ESTEEM NEEDS

##### *4.1.5.1 Independence and freedom of work*

Level of needs	Frequency	Percentage %
1 Poor	20	10.5
2 below average	36	18.9
3 Average	58	30.5
4 Good	54	28.4
5 Very good	22	11.6
Total	190	100

Only 29% of the teachers admitted that their independence and freedom at work was below average while 40% felt that it was above average. The remaining percentage felt that the independence and freedom of work needs were averagely met.

##### *4.1.5.2 Recognition for achievements*

Level of needs	Frequency	Percentage %
1 Poor	56	29.5
2 below average	56	29.5
3 Average	38	20
4 Good	30	15.8
5 Very good	10	5.3
Total	190	100

Majority of the teachers (59%) admitted the fact that they were not recognized for the achievements they make in school. Only 21% of them felt that their recognition for achievements satisfaction was above average while the rest had an average feeling.

## 4. 1. 5 SELF ACTUALIZATION NEEDS

### 4.1.5.1 Promotion at Work

Level of needs	Frequency	Percentage %
1 Poor	60	31.6
2 below average	58	30.5
3 Average	42	22.1
4 Good	8	4.2
5 Very good	22	11.6
Total	190	100

62% of the teachers felt that chances of getting promotion at work was below average, this can be attributed to the fact that the furthest one can be is either a head teacher or a deputy and in each school there are only two people at a time. Its only 15% of the teachers who felt that their chances for promotion were above average. The rest of the teachers had an average feeling.

### 4.1.5.2 Self fulfillment

Level of needs	Frequency	Percentage %
1 Poor	28	14.7
2 below average	52	27.4
3 Average	72	37.9
4 Good	30	15.8
5 Very good	8	4.2
Total	190	100

As far as the teacher's self fulfillment satisfaction is concerned 42% of them felt that it was below average. Its only 20% who felt that this need was satisfied to above average, while the remaining had an average feeling.

## 4.2 DISCUSSIONS

The study reveals that the secondary school teachers face a lot of problems due to the harsh conditions prevailing in the district. The additional allowance of a third of the salary is hardly enough; furthermore the teachers employed by the Board of Governors are poorly paid. Most schools are unable to provide houses for their teachers as a result of this teachers are forced to walk for long distances. There is also scarcity of clean water in the district.

The Pokot community are pastoralists, being a way of life cattle rustling in this area is prevalent. This causes conflict of interest among the communities surrounding the Pokots who are also pastoralists. There are also inflows of guns from neighboring countries like Sudan and Uganda. The district is therefore unsafe. The land clashes that rocked the district in 1992 is still lingering in many teacher's minds. Being an election year there is tension that the land clashes can reoccur. This can explain the high turnover rate of secondary school teachers in the district. Married teachers who are the majority face a double challenge as they not only look after themselves but also have to look after their families.

The teachers employed by the Teachers' Service Commission have a stable job security as compared to their counterparts who are employed on a temporary basis. The later are also comfortable and guaranteed of their retirement benefits. This implies that those teachers employed by the Board of Governors suffer from psychological insecurity and this will affect their ability to deliver.

Most teachers find it easier to cope with their colleagues, as they are comfortable working with them. There are also welfare groups for teachers, which help their members to solve problems whenever they arise. Such informal and formal groups are very important for employees. The teachers countrywide are also adequately represented by the teachers Union.

There are no major problems as far as the teachers' freedom and independence at work is concerned. However, most teachers admitted the fact that they are not recognized whenever they do well. There is need to recognize employee's efforts whenever they excel otherwise their performance will tend to go down. Recognition for work well done always act as a motivator for further improvement.

Chances of promotion for most teachers are minimal. This can be attributed to the poor promotional polices advocated by the Teacher's Service Commission. The best that a teacher can be is either a head teacher or a deputy and in each school there are only two positions for such people. This can be attributed to the poor promotional polices advocated by the Teacher's Service Commission. The best that a teacher can be is either a head teacher or a deputy and in each school there are only two positions for such people.

Most teachers are also not comfortable with their teaching career; they feel that they cannot be the best they could be as teachers. That is why it is common to find teachers refusing to admit publicly that they are teacher, especially graduate teachers.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 SUMMARY

The research is set out to investigate the teacher's perception of the extent to which their needs are satisfied: a case study of secondary schools in West Pokot District. The needs in consideration included; basic/physiological needs, safety/security needs, social needs, self-esteem needs, and self-actualization needs.

Its evident from the study that almost a half of the teachers feel that their salaries are low despite the low cost of living in the district. This percentage is slightly lower due to the implementation of the first salary increment. It is also clear that more than majority of teachers are not satisfied with the housing facilities the school provides them with. Many of them complain that they have to walk for long distances in order to reach school.

Water availability is also a problem as most teachers admit the fact that they are unable to secure clean water.

In terms of the security in the district, most teachers feel that they are insecure. This is as a result of cattle rustling practice and the land clashes which occurred in 1992. Most teachers are still scared as most of them were forced out of their homes and students also left schools as a result of the clashes. 38% of the teachers felt that their job security was at stake due the threats concerning their strike. Those employed by the Board of Governors are on temporary basis. Only 13% of the teachers felt that their job security

was above average. 41% also admitted the fact that their retirement's benefit was below average.

Most teachers had no problem in being accepted in the school as they found it easier to cope with other teachers. 46% of the teachers were not involved in welfare groups. Only 17% of the teachers felt that they were adequately represented in the teacher's welfare groups. The rest of the teachers had an average feeling.

Looking at the self-esteem needs of the teachers, starting with independence and freedom from work 29% felt that this need was not well met as it was below average. 40% of the teachers felt that their need of independence and freedom from work was above average, only 30% had an average feeling. Majority of the teachers (59%) felt that their efforts whenever they excelled was not recognized. Only a minority of the teachers (21%) felt that they were recognized whenever they excelled.

Chances of upward mobility are almost minimal for majority of the teachers (62%). Only 15% of the teachers felt that their chances of promotion was above average while the rest had a mixed feeling. 42% of the teachers were not comfortable being teachers, they could not be the best they could be as teachers in their lives. 20% felt that their self-fulfillment needs were above average while the remaining lot had an average feeling.

## 5.2 CONCLUSIONS

Following the above-mentioned findings, the research was in a position to reliably arrive at the following conclusions:

- There is a high turnover rate of secondary school teachers in the district. This is caused by the fact that the district is a hardship area and most teachers hardly stay in the district for along time. The insecurity problem caused by cattle rustling and land clashes also worsen the situation, as teachers feel insecure.
- Majority of teachers are not satisfied with their salaries, housing is also a problem as most schools are unable to offer housing facilities for their teachers. As a result most of the teachers are forced to walk for long distances In order to reach their schools. Majority of the teachers are unable to secure clean water.
- Those teachers employed by the Board of Governors were insecure as they are employed on a temporary basis.
- Majority of the teachers felt that their efforts were not recognized, schools had no policies to give incentives to those who excelled in their fields and as a result of this teachers are unable to put maximum effort in their work.
- Most teachers were unhappy with the poor promotional policies employed by the Teacher's Service Commission as they could hardly step out of class.
- The secondary teachers in the district were qualified and competent to deliver as majority were graduates.
- The teachers had enough freedom at work and they have no problem coping with their colleagues and in being accepted in the teacher's welfare groups.

From the conclusions above its evident that most of the teachers needs in the district are hardly met. This can be explained in the problems stated in the statement of the problem; poor performance in the Kenya Certificate of Secondary schools, high turnover rate in the district among others. Its evident from the study that the teachers in *the district are not motivated to work.*

### 5.3 RECOMMENDATIONS

Being a hardship area, enough incentives should be given out by the employer (Teacher's Service Commission and the Board of Governors) to the teachers working in the district. Currently teachers earn a third more of their salary as an allowance for hardship, its evident from the study that this is not enough. The parents Teachers Association should also come in and assist the government in rewarding the teachers from such areas.

There is also need for the Parents Teachers Association, sponsors and well wishers to come up together and come up with ways of providing housing facilities for their teachers. This will solve the problem long walks by teachers to schools. These houses should also have clean water. Teachers need a comfortable place to stay in order for them to deliver effectively.

Though plans are underway to equip head teachers with managerial skills by the ministry of education throughout the country, hardly enough has been achieved. There is need for our head teachers to have proper managerial skills so that they can be able to handle their teachers in a professional manner. Teachers who perform well in their subjects are

supposed to be recognized and rewarded accordingly; this is a simple positive reinforcement strategy, which can be used by the head teachers and other stakeholders to boost the morale of their teachers.

The Teacher's Service Commission should come up with promotional policies for the teachers, which can allow for everyone who excels to move up the ladder so that there is always room to go up. As evidenced by the findings most teachers could hardly dream of going out of the class room. The Teacher's Service Commission should also restrict the transfers from hardship areas, this way it will be easier for teachers to improve on their performance and concentrate on their work instead of waiting to get transfers to get out of the district.

All the stakeholders of education in the district should come up together and look for ways of rewarding those teachers who have done well yearly. These way teachers will have a reason to work hard and this will act as a motivator for teachers, this will supplement what the teachers get from their employers.

## 5.4 LIMITATIONS OF THE STUDY

The study however faced a number of limitations:

- The poor performance of the district in Kenya Certificate of Secondary Education examinations can be attributed to a whole range of factors, which have nothing to do with the teachers' performance. Such factors can include: the candidates' intelligence, lack of reading materials, school management among others.
- The respondent's were scared due to the pending strike; they thought I am spying on them. This made it difficult to get all the respondents as expected, out of the 247 teachers I managed to get 190.
- The time available to complete the study was a constraint in the sense that it hindered the researcher from enlarging the area of study and to include more respondents in the study.
- The financial resources allocated for the research were hardly enough for it and as such amore detailed study could not be carried out.

## **5.5 SUGGESTIONS FOR FURTHER RESEARCH**

The study provides a starting point for helping stakeholders in the district to look ways of improving the teacher's morale in the district. This will help in improving the performance of the Kenya Certificate of Secondary Schools results in the district.

There's also room for research at the primary school level. One could look at the motivational factors lacking among primary school teachers.

The teachers employed by the Board of Governors could also be looked at separately, that way we can have a more accurate result, as their terms of service are different from those employed by the Teacher's Service Commission.

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**APPENDIX A**  
**LETTER TO THE RESPONDENT**

**University of Nairobi**  
Faculty of Commerce  
MBA Office  
P.O. Box 30197  
NAIROBI

Dear respondent,

I am a postgraduate student pursuing a Master of Business Administration (MBA) degree at the University of Nairobi. I'm currently conducting a research on teacher's perception of the extent to which their needs are satisfied: a case study of West Pokot District. This research is part of courses requirements.

Your school has been selected to form part of this study. Kindly, therefore, spare a moment or two to fill the attached questionnaire. The information being sought is purely for academic purposes only and will be treated in strict confidence.

A copy of the research report will be made available to you upon request.

Your cooperation in this exercise will be highly appreciated.

Yours faithfully,

**David Ebatala Opero.**

MBA student

Prof: K'obonyo

Lecturer and Supervisor

Business Administration Department

## APPENDIX B

### QUESTIONNAIRE

#### SECTION I

Think about your needs and circle the number on the scale that indicates to what level of the given category of needs are met in your present job.

#### GUIDE

- 5 Very good
- 4 Good
- 3 Average
- 2 Below Average
- 1 Poor

#### 1. Basic or physiological Needs

##### a) Salary

1      2      3      4      5

##### b) Housing facility

1      2      3      4      5

##### c) Water Availability

1      2      3      4      5

#### 2. Safety/ Security Needs

##### a) Physical harm

1      2      3      4      5

b) Job security

1      2      3      4      5

c) Retirement benefits

1      2      3      4      5

3. Social Needs

a) Belonging and acceptance in the school

1      2      3      4      5

a) Teachers' Welfare Groups

1      2      3      4      5

4. Self Esteem Needs

a) Independence and freedom at work

1      2      3      4      5

a) Recognition for achievements

1      2      3      4      5

5. Self Actualization Needs

a) Promotion at work

1      2      3      4      5

b) Self fulfillment

1      2      3      4      5

11. a) Were you affected by land clashes in the district? Yes ( ) No ( )

b) If yes please explain .....

.....

.....

12. a) Does the insecurity caused by cattle rustling affect your job Yes ( ) No ( )

b) If yes please explain .....

.....

.....

13. a) Are there any factors that inhibit you from performing well as a teacher Yes ( )

No ( )

b) If your answer is yes explain these factors .....

.....

.....

.....

.....

## SECTION II

1. Please indicate your gender

Male ( )          Female ( )

2. Please indicate your age bracket

20 – 25 years          ( )

26 – 30 years          ( )

31 – 35 years          ( )

36 – 40 years          ( )

Above 40 years          ( )

3. Indicate your marital status

Single          ( )

Married          ( )

4. What is your highest academic qualification?

“O” Level          ( )

“A” Level          ( )

Diploma level          ( )

University Graduate ( )

5. Any other professional qualification? Yes ( ) No ( )

If yes, Please specify \_\_\_\_\_

6. Apart from teaching, do you hold any position in the school Yes ( ) No ( )

If yes, Please specify \_\_\_\_\_

7. Who is your employer?

Teachers Service Commission (TSC) ( )

Board of Governors (BOG) ( )

8. For how long have you been a teacher in this district? \_\_\_\_\_ Years

9. For how long have you been teacher? \_\_\_\_\_

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**THANK YOU FOR YOUR CO-OPERATION**

### APPENDIX C

SCHOOL NAME	STATUS	SPONSOR	NO. OF TSC TEACHERS
1. CHEWOYET H. SCHOOL	BOYS/BOARDING	D.E.B.	27
2. KAPENGURIA B. H. SCHOOL	BOYS/BOARDING	D.E.B.	23
3. ORTUM H. SCHOOL	BOYS/BOARDING	CATHOLIC	18
4. CHEPKORNISWO BOYS H. SCHOOL	BOYS/BOARDING	FAITH HOMES OF KENYA	11
5. KAPTABUK BOYS H. SCHOOL	BOYS/BOARDING	CATHOLIC	7
6. SOOK H. SCHOOL	BOYS/DAY	LUTHERAN CHURCH	1
7. KAMITO BOYS H. SCHOOL	BOYS/DAY	CATHOLIC	10
8. MESHACK TOMKOU H.	MIXED/DAY	ACK	4
9. TALAU H. SCHOOL	MIXED/DAY	FAITH HOMES OF KENYA	9
10. KONYAO H. SCHOOL	MIXED/BOARDING	ACK	4
11. CHEPARERIA H.SCHOOL	MIXED/DAY	LUTHERAN CHURCH	4

12. TAMKAL H. SCHOOL	MIXED/DAY	ACK	1
13. WEIWEI H. SCHOOL	MIXED/BOARDING	CATHOLIC	10
14. KACHELIBA MIXED SCHOOL	MIXED/BOARDING	CATHOLIC	8
15. NASOKOL G. H.SCHOOL	GIRLS/BOARDING	ACK	25
16. TARTAR H. SCHOOL	GIRLS/BOARDING	CATHOLIC	15
17.CHEPARERIA G. H. SCHOOL	GIRLS/BOARDING	CATHOLIC	15
18. ST.ELIZA'S G. H. SCHOOL	GIRLS/BOARDING	CATHOLIC	10
19. HOLY ROZARY G. H. SCHOOL	GIRLS/BOARDING	CATHOLIC	5
20. FR.LEO GIRLS H. SCHOOL	GIRLS/BOARDING	CATHOLIC	5

*Source (District Education Office 2002)*

## **APPENDIX D**

### **LIST OF DIVISIONS IN WEST POKOT**

1. KAPENGURIA
2. LELAN
3. SIGOR
4. CHESEGON
5. CHEPARERIA
6. KACHELIBA
7. ALALE
8. KONG'ELAI
9. KASEI