

**EFFECTS OF TEACHERS' MOTIVATION ON STUDENTS  
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
KIKUYU DISTRICT, KENYA.**

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**A Research Project Submitted in Partial Fulfillment of Requirement for the  
Degree of Master of Education in Educational Administration**

**University of Nairobi**

**2012**

## DECLARATION

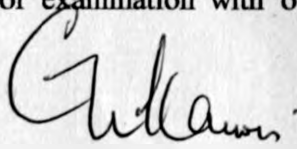
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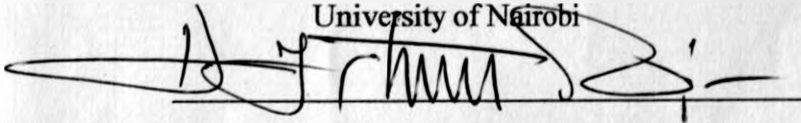
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## **DEDICATION**

**Special dedication to my family, friends and children**

## ACKNOWLEDGEMENT

Without the knowledge and inspirations accorded to me by the Almighty God, this project could not have been carried out. I owe special gratitude to my two supervisors Dr. Jeremiah. M. Kalai and Mr. Edward Kanori.

## ABSTRACT

The study investigated the factors influencing teachers' motivation in public secondary schools in Kikuyu District, Kenya. This research is grounded on Maslow's hierarchy of needs theory. It also presents a conceptual framework showing intrinsic and extrinsic factors influencing motivation of teachers. Data was collected by means of a survey questionnaire distributed among 250 teachers and headteachers. This study was found to be of importance in this era of universal education, especially now that Kenya needs motivated staff if performance is to be enhanced at this level. The study was meant to be of benefit to the entire school in that if motivation of teachers is discovered as the cause of poor performance then if addressed then the students will benefit. The reliability and validity tests for the research instruments were computed using Cronbachs coefficient alpha and obtained 0.85, which indicated that the instruments were reliable. Instrument administration was undertaken through individual visits paid to each respondent. The data was analysed using SPSS and presented using frequency tables. The study established that performance of secondary school teachers in Kikuyu district has been eroded because of low motivation and that the extrinsic motivating factors which results from the external reward like remuneration and fringe benefits were influencing teachers motivation more than the intrinsic factors. It was thus concluded that motivation of teachers require to be addressed in Kikuyu district.

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## INTRODUCTION

### 1.1 Background to the study

Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks. Motivation therefore is the act of getting people to do things more efficiently or quickly with a sense of responsibility (Analoui, 2000). According to psychologists' remuneration on its own does not increase motivation; there are other issues to be met too, which include occupational Status, recruitment, attrition, deployment and overall job satisfaction (Bennell, 2004). Only when the basic needs have been met is it possible for "higher-order" needs, which are the basis of true job satisfaction, to be realized. Motivation guides people's action and behaviours toward achievement of some goals (Analoui, 2000). According to Sansone and Harackiewicz (2000), motivation is intrinsic or extrinsic, Intrinsic motivation, derive from within the person or from the activity itself, positively affecting behaviours, performance and well being (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluation among others.

According to Sansone and Harackiewicz (2000), Performance is the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation. In this case, teacher's performance means the teachers' role of teaching students in class and outside the classroom. The key aspects of teaching involve the use of instructional materials, teaching methods,

regular assessment of students, making lessons plans, assessments of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. This implies therefore that teachers' job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matters to students in and outside classroom. According to Aacha(2005), teachers' performance can be measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation(schemes of works, lesson plans), marking and punctuality among others. According to Aacha(2005), the major teachers' demotivators are increased hours of work, larger class sizes, more subjects, and constantly changing curricula. Employees are the most important factors for any organization success. Individual effectiveness usually reflects his/her knowledge, abilities, skills, and characteristics. In order to reach the human ultimate goals of any organization employees must be highly motivated (Rawd,2003). Ability in turn depends on education, experience and training and its improvement is a slow and long process. On the other hand motivation can be improved quickly.

There are many strategies of motivation and they all depend on the organization. Example of motivation style are intrinsic factors like pay, benefits and working conditions while other are extrinsic factors like restructuring jobs, Positive reinforcement high expectations ,treating people fairly, satisfying employees needs, setting work related goals. According to (Rawd, 2003), motivation work is mutually exclusive to job performance. Motivation is the

combination of a person's desire and energy directed at achieving a goal. In managing for the employees' performance, motivation is one of the elements that managers should capture into their attention. In fact, to get the best from the employees, managers have to spend much of the managerial time on addressing motivation to them. It is because motivation being the force that acts upon individuals to initiate and direct their behaviors. In the organizational context, motivation influences the way employees behave and respond towards their tasks and how persistent they would maintain a particular attitude with them. To motivate, managers require sustainable approaches and skills to maintain people's enthusiasm and commitment. An important point to take note is that different people possess different behavior because their needs and goals vary. So, different people may require different kind and level of motivation. Therefore, when considering motivation, it is important for the managers to look forward positively and to take a long-term view for the success

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. It is widely argued that the status of teachers in most countries in the world, both developed and developing, has declined appreciably during recent decades (Bennell, 2004). Apparently, there is a wide range of views about teacher motivation in Africa and South Asia, even though most varies depending on the country of origin. However, there appear to be mounting concern that unacceptably high proportions of teachers in public schools in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor satisfaction, poor



incentives and inadequate controls and other behavioral sanctions. Aacha (2010) mentions that satisfied teachers are generally more productive and can influence students' achievement. In Nigeria, the government and Nigeria Union of Teachers has been in a constant stand-off over the increase in salaries, benefits and improvements in working conditions of teachers (Olulube,2005).

The motivation of teachers has also been cited as a major problem in Botswana, according to Kamper (2006), current teacher's appraisal system in the country has been described as demoralizing. According to Aacha (2010), the situation is not different in Uganda, where there is growing fear that perhaps the massive number of teachers without commensurate expansion in facilities, learning and teaching materials; teaching morale may have compromised the quality of education.

## **1.2 Statement of the problem**

It is generally accepted that the competence and commitment of teachers should be the most important determinant of learning outcomes. The learning outcomes in this study are the teachers' job performance. Indicators of intrinsic motivation assessed by the study included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. On the other hand, extrinsic motivation includes externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others. Motivation of teachers in

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Kenya has been cited in many forums as one of the root cause of administrative problems facing many schools in Kenya (MOEST, 2000).

In Kikuyu district, there has been deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices (Kiambu Education Inspection Report, October, 2007). In the same vein there has been a notable persistent and gradual decline in performance of Kenya National Secondary Examination standard in Kikuyu district shown from the report obtained from Kikuyu District educational office. There is a growing fear that perhaps this decline in student performance is being influenced by teachers' motivational level which may be affecting their performance.

It is such a situation that prompted the researcher to conduct a study to establish the various extrinsic and intrinsic motivational factors that influences motivation of teachers on students' performance in Kikuyu district. Kikuyu district has been registering a consistent decline in performance in examinations for most schools (District Education office, Kikuyu, district, 2012).

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### Kikuyu District K.C.S.E Performance report over 7 years

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2005	2006	2007	2008	2009	2010	2011
4.4068	4.1862	4.4068	4.0684	4.1162	3.9502	3.7855

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Source: District Educational office Kikuyu

#### **1.3 Purpose of the study**

The purpose of the study was to investigate the factor influencing teachers' motivation on students' performance public secondary schools in Kikuyu District, Kenya.

#### **1.4 Objectives of the study**

The objectives of the study were as follows;

- I. Determine the extent to which challenging tasks motivates teachers' on students' performance in Kikuyu district
- II. Determine the extent to which promotion and advancement motivates teachers' on student performance in Kikuyu district
- III. Determine the extent to which head teachers' use of rewards and fridge benefits motivates teachers' on student performance in Kikuyu district.
- IV. Establish the extent to which recognition influence teachers' motivation on students' performance in Kikuyu district
- V. Establish the extent to which teachers' workload influence their motivation on students' performance Kikuyu district.

### **1.5 Research questions**

- I. To what extent do challenging tasks influence the motivation of secondary school teachers in Kikuyu district?
- II. To what extent do promotion and advancement influence the levels of motivation of secondary school teachers' in Kikuyu district?
- III. To what extent do use of rewards and fringe benefits by secondary school head teachers' motivate teachers' in Kikuyu district?
- IV. To what extent does recognition influences teachers' motivation in public secondary schools in Kikuyu district?
- V. To what extent does teachers' workload influences their motivation in public secondary schools in Kikuyu district?

### **1.6 Significance of the study**

This study was found to be of importance in this era of universal education, especially now that Kenya needs motivated staff if performance is to be enhanced at this level. The study was meant to be of benefit to the entire school in that if motivation of teachers is discovered as the cause of poor performance then if addressed then the students will benefit. The study was also of benefit the educational policy makers and quality assurance officers at national and district levels and secondary school administrators as it identifies major strategies to modify the behavior of teaching staff towards their student performance. The teachers themselves benefited from the study since if the findings of the study were to be implemented they can help improve teachers productivity and job satisfaction

### **1.7 Limitation of the study**

Limitations are conditions beyond the control of the researcher that may place the conclusion of the study and their applications to the situations (Best&Kahn,1998). The major limitation of the study was that initially teachers were reluctant to give the required information. The problem was solved after the researcher assured them of confidentiality. Students too needed to be assured of confidentiality since they thought they may be victimized by their teachers.

### **1.8 Delimitation of the study**

The study was conducted in public secondary in Kikuyu district. The study was concerned with investigating factors influencing motivation of teachers on student performance public secondary schools in Kikuyu district and therefore others areas will not be covered. The study focused on secondary schools teachers in public secondary schools.

### **1.9 Basic Assumptions**

1. The teachers would give truthful and honest responses to the items in the study.
2. All respondents would not be influenced by fear of victimization.
3. That all participants in responses would sufficiently be informed about the purpose of the research.

### **1.10 Definitions of significant terms**

**Extrinsic motivation** includes externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

**Intrinsic motivation:** In this study, intrinsic motivation of teachers include job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

**Teachers' performance:** Teacher's performance in the study means the teachers' role of teaching students in class and outside the classroom measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation(schemes of works, lesson plans), marking and punctuality among others

### **1.11 Organization of the Study**

The study was organized in five Chapters. Chapter one consisted of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations of the study, delimitations of the study, basic assumption of the study, definitions of the significant terms and organization of the study. Chapter two consisted of literature review, which consisted of sections including, concept of motivation, intrinsic and extrinsic factors influencing motivation of teachers, summary of literature review, theoretical and conceptual framework. Chapter three consists of research methodology which consisted of research design, sampling method, validity and



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review in this section was discussed under the following headings, concept of motivation, intrinsic and extrinsic factors influencing motivation of teachers, influence of teacher's characteristics on motivation, working condition and performance, remuneration and performance, summary of literature review, theoretical framework and conceptual framework.

#### **2.2 Concept of motivation and teacher performance**

Motivation has been defined as an internal process that energizes, directs and sustain a certain behavior. Therefore it is the force that causes an individual to behave in a particular manner (Ololube, 2005). According to Kamper (2006), motivation has three facets which include needs, drives and achievements. Need is an internal state that makes outcomes seems favourable and attractive. The employees must have a motive to perform a task, unless there is a motivator, a demotivators arises which slows them down. It is for this reason that organization uses incentives to boost motivation of workers which may include better working condition, better terms and condition of services(remuneration),reduction of workload, better command structure(supervision)Ryan&Deci(2000). The term motivation derives from the Latin word movers, "to move". It is virtually impossible to determine a person's motivation until that person behavior or action an individual performs at each moment in time, the initiation and persistence of an



important and usually the most expensive asset that any organization can possess. In any school it is largely the work of teachers that determines the degree of success or failure in the school effort to achieve its goal of integrating success and learning. This implies that it is the teacher goal to give the school its credibility and determines its character. Occupational status depends on the "public valuing" of the commence, role and overall contribution of a particular occupation to individual and societal welfare ( Bennell ,2004)

### **2.3 Definition of performance**

Oxford school dictionary define the term "performance" to mean an act of carrying out a task. In this study performance will be used to mean achievement of set organizational objectives ([www.oxfordun.org](http://www.oxfordun.org)). Organizations exist for the sole purpose of producing goods or services. Performance therefore, becomes pre-requisite for survival of organizations. For organization whose performance does not meet the expectations of their clients may be forced to wind up and leave. Performance becomes a key issue when rewards are given to employees' contribution towards the success of an organization. Rate busters are awarded more pay to compensate for the efforts they give in return while non-performance is reprimanded (Mifflin, 1995).

### **2.4 Teachers' recognition**

Head teachers' that tend to be authoritarian in their leadership style with limited participation, delegation, and communication with respect to major school management functions tend to not recognize teachers contribution (Analoui,

2000). Teachers subjected to these types of authoritarian regimes of feel disliking the teaching career. The extent to which teacher grievances are addressed is also a key issue. The high turnover of head teachers in many countries is particularly disruptive and frequently bad for teacher morale (Bennel, 2004). Effective management training programmes for head teachers are necessary to lead to noticeable improvements in teacher behavior and performance. A study of what motivates senior managers by Analoui (2000) revealed discontent with the managerial style and traditional attitudes of top management who took things for granted. Good work and high quality performance were not often recognized. The old style and culture of passive interaction still persisted especially in many schools. Many head teachers used the traditional leadership approach which was top management authoritarian approach (Cheptock, 2000). Lack of recognition is not always a direct consequence of the presence of old values and traditional managerial styles. Meir (1992) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for employees to perform and have better results they must be motivated by a token of appreciation.

### **2.5 Head teachers use of reward and fridge benefits to motivate teachers**

Head teachers should be concerned about the long-term development needs of teachers. This implies that the head teachers should establish a good working relationship with the teachers. This is by making sure the avenues or effective

communication are available and can be utilized(Cheptock,2000).This also means that both the head teacher and teachers must realize that they need each other in mutual relationship to implement the strategies for effective learning of the school. The school principal has a unique role in fulfilling teachers needs as well as organization goal and own value system. Teacher's motivation has to do with teachers attitudes to work. Teachers have both intrinsic and extrinsic needs(Nambasa,2003). 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 duty or activity in order to obtain some reward such as salary. Extrinsic motivation plays a critical role in anybody's life. It is very critical in influencing a person behavior. According to (Ololibe,2005), it is the role of any head teacher as a manager of the school to build a working environment which build and enhance intrinsic motivation for teachers to teach effectively while the government or the employer providing the extrinsic motivation in terms of pay and remuneration. Chepkoek,(2000) states that motivation of teachers is the responsibility of head -teachers to some extent, this is because motivation includes the internal state plus all the other internal and external factors that determine the amount of energy and enthusiasm an individual puts in the job. Head teachers needs to provide the right organizational climate to ensure that their teachers can see that working towards the organizational and institutional goals they are also achieving their own. Motivational techniques can increase the performance of the person. Performance can be very good when

person performed their responsibilities. When head teacher motivates teachers, teachers fulfill the responsibilities adequately (Nambasa, 2003).

## **2.6 Reward and promotion and effects on motivation of teachers**

Bennel, (2004) asserts that a reward in form of pay has a strong impact on the employees' performance. This is in agreement with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Meir (1992) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Cheptock (2000), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. A study on difference among levels of employees in terms of rewards was researched by Nambasa (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and medical and house allowances are equally important for the motivation of teachers.

## **2.7 Workload and effects on motivation on teachers**

According to Nambasa (2003), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the

effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. While students-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of the developing countries. However, the introduction of free universal primary education in many countries has generally resulted in larger classes, especially in the secondary schools, which tend to stress teachers hence de-motivating them (Aacha,2011).

### **2.7 Career advancement and teachers motivation**

According to Cheptock (2000) teachers appreciate the opportunity to follow a professional career path that allows them to grow and receive recognition as professionals. The career development is only possible through continuous learning, according to Ololube(2005), in Uganda, the continuous workshops and seminars that are held by teachers are very tedious and demeaning, in addition teachers are not permitted to give input in the type and content of the courses to cover. According to Cheptock(2000), the excessive amount of time devoted to administrative and non-curriculum tasks as well as coping with constant changing syllabuses means that teachers' do not have adequate time to study, and so the chances of promotion becomes fewer.

## **2.8 Summary of the literature review**

Motivation is either intrinsic or extrinsic, Intrinsic motivation, derive from within the person or from the activity itself, positively affecting behaviours, performance and well being of the individuals, while extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluation among others (Bennel,2004).There are different views from scholars on which factors between intrinsic or extrinsic are more influential in determining motivation level of employees, in this case the teachers.

According to some scholars like Sansone and Harackiewicz (2000), intrinsic factors which are derived from the job itself are more influential than extrinsic. But there are other scholars who take it differently According to Ryan and Deci (2000) the extrinsic factors which include rewards and prestige are more influential than intrinsic factors implying that Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforcers. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. In the study the research will explore extent to which intrinsic and extrinsic motivation factors influence teachers on performance of students.

The study will fill the gap of knowledge about which factors amongst intrinsic or extrinsic influence teachers on their performance in school.

## **2.8 Theoretical Orientation**

### **Abraham Maslow's Hierarchy of Needs**

Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize two need-based theorists and their theories: Maslow's hierarchy of needs and Herzberg *et al.*'s two factor theory. Abraham Maslow's (1990) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy. Applying these concepts to the current situation of motivation of teachers, it

means that if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989).



## 2.10 Conceptual framework

Figure 2.3 Motivations and the performance of public secondary schools teachers' in kikuyu district, Kenya

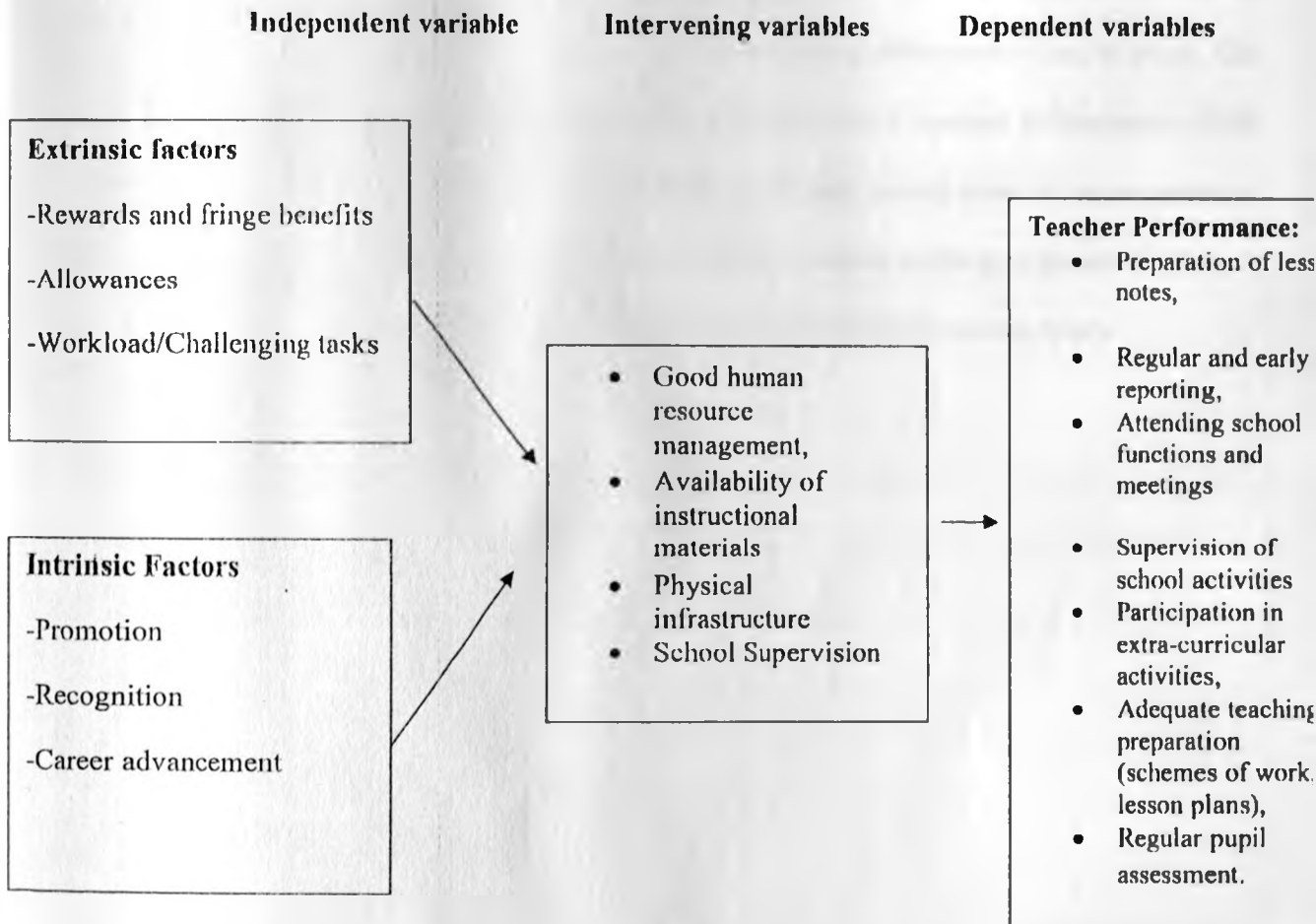


Figure 2.3, describes motivation as being intrinsic or extrinsic in nature. Intrinsic motivation of teachers involves job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , control over others. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching

allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Both intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place. The outcome where there is positive motivation is on teacher performance which include regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter described the research design, target population, sampling design, data collection methods and procedures as well as data analysis methods to be adopted in carrying out the study in order to achieve its objectives.

#### **3.2 Research design**

The research adopted a descriptive survey design which involves collection, recording, collating, analysis and interpretation of data in relation to the variables.

The reason for choosing the descriptive survey design method as opposed to other methods of study was because descriptive studies are not only restricted to fact finding but also the emphasis is on estimation rather than testing (Mugenda & Mugenda, 2003) therefore, descriptive research determines and reports the way things are. The researcher will collect data in order to answer questions concerning the current status of the subject under study.

#### **3.3 Target population**

Target population as defined by Borg and Gall (1994), is a universal set of the study of all members of real or hypothetical set of people, events or objects to which an investigator wishes to generalize the result. The study was limited to a target population size of 82 schools. The study targeted 82 head teachers, 552 teachers, 12,411 students of public secondary schools in Kikuyu district (DEOs office, 2011).

**Table 3.1 Target Population**

Zone	Students			Teachers		
	Boys	Girls	Totals	Male	Female	
<b>Totals</b>						
Karai	668	1177	1845	60	39	99
Kabete	1850	1831	3671	58	88	146
Thogoto	2496	2284	4780	89	132	221
Muguga	1374	731	2117	31	55	86
<b>Total</b>	<b>6388</b>	<b>6023</b>	<b>12,411</b>	<b>238</b>	<b>314</b>	<b>552</b>

Kikuyu District Education Office,(2011)

### 3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003), a sample is a smaller group procedurally selected from the population to represent it. Since the targeted population is very large, the researcher statistically estimated a representative sample to represent the population. The following formula by Krejcie and Morgan (1970) was used to calculate a sample size (n), from a given finite population (P) such that the sample will be within plus or minus 0.05 of the population proportion with a 95 percent level of confidence.

$$n = \frac{Z^2 \times (p) \times (1-p)}{C^2}$$

Where:

n = Sample Size

Z = Z value (which is 1.96 for 95% confidence interval)

p= Percentage picking a choice, given as 0.5

C = Confidence interval, in this case 0.05

The study will target

Applying this formula to the 82 head teachers, 552 teachers, 12,411 students of public secondary schools in Kikuyu district, the study arrived at 11 headteachers, 62 teachers and 243 students. The researchers allocated the four zones in the district equal opportunity by use of simple random sampling where by every zone will be allocated equal sample, student will be given equal opportunity as a subject of the study. The researcher allocated students random number by placing the numbers in a container and then picking any number at random. The subjects corresponding to the numbers were picked as the sample in each school. In this case the random numbers were allocated to each school to select 243 students from the population of 12,411 students. This is because to do this, the researcher will select a proportionate numbers of students from each zone. Similar methodology of simple random sampling was applied to select teachers by first allocating the four zones equal number to cater for random sampling. After allocating to the zones the teachers were randomly selected proportionally in each school of 62 schools. The researcher randomly allocated the teachers in the

school a number, and randomly selecting the number to be involved in the study depending on the random number, only those corresponding to the number was involved in the study.

### **3.5 Data Collection Instruments**

Three questionnaires were used to collect the information from head teachers, teachers and students in Kikuyu District. The questionnaire contained both closed-ended items and open items. Each of the questionnaires will have 3 sections. The first to collect general and demographic factors, second perception intrinsic factors influencing teacher's motivation and the third section contained the extrinsic factors influencing the level of teacher's motivation.

### **3.6 Instruments Validity**

According to Best and Kahn (1986), validity is the degree to which a test measures what it purports to measure. Validity can either content or construct validity. The researcher tested the content validity which is the degree to which the sample of tests items represents the content that the test is designed to measure. Content validity was established through consultation with supervisors and through piloting of the instruments.

### **3.7 Instruments Reliability**

Mugenda and Mugenda (2002) note that reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. To ensure the instruments reliability a pilot study was conducted before the actual research takes place. The questionnaire was used in the pilot study. The researcher used the test-retest technique. This involved administering the same instruments twice to the same group of the respondents at two separate times, in this case after

two weeks. Reliability is the degree to which items within a test relate to each other. This implied that the instruments must measure consistently what it is meant to measure. This study used Cronbach's coefficient alpha to compute for reliability. The coefficient alpha is the average inter-item correlation of all items constituting a scale perhaps representing the best estimate of full scale reliability. The reliability coefficients vary between values of 0.00 and 1.00. The closer the value approaches 1.0 the more consistent a test is and the freer of error of variance (Mugenda & mugenda,2002)..The study arrived at 0.806 coefficient of reliability, which was considered adequate for the study.

### **3.8 Data Analysis**

The research question were analysed using Statistical Package for Social Sciences, after all the data is collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleaning, the data was entered in the system. The analysis was carried out for both the demographic information and the Likert scale which will be in section B of the questionnaire. Dependent variables for the proposal were measured by score of level of motivation level of teachers. Independent variables intrinsic and extrinsic factors influencing the motivation level of teachers. The first section concerning the demographic information of the respondent was analyzed and presented using frequency and percentages to collaborate the data obtained from the respondents

The data was analyzed to identify factors that are likely to increase or decrease motivation of teachers. The research questions 1 will use multiple regression

analysis to examine which variables are more influential among intrinsic and extrinsic factors influencing motivation of teachers. Mean and standard deviation will be used for research question that follows.

In our chapter, data regarding the factors influencing teacher motivation in public secondary schools in Kisumu district, Kenya has been presented, analyzed and discussed. The presentation is arranged in line with the specific objectives that guided the study, including:

The objectives of the study were as follows:

- I. Determine the extent to which challenging tasks motivates teachers in public secondary schools in Kisumu district.
- II. Determine the extent to which professional and advancement motivates teachers in public secondary schools in Kisumu district.
- III. Determine the extent to which hard workers' use of rewards and fringe benefits motivates teachers in public secondary schools in Kisumu district.
- IV. Establish the extent to which recognized influence motivates motivation in public secondary schools in Kisumu district.
- V. Establish the extent to which teachers' workload influence their motivation in public secondary schools in Kisumu district.

However, the background characteristics of respondents are provided here to provide a clear picture of the nature of sample that participated in the study.



## **CHAPTER FOUR**

### **DATA ANALYSIS,PRESENTATION AND INTERPRETATION**

#### **4. 1 Introduction**

In this chapter, data regarding the factors influencing teacher motivation in public secondary schools in Kikuyu district, Kenya has been presented, analyzed and discussed. The presentation is arranged in line with the specific objectives that guided the study, including;

The objectives of the study were as follows;

- I. Determine the extent to which challenging tasks motivates teachers' in public secondary schools in Kikuyu district.
- II. Determine the extent to which promotion and advancement motivates, teachers' in public secondary schools in Kikuyu district.
- III. Determine the extent to which head teachers' use of rewards and fringe benefits motivates teachers' in public secondary schools in Kikuyu district.
- IV. Establish the extent to which recognition influence teachers' motivation in public secondary schools in Kikuyu district.
- V. Establish the extent to which teachers' workload influence their motivation in public secondary schools in Kikuyu district.

However, the background characteristics of respondents are presented first to provide a clear picture of the nature of people that participated in the study.

**Table 4.1: Questionnaires return rate**

**Targeted respondents: actual respondents response rates**

	N	R	Percentage
Headteacher questionnaire	15	12	89%
Teachers' questionnaires	250	220	86%

**N=Sample size      R=Respondents**

The return rate was considered adequate in providing valid and reliable presentation of the targeted population. This was attributed to the fact that the researcher administered the questionnaires.

**4.2 Background characteristics of respondents**

Information about background characteristics of teachers as the main respondents in Kikuyu district is presented in this section. It includes, gender, age, education level and, length of period that teachers had been employed in the schools.

### **Genders distribution of the of the respondents**

**Table 4.2**

	<b>Frequency</b>	<b>Percentage(%)</b>
Male	35	52.94
Female	31	47.06

Figure 4.2 indicates that 52% of the respondents were female while 48% were male. This implies that both sexes were adequately represented in the study. The difference in sex of teachers implies that they had to be motivated differently.

**Table 4.3 Age of the respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage(%)</b>
<=20 years	0	0
26-34 years	30	13.5
35-44 years	73	32.9
45-54 years	94	42.8
55-60 years	30	13.7

Regarding the age of respondents, table 4.3 indicates that teachers in Kikuyu district are of different age group. This implies that the majority of the respondents were adults who probably require different ways of being motivated.

**Table 4.4 Educational level of the respondents**

Age	Frequency	Percentage(%)
Diploma	5	6.2
B.Ed	60	33.5
B.A	13	12.9
B.SC	24	22.8
M.Ed	30	13.7

This implies that secondary teachers in Kikuyu district schools had varying levels of education and therefore were expected to be motivated differently.

**Table 4.5 Length of employment**

Age	Frequency	Percentage(%)
1-5 years	32	24.5
5-10 years	28	22.9
Over 10 years	13	23.12

Table 4.5 indicates that 24.5% of the respondents had 1 – 5 years while 22.9% of the respondents had worked in the schools for 5 – 10 years. While 23.12% had more than 10 year of teaching in the schools studied. This implies that the different motivation strategies may need to be applied for different categories of teachers experience.

### 4.3 The effect of motivation of teachers and morale to perform

This section summarizes the effect of motivation of teachers on morale to perform: In this case, teacher's performance means the teachers' role of teaching students in class and outside the classroom. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lessons plans, assessments of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling.

**Table 4.6: Motivation for joining the teaching profession**

<b>Reasons for Joining</b>	<b>Percentage(%)</b>
Personal interest they had in teaching	63.4
Teaching profession as a result of their parents/guardians' instructions	21.3
Teaching profession as a last resort due to failure to gain admission to other courses.	15.3

Table 4.6 indicates that 63.4% of the respondents joined the teaching profession because of the personal interest they had in teaching. This is a form of intrinsic motivation as reported by Ryan & Deci (2000) that intrinsic motivation is derived from within the person or from the activity itself. A further 21.3% of the respondents joined the teaching profession as a result of their parents/guardians' instructions while 15.3% joined the teaching profession as a last resort due to failure to gain admission to other courses.

**Table 4.7 Performance of teachers as indicated by head teachers**

<b>Teachers performance</b>	<b>Percentage(%)</b>
Poor	50.3
Average	45.0
Excellent	4.7

Table 4.7 indicates that the majority of the Secondary headteachers in Kikuyu district (54.3%) regarded their teacher's performance as poor. This implies that the morale of teachers seems to be influencing their performance negatively. A further 45.0% indicated that their performance was average. Only 6% indicated that the performance of teachers was excellent.

**Other indicators of teacher performance investigated by the study are presented in table 4.8.**

**Table 4.8: Performance of Teachers as indicated by head teacher**

Table 4.8 indicates that the majority of the teachers performed their activities with morale. This was revealed through the following responses given by teachers:

<b>Activities</b>	<b>Percentage(%)</b>
Teachers come very early at school	23.4
There is regular testing and examination of pupils	14.9
The turn up of teachers in staff meetings is high	8.9
Teachers are efficient at maintenance of students discipline	11.8
Teachers supervise all school activities	34.8
There is regular marking of tests and feedback to students	23.9
Always teachers come with lesson plans in class	21.8

The issue of punctuality of teachers was further investigated by looking at the school reporting register for teachers for selected schools. It was found that the majority of the teachers reported to schools after 8am. The registers therefore, agreed with the questionnaire responses that only 23.4% of teachers were always found to arrive to school within the stipulated time of 8.00 AM. The issue of regular marking of tests for pupils was also confirmed in teachers 'records of marks. Although, most teachers claimed to have left their records of marks in their homes on the day when the researcher visited the schools, there was still little evidence of marked students scripts possessed by students themselves. There was also a marked absence of lesson plans by teachers who were found in class teaching. This was in agreement with the questionnaire finding which indicated that only 21.8% of the teachers always went to class having prepared lesson plans. Evidence of poor job performance was also provided by low turn up of teachers in

staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others.

**Table 4.9 Extent to which workload motivates teachers**

<b>Reasons</b>	<b>Percentage(%)</b>
number of lessons taught per week	23.4
Adequacy of teachers in area of specialization	15.8
Out of class workload	23.9
Teachers-Students ratio	67.8

The study established that majority of teachers in Kikuyu district were demotivated by the challenging task which has been caused by huge number of students and a small teaching staff increasing their workload.

**Table 4.10 extent to which promotion and advancement motivates, teachers' in public secondary schools in Kikuyu district.**

<b>Reasons</b>	<b>Percentage(%)</b>
Promotion and advancement	23.4
advancement opportunity as a teacher	12.8
Recommendation for upward mobility	10.9

The study established that the majority of teachers in Kikuyu district felt that the prospects of promotion and advancement in Kikuyu district was poor which was also related with the low rate of advancement opportunity as a teachers and low



recommendation for upward mobility which had a negative effect in their morale as a teachers.

**Table 4.11: Extent to which rewards and fringe benefit has affected motivation of teachers**

Rewards	Percentage	
	Disagree	Agree
House allowance	23.4	77.6
Salary	35.8	64.2
Medical allowance	23.8	76.2
Commuter allowance	15.9	84.1
Prompt salary payments	14.9	85.1
Advance payment from the schools in case teachers had financial problems	34.9	65.1
Teachers are given leave of absence in case they have a reason to justify it		
Financial assistance to teachers with parties	22.8	77.2
Prizes for teachers who perform well	34.9	65.1
Availability of extra teaching allowances to help completion of the syllabus in time	20.1	69.9
Salary paid to them was inadequate to meet their basic needs	12.8	87.8

Research findings presented in Table 4.11 indicate that 35.8% of the teachers got motivated by current remuneration, similarly only 23.4% were motivated from the allowances. A further 34.9% got free accommodation for their families while 15.9% got motivated by commuter allowances, indicating that their morale to

perform may have been affected by the reward and fringe benefits. These findings corroborate Bennell (2003) that the salary scales for both primary and school teachers are often very flat with very small salary increments awarded on the basis of seniority/ experience with little or no link with actual job performance. The study is also in agreement, with Coombs (1995) who cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial in put of equipment and material. However they conclude that if a teaching force is reasonably paid, and well motivated, they can achieve much for the quality of education even against great odds.

**Table 4.12 Extent to which recognition influence teachers' motivation in public secondary schools in Kikuyu District..**

<b>Reasons</b>	<b>Percentage (%)</b>
Very motivating	10.9
Motivating	10.0
Neither motivating/demotivating	14.7
Demotivating	25.0
Very Demotivating	39.4

Table 4.12 also indicates that 39.4% of the teachers were demotivated by recognition and respect in the community that teaching as a professional gave

them. Intrinsic rewards like recognition creates role models and communicates the standards which encourage great performance. A study by Bennell (2004) indicates that lack of diversity in teaching profession, coupled with inadequate remuneration can affect a profession; this is a strong intrinsic motivator to the otherwise downward pressures on teacher status.

**Table 4.13 Extent to which challenging tasks influence teachers' motivation in public secondary schools in Kikuyu District.**

<b>Reasons</b>	<b>Percentage(%)</b>
Very motivating	35.9
Motivating	20.0
Neither motivating/demotivating	14.7
Demotivating	15.0
Very Demotivating	19.4

Table 4.13 indicates that the majority of the respondents (35.9%) were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others. A further 98.5% indicated that teaching enables them to interact and develop relationship with people from many areas. Such relationships enabled teachers to concentrate on their jobs and be able to perform well. According to Ryan & Deci (2000), intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well being. Therefore, in order to assess intrinsic motivation among teachers and how it had affected their performance, this study investigated various indicators of intrinsic motivation. These were job satisfaction of derived

from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one's goal in life and usefulness to the community among others. This implies that non monetary motivators were available in some schools in Kikuyu district although not all teachers had access to them in the respective schools they taught. According to one committee members of most of the schools, availability of non monetary motivators depended on the size of the school.

**Table 4.14: The Effect of Intrinsic Motivation on the Performance of Teachers**

Response	Percentage %	
	Agree	Disagree
Teaching gives me a great deal of job satisfaction	66.8	33.2
I enjoy teaching as a profession	65.8	35.2
The challenging nature of teaching has kept me in this profession	58.9	41.1
Teaching is a competitive profession in this school	56.8	44.2
Teaching gives me recognition and respect in the community	56.8	44.2
I have prospects for career development in teaching profession	39.1	60.9
The responsibilities I perform in school gives me a sense of control over others	60.0	40
Teaching is one of my goals in life	67.9	32.1
I am more useful to the community as a teacher than being in any other profession	68.8	32.2

Table 4.15 indicates that the majority of the respondents (60%) were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others. A further 68.5% indicated that teaching enables them to interact and develop relationship with people from many areas. Such relationships enabled teachers to concentrate on their jobs and be able to perform well. It also indicates that 56.8% of the respondents supported the statement that teaching gave them recognition and respect from the community. Intrinsic rewards like recognition creates role models and communicates the standards which encourage great performance.

A study by Bennell (2004) indicates that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Research findings also revealed that 58.0% of the respondents had remained in the teaching profession because of its challenging nature. By receiving challenging tasks like solving mathematical problems for pupils, teachers felt they had contributed greatly to knowledge transmission and therefore this motivated them even to perform better.

A further 57.8.0% of the respondents indicated that teaching gave them a great deal of job satisfaction.

This implies that such teachers derived their expectations from teaching and therefore had morale to perform better. The above statements indicate that the majority of the respondents had intrinsic motivation. The findings agree with Herzberg (1966) description of tasks as intrinsically motivating when they are characterized by key motivator such as responsibility, challenge, achievement, variety, and advancement opportunity. Surprisingly, however, the majority of

them indicated that intrinsic motivation had to a small extent increased their morale to perform.

According to Ryan & Deci (2000), intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well being. Therefore, in order to assess intrinsic motivation among teachers and how it had affected their performance, this study investigated various indicators of intrinsic motivation. These were job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one's goal in life and usefulness to the community among others. employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs. In agreement, Coombs (1985) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction.

Gavinda and Varghese (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial in put of equipment and material. However they conclude that if a teaching force is reasonably paid, and well motivated, they can achieve much for the quality of education even against great odds.

In addition, the study found that salary administration was also very poor. The overall structure of teachers' pay is largely determined by formal education and professional qualifications. These findings corroborate Bennell (2003) that

the salary scales for many teachers in developing countries are often very flat with very small salary increments awarded on the basis of seniority/ experience with little or no link with actual job performance. Regarding the non monetary motivators, the study investigated the number of teachers who had free accommodation, meals as well as transport.

**Table 4.15: Extrinsic motivators of teachers**

<b>Factor</b>	<b>Percentage(%)</b>
Prompt salary payments	14.9
Advance payment from the schools in case teachers had financial problems	34.9
Teachers are given leave of absence in case they have a reason to justify it	12.8
Financial assistance to teachers with parties	22.8
Prizes for teachers who perform well	34.9
Availability of extra teaching allowances to help completion of the syllabus in time	34.9
Salary paid to them was inadequate to meet their basic needs	12.8

The findings suggest that the teachers in Kikuyu seems not to be intrinsically motivated as has been established by the fact that the highest percentage of teachers who mentions to be extrinsically motivated range is 34.9%.. The findings partly agree with Mertler (1992) in the study of work condition of teachers in Subsahara Africa stating that, the work and living environment for many teachers is poor, which tends to lower self-esteem and is generally demotivating.. Wayne (1991) asserts that a reward in form of pay has a strong impact on the

employees' performance. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Remuneration is the most obvious extrinsic reward.

**Table 4:15: Mean ranks and overall positions in the ranking of motivation factors by among intrinsic and extrinsic factors**

Factor	Mean
Teaching gives me a great deal of job satisfaction	2.523
I enjoy teaching as a profession	2.985
The challenging nature of teaching has kept me in this profession	2.541
Teaching is a competitive profession in this school	1.987
Teaching gives me recognition and respect in the community	2.021
I have prospects for career development in teaching profession	2.234
The responsibilities I perform in school gives me a sense of control over others	1.908
Teaching is one of my goals in life	2.5021
am more useful to the community as a teacher than being in any other profession	2.709
Prompt salary payments	3.541
Advance payment from the schools in case teachers had financial problems	3.408
Teachers are given leave of absence in case they have a reason to justify it	3.091
Allowances like house,medical,hardship,commuter	3.101
Availability of extra teaching allowances to help completion of the syllabus in time	3.590
Salary paid to them was inadequate to meet their basic needs	3.000



The study established that the factors associated with extrinsic motivators were more influential in affecting the motivation of teachers in Kikuyu district than the intrinsic factors as can be shown in the finding by the mean score in Table 13. Extrinsic motivation includes externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others

In this study, intrinsic motivation of teachers include job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. This finding concurs with previous findings by Harackiewicz (2000) in a study in India establishing that extrinsic motivation factors which results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others were more powerful than the intrinsic factors in influencing teachers motivation. Basing on this description, therefore, the study investigated whether teachers received various externally administered rewards (extrinsic motivators) like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

This implies that increase in extrinsic motivation of teachers (like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free

medical care among others) helps to influence teachers Motivation of teachers in Kikuyu district.

This implies therefore, that intrinsic motivation affects teachers morale to perform but at varying lower levels than extrinsic factors in Kikuyu district.

#### 4:16 Head teachers role in motivating teachers

Motivating factors	Percentage(%)
It is important to motivate teachers to be more innovative	56
It is important to appreciates teachers work openly	66.9
It is necessary for all teachers to show loyalty to the head teachers	76.9
As a head teacher it is vital to expects better performance from teachers	56.8
It is the role of head teachers to guides and appreciates the teachers	56.8
It is important for head teacher to acknowledge teachers achievement	54.8
It is important for head teachers to encourage hardworking teachers	66.9
Head teachers should gives his/her teachers appropriate workload	43.7
Head teacher should creates an appropriate professional competition among teachers	76.9
Head teachers should act as a role model for teachers	68.8

This implies that the head teachers should establish a good working relationship with the teachers. This is by making sure the avenues or effective communication are available and can be utilized(Cheptoek,2000).This also means that both the head teacher and teachers must realize that they need each other in mutual relationship to implement the strategies for effective learning of the school. The school principal has a unique role in fulfilling teachers needs as well

as organization goal and own value system. Teacher's motivation has to do with teachers attitudes to work. Teachers have both intrinsic and extrinsic needs(Nambasa,2003). 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 duty or activity in order to obtain some reward such as salary. Extrinsic motivation plays a critical role in anybody's life. It is very critical in influencing a person behavior. According to (Ololibe,2005), it is the role of any head teacher as a manager of the school to build a working environment which build and enhance intrinsic motivation for teachers to teach effectively while the government or the employer providing the extrinsic motivation in terms of pay and remuneration. Chepkoek,(2000) states that motivation of teachers is the responsibility of head -teachers to some extent, this is because motivation includes the internal state plus all the other internal and external factors that determine the amount of energy and enthusiasm an individual puts in the job

#### **4.17 Intrinsic motivation and teachers morale to perform**

Rating the extent	Frequency	Percentage(%)
To a big extent	112	50.6
To a small extent	100	45.4
Not at all	8	4

In Table 4.17, the majority of the respondents (55.8%) indicated that intrinsic motivation had increased their morale to perform but to a small extent. Only 31.9% of the respondents revealed that to a big extent, intrinsic motivation had increased their morale to perform. This implies therefore, that intrinsic motivation affects teachers morale to perform but at varying levels. The research findings therefore, corroborate Kasser & Ryan (1996) view that intrinsically motivated behavior is alleged to derive from and satisfy innate psychological needs, including needs for competence and autonomy.

#### **4: 18 Extrinsic motivation and teachers morale to perform**

Rating the extent	Frequency	Percentage(%)
To a big extent	148	67.6
To a small extent	80	30.0
Not at all	3	2.64

Previous research by Sansone & Harackiewicz (2000) established that extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. Basing on this description, therefore, the study investigated whether teachers received various externally administered rewards (extrinsic motivators) like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary, conclusions and recommendations of the study.

The chapter aims at incorporating findings established in chapter four which provided insights into the specific outcomes of the study. The summary, conclusions and recommendation of the study are based upon outcomes of the study. The recommendations are proposed as a means of motivation of teachers as well as increasing their performance at work. Summary and conclusions on the other hand, involve salient issues found out in the study. The chapter finally includes the suggestions for further studies, references and appendices.

#### **5.2 Summary of the study**

The purpose of the study is factors influencing teachers' motivation in public secondary schools in kikuyu District, Kenya. The review of the related literature was carried out in relation to the variables in the research questions. The study was carried out in Kikuyu district. The respondents included secondary schools head teachers as well as the teachers. The study used survey research design. The sampling design included stratified sampling design, simple random sample design, proportionate allocation of items. The data was presented in descriptive format using frequencies tables.

A total of 250 teachers from 31 secondary schools participated in the study. With varying education levels, the majority of the respondents had been

working for over 2 years in the schools studied. This implies that teachers were already conversant with the motivators in their respective schools and were therefore expected to assess how such motivators had affected their performance at work. Consequently, some of the study findings agree with the conceptual framework that was developed to guide the study while others do not. In all, however, the study found that motivation was necessary for high performance of teachers although in most cases teachers were poorly motivated.

Below, summary and conclusions of the study are presented in line with the specific objectives of the study, thus;

The objectives of the study were as follows;

- I. Determine the extent to which challenging tasks motivates teachers' in public secondary schools in Kikuyu district.
- II. Determine the extent to which promotion and advancement motivates, teachers' in public secondary schools in Kikuyu district.
- III. Determine the extent to which head teachers' use of rewards and fringe benefits motivates teachers' in public secondary schools in Kikuyu district.
- IV. Establish the extent to which recognition influence teachers' motivation in public secondary schools in Kikuyu district.
- V. Establish the extent to which teachers' workload influence their motivation in public secondary schools in Kikuyu district..

Research findings revealed that teachers benefited from both monetary and non-monetary motivators. The majority of the respondents joined the teaching

profession because of the personal interest they had in teaching. However, majority of teachers as respondents indicated that salary demotivating since it was inadequate to meet their needs with increase of the cost of living. Most teachers are not satisfied with the amount of money the government pays them as well as the fringe benefits like allowances which as indicated are inadequate. The cost of living has gone up and most teachers find it difficult meet daily expenses like transport, house rent, food, medical care and school fees for their family members. As a form of motivation, therefore, salary was insufficient to motivate teachers and increase their morale to perform efficiently.

Besides, non monetary motivators were available in some schools although not all teachers had access to them in the respective schools they taught. Respondents indicated that their performance was good and encouraging (indicated by 50.4% of the respondents), implying that the majority of the teachers performed their activities with high morale. This section summarizes the effect of motivation of teachers on morale to perform: In this case, teacher's performance means the teachers' role of teaching students in class and outside the classroom. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lessons plans, assessments of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling.

Table 4.6 indicates that 63.4% of the respondents joined the teaching profession because of the personal interest they had in teaching. This is a form of intrinsic motivation as reported by Ryan & Deci (2000) that intrinsic motivation is derived from within the person or from the activity itself. A further 21.3% of the

respondents joined the teaching profession as a result of their parents/guardians' instructions while 15.3% joined the teaching profession as a last resort due to failure to gain admission to other courses. Table 4.7 indicates that the majority of the Secondary head teachers in Kikuyu district (54.3%) regarded their teacher's performance as poor. This implies that the morale of teachers seems to be influencing their performance negatively. A further 45.0% indicated that their performance was average. Only 6% indicated that the performance of teachers was excellent. The issue of punctuality of teachers was further investigated by looking at the school reporting register for teachers for selected schools. It was found that the majority of the teachers reported to schools after 8am.

The registers therefore, agreed with the questionnaire responses that only 23.4% of teachers were always found to arrive to school within the stipulated time of 8.00 AM. The issue of regular marking of tests for pupils was also confirmed in teachers' records of marks. Although, most teachers claimed to have left their records of marks in their homes on the day when the researcher visited the schools, there was still little evidence of marked pupil scripts possessed by students themselves. There was also a marked absence of lesson plans by teachers who were found in class teaching. This was in agreement with the questionnaire finding which indicated that only 21.8% of the teachers always went to class having prepared lesson plans.

Evidence of poor job performance was also provided by low turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others. The study



established that majority of teachers in Kikuyu district were demotivated by the challenging task which has been caused by huge number of students and a small teaching staff increasing their workload.

The study established that the majority of teachers in Kikuyu district felt that the prospects of promotion and advancement in Kikuyu district was poor which was also related with the low rate of advancement opportunity as a teachers and low recommendation for upward mobility which had a negative effect in their morale as a teachers.

Research findings presented in Table 4.11 indicate that 35.8% of the teachers got motivated by current remuneration, similarly only 23.4% were motivated from the allowances. A further 34.9% got free accommodation for their families while 15.9% got motivated by commuter allowances, indicating that their morale to perform may have been affected by the reward and fringe benefits. These findings corroborate Bennell (2003) that the salary scales for both primary and school teachers are often very flat with very small salary increments awarded on the basis of seniority/ experience with little or no link with actual job performance.

The study is also in agreement, with Coombs (1995) who cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial in put of equipment and material.

However they conclude that if a teaching force is reasonably paid, and well motivated, they can achieve much for the quality of education even against great odds. Table 4.12 also indicates that 39.4% of the teachers were demotivated by recognition and respect in the community that teaching as a professional gave them. Intrinsic rewards like recognition creates role models and communicates the standards which encourage great performance. A study by Bennell (2004) indicates that lack of diversity in teaching profession, coupled with inadequate remuneration can affect a profession; this is a strong intrinsic motivator to the otherwise downward pressures on teacher status.

Table 4.13 indicates that the majority of the respondents (35.9%) were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others. A further 98.5% indicated that teaching enables them to interact and develop relationship with people from many areas. Such relationships enabled teachers to concentrate on their jobs and be able to perform well.

According to Ryan & Deci (2000), intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well being. Therefore, in order to assess intrinsic motivation among teachers and how it had affected their performance, this study investigated various indicators of intrinsic motivation. These were job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one's goal in life and usefulness to the community among others. This implies that non monetary motivators were available in some schools in Kikuyu district although

not all teachers had access to them in the respective schools they taught. According to one committee members of most of the schools, availability of non monetary motivators depended on the size of the school.

According to Ryan & Deci (2000), intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well being. Therefore, in order to assess intrinsic motivation among teachers and how it had affected their performance, this study investigated various indicators of intrinsic motivation. These were job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one's goal in life and usefulness to the community among others. Employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

In agreement, Coombs (1985) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However they conclude that if a teaching force is reasonably paid, and well motivated, they can achieve much for the quality of education even against great odds.

In addition, the study found that salary administration was also very poor. The overall structure of teachers' pay is largely determined by formal education

and professional qualifications. These findings corroborate Bennell (2003) that the salary scales for many teachers in developing countries are often very flat with very small salary increments awarded on the basis of seniority/ experience with little or no link with actual job performance. Regarding the non monetary motivators, the study investigated the number of teachers who had free accommodation, meals as well as transport. Table 4.6 indicates that the majority of the respondents (92.0%) were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others.

A further 98.5% indicated that teaching enables them to interact and develop relationship with people from many areas. Such relationships enabled teachers to concentrate on their jobs and be able to perform well. It also indicates that 89.0% of the respondents supported the statement that teaching gave them recognition and respect from the community. Intrinsic rewards like recognition creates role models and communicates the standards which encourage great performance. A study by Bennell (2004) indicates that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Bennell (2004) further noted that where private sector provision is growing rapidly with strong public approval which is a strong intrinsic motivator to the otherwise downward pressures on teacher status.

Research findings also revealed that 84.0% of the respondents had remained in the teaching profession because of its challenging nature. By

receiving challenging tasks like solving mathematical problems for pupils, teachers felt they had contributed greatly to knowledge transmission and therefore this motivated them even to perform better.

A further 80.0% of the respondents indicated that teaching gave them a great deal of job satisfaction. This implies that such teachers derived their expectations from teaching and therefore had morale to perform better. The above statements indicate that the majority of the respondents had intrinsic motivation. The findings agree with Herzberg (1966) description of tasks as intrinsically motivating when they are characterized by key motivator such as responsibility, challenge, achievement, variety, and advancement opportunity. Surprisingly, however, the majority of them indicated that intrinsic motivation had to a small extent increased their morale to perform. In Table 4.7, the majority of the respondents (55.8%) indicated that intrinsic motivation had increased their morale to perform but to a small extent. Only 31.9% of the respondents revealed that to a big extent, intrinsic motivation had increased their morale to perform. This implies therefore, that intrinsic motivation affects teachers morale to perform but at varying levels.

The research findings therefore, corroborate Kasser & Ryan (1996) view that intrinsically motivated behavior is alleged to derive from and satisfy innate psychological needs, including needs for competence and autonomy. The study established that the factors associated with extrinsic motivators were more influential in affecting the motivation of teachers in Kikuyu district than the intrinsic factors as can be shown in the finding by the mean score in Table 13. Extrinsic motivation includes externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance

payments in case of financial problems, leave of absence and free medical care among others

In this study, intrinsic motivation of teachers include job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. This finding concurs with previous findings by Harackiewicz (2000) in a study in India establishing that extrinsic motivation factors which results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others were more powerful than the intrinsic factors in influencing teachers motivation. Basing on this description, therefore, the study investigated whether teachers received various externally administered rewards (extrinsic motivators) like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others. This implies that increase in extrinsic motivation of teachers (like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others) helps to influence teachers Motivation of teachers in Kikuyu district.

This implies therefore, that intrinsic motivation affects teachers morale to perform but at varying lower levels than extrinsic factors in Kikuyu district.

#### 5.4 Conclusions.

Basing on the findings, it is fair to conclude that the performance of teachers was being negatively affected by their motivation hence advocating for increase in salary and other non monetary benefits of teachers to match the increasing cost of living in teaching professional in Kenya. This is because the study also established that the teachers motivations seems to be related by their performance in their job as was established that the majority of the teachers performed their activities with low morale as evidenced from reporting early at school, regular testing and examination of pupils, high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others.

Research findings indicated that the majority of the secondary schools teachers in Kikuyu district were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others, interaction and development of relationship with people from many areas, recognition and respect accorded to teachers by the community and the challenging nature of the teaching profession. Other forms of intrinsic motivation were a great deal of job satisfaction and career development in the teaching profession. This implies that such teachers derived their expectations, from teaching and therefore had high morale to perform better. Surprisingly, however, the majority of them (55.8%) indicated that intrinsic motivation had to a small extent increased their morale to perform. However, a significant positive relationship existed between intrinsic motivation and performance of teachers

implying that increase in intrinsic motivation increased the performance of teachers.

Basing on the research findings, therefore, the study concluded that the majority of the respondents had intrinsic motivation evidenced by increased recognition, job satisfaction, career development, commanding control over other people in the community, the challenging and competitive nature of the teaching profession and having realized their goal in life which was training the nation. This implies that increase in intrinsic motivation of teachers increased their performance at work, the following extrinsic motivators: adequate salary, medical care, weekly duty allowances to teachers as well as accommodation.

This implies that not all extrinsic motivators were available to teachers in the secondary schools studied in Kikuyu district. Salary was notably the most pressing motivator that was reported to be lacking. Consequently, the majority of the respondents (74.3%) indicated that extrinsic motivators had a small effect on teacher's morale to perform; implying that inadequacy of extrinsic motivators did not significantly affect the morale of teachers to perform.

Basing on the study findings presented in this objective, therefore, it can be concluded that not all extrinsic motivators were available to teachers in the primary schools studied in Kikuyu district. However, the majority of them were concerned about the inadequacy of the salary to meet their basic needs. Consequently, the study found that extrinsic motivators had to a small extent increased teachers' morale to perform.



## 5.5 Recommendations

Basing on the findings and conclusions of the study, the following recommendations are made:

1. The Ministry of Education should work out incentive packages to increase teachers' motivation to teach in Secondary schools. Special attention should be put at increasing teacher's salaries because the majority of them complained about the inadequacy of their salary to meet their needs. Increasing teacher's salaries will increase their morale to teach. This is because the teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.
2. The study established that secondary schools teachers in Kikuyu district will require improved working conditions like accommodation and other fringe benefits. This will increase their motivation and eventually performance.
3. Head teachers should be concerned about the long-term development needs of teachers. This implies that the head teachers should establish a good working relationship with the teachers. This is by making sure the avenues or effective communication are available and can be utilized
4. The in-service training should be carried out as a matter of routine in schools. Regular visits to the schools would motivate the teachers to be more regular and early in school and avoid divided attention of searching for secondary employment.
5. Teachers appreciate the opportunity to follow a professional career path that allows them to grow and receive recognition as professionals. The career development is only possible through continuous learning

6. Awards could be instituted for better performance. Areas such as school performance and students discipline, teacher performance, students attendance and achievement and community and parent participation in school activities should be rewarded to serve as a motivation. This implies that for employees to perform and have better results they must be motivated by a token of appreciation.

### **5.6 Suggestions for further research**

The results of the study have revealed inadequate motivation of teachers and consequently low performance. This implies that studies to investigate strategies that can be implemented to improve teacher motivation and performance in primary schools are necessary.

- I. To examine the effect of teachers motivations on students performance in Kikuyu district
- II. Replication of this study five years from now to find out the factors influencing motivation of teachers in Kikuyu district
- III. Conducting the same study in other districts around the country.

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## **APPENDICES**

### **APPENDIX 1**

#### **LETTER OF INTRODUCTION**

Ruth Wairimu Njenga

P.O Box 965409-00200

Nairobi

Dear Sir/Madam,

The questionnaire is designed to gather information on factors influencing motivation of teachers on job performance in public Secondary Schools in Kikuyu District. Kindly respond to each question by ticking (✓) the appropriate response or by giving your own opinion.

Your response will be completely used by the researchers for the purpose of the study only. Your name will be kept in confidence. Therefore do not write your name or the name of your school, anywhere in the questionnaire.

Thank you.

Yours, Faithfully,

**Ruth Wairimu Njenga**



## APPENDIX II

### QUESTIONNAIRE FOR HEADTEACHERS

The researcher would like to gather information about yourself and your school. Please indicate the correct response by ticking (  $\checkmark$  ) in the appropriate section. Information provided is meant for this research only and the sources will be kept confidential. Do not write your name or that of your school anywhere in this questionnaire.

#### PART I

(Please indicate your sex)

1. What is your gender?

Male ( )                      Female ( )

2. What is your age by ticking ( $\checkmark$ )

Below 20 years ( )                      20-30 years ( )

31-35 years ( )                      36-45 years ( )

45- above years ( )

3. What is your academic qualification?

P1 ( )                      Diploma ( )

PGDE ( )                      B.Ed ( )

Others \_\_\_\_\_ specify

4. Indicate below, your number of years of service as a headteacher? \_\_\_\_\_

1-5 Years
6-10 years
11-15 years
16 and above

For each of the following statements, please indicate by a tick, the extent to which you agree with them using the following scale (Strongly Agree, Agree, Undecided, Disagree and strongly disagree).

	Please indicate the extent to which you do the following:	SA	A	U	DA	SD
5	It is important to motivate teachers to be more innovative					
6	It is important to appreciate teachers work openly					
7	It is necessary fo all teachers to show loyalty to the headteachers					
8	As a headteacher It is vital to expect better performance from teachers					
9	It is the role of headteachers to guide and appreciates the teachers					
10	It is important for headteacher to acknowledge teachers achievement					
11	It is important for headteachers to encourage hardworking teachers					
12	Headteachers should gives his/her teachers appropriate workload					
13	Headteacher should creates an appropriate professional competition among teachers					
14	Headteachers should act as a role model for teachers					
15	Teachers who perform well should be given prizes					
16	Principal develops a habit of self study before reacting					
17	Headteachers need to give verbal and non verbal recognition to teachers					
18	It is important allows teachers to enjoy fridge benefits					
19	It is important to place staff members on jobs in which their individual abilities are most likely to be utilized					
20	As a headteacher i assist teachers to gain achievable target					
21	Principal recommend timely promotion to teachers					
22	It is important offers financial support to teachers to improve performance					

For each of the following statements, please indicate by a tick, the extent to which you agree with them using the following scale (Strongly Agree, Agree, Undecided, Disagree and strongly disagree).

	SA	A	U	DA	SD
Teachers come very early at school					
There is regular testing and examination of pupils					
The turn of teachers in staff meetings is high					
Teachers are efficient at maintenance of students discipline					
The teachers supervise all school activities					
There is regular marking of tests and feedback to students					
Always teachers come with lesson plans in class					

34. As a principal please indicate ways you can recognize a teachers who seems to lack motivation to work?.....  
 .....

35 What are the various ways that a headteachers can do to motivate teachers?.....  
 .....

36 How does teachers motivation affect their motivation to work?

37 In your opinion list various ways that a teachers can do to enhance their job performance?  
 .....  
 .....  
 .....  
 .....

**APPENDIX IV**

**QUESTIONNAIRE FOR TEACHERS**

The researcher would like to gather information about yourself and your school. Please indicate the correct response by ticking ( √ ) in the appropriate section. Information provided is meant for this research only and the sources will be kept confidential. Do not write your name or that of your school anywhere in this questionnaire.

**PART I**

**(Please indicate your sex)**

5. What is your gender?

Male ( ) Female ( )

6. Indicate your age by use of a tick (√)

<=20 years ( ) 26-34 years ( )  
35-44 years ( ) 45-54 years ( )  
55-60 years ( )

7. What is your highest academic qualification?

Diploma ( ) B.Ed ( )  
B.A ( ) B.Sc ( )  
M.Ed ( ) Other please  
specify.....

5) What other responsibility or responsibilities do you have in the school apart from each?

(i).....(ii).....(iii).....  
.....

6) How many years have you served as a teacher?.....years

7) Have you attended any staff development workshop? Yes ( ) No( )

**Section (ii)**

Please assess your level of motivation with the following aspects using the scale shown

	<b>Extent to which the following are motivating factors</b>	<b>Very Motivating</b>	<b>Motivating</b>	<b>Neither motivating nor demotivating</b>	<b>demotivating</b>	<b>Very demotivating</b>
8	House allowance					
9	Commuter allowance					
10	Transfer allowance					
11	Promotion prospects					
12	Handling of discipline matters					
13	Harmonisation of teachers' salaries and allowances with those of civil servants					
14	Transparency in recruitment of teachers					
15	Teachers' rewards for academic excellence					
16	Teachers' rewards for academic excellence					
17	Appreciation for extra teaching					
18	Handling of discipline matters					
19	Involvement in students' academic improvement					
20	Concern with staff welfare					
21	Personal appraisal by the headteacher					
22	Recommendation for upward mobility					

23	Rewards systems for out-of-class activities					
24	Recognition for work done					
25	Promotion prospects					
26	Job enrichment measures					
27	Job enlargement					
28	Involvement in decision making					
29	Adequacy of teaching-learning facilities					
30	Style of supervision by the headteachers					
31	Your social relationship with teachers					
	<b>Extent to which the following are motivating factors</b>	Very motivating	Motivating	Neither motivating nor demotivating	Demotivating	Very demotivating
32	Accommodation plans for teachers					
33	The number of lessons taught per week					
34	Adequacy of teachers in your area of specialisation					
35	Out of class workload					
36	The student-teacher ratio					
37	Staffroom facilities					
38	Your office facilities					
39	Classroom facilities					
40	Cleanliness of your school					
41	Condition of school building					
42	Provision of tuition materials					
43	Your social relationship with teachers					
44	Your teaching competence					
45	The opportunity to assist other teachers to succeed					

46	The relationship amongst teachers					
47	Teachers self accomplishment					
48	Recognition of teachers work					
49	Achievement of your own professional objectives					
50	Advancement opportunities as a teacher					

**51. What is the Motivation for joining the teaching profession**

- (a) Personal interest they had in teaching
- (b) Teaching profession as a result of their parents/guardians' instructions
- (c) Teaching profession as a last resort due to failure to gain admission to other courses

52. To what extent have the extrinsic motivators increased your morale to perform teaching responsibilities? [ ] To a big extent [ ] To a small extent [ ] Not at all

53. To what extent have the intrinsic motivators increased your morale to perform teaching responsibilities? [ ] To a big extent [ ] To a small extent [ ] Not at all

54. What type of problems do you face as a teacher in your school?..

.....  
 .....

55. What do you think can be done to improve teacher's motivation in your school?.....

.....  
 .....  
 .....

56. What do you think can be done to improve teachers' performance in your school?.....

.....  
 .....  
 .....

THIS IS TO CERTIFY THAT:

Date of issue 2<sup>nd</sup> July, 2012

Prof./Dr./Mr./Mrs./Miss/Institution

Fee received KSH. 1,000

Ruth Wairimu Njenga

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi.

has been permitted to conduct research in



Location

Kikuyu

District

Central

Province

on the topic: Factors influencing teachers

motivation in public secondary schools

in Kikuyu District, Kenya.

*[Handwritten signature]*

Applicant's

Secretary

Signature

National Council for

for a period ending: 31<sup>st</sup> August, 2012.

Science & Technology



CONDITIONS



REPUBLIC OF KENYA

RESEARCH CLEARANCE  
PERMIT

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

CPK605543mt10/2011

(CONDITIONS see back page)

REPUBLIC OF KENYA



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Our Ref:

Date:

Ruth Wairimu Njenga  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing teachers' motivation in public secondary schools in Kikuyu District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Kikuyu District for a period ending 31<sup>st</sup> August, 2012.

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

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

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

Copy to:

The District Commissioner  
The District Education Officer  
Kikuyu District.