

A STUDY OF MOTIVATIONAL NEEDS AND JOB SATISFACTION  
OF SECONDARY SCHOOL BUSINESS STUDIES  
TEACHERS IN NAIROBI PROVINCE //

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BY

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**DECLARATION**

'This research thesis is my original work and has not been presented for a degree in any other University.'

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**TABLE OF CONTENTS**

	<b>PAGE</b>
1. Title	
2. Declaration	
3. Table of contents.....	i"
4. List of tables.....	iv
5. List of figures.....	ix
6. Abstract	
7. List of abbreviations.....	xiii
8. Acknowledgements.....	x>v

**CHAPTER ONE**

**INTRODUCTION**

Background to the study Problem

Statement of the Problem

Purpose of the Study

Objectives of the Study

Statement of the Hypotheses

Significance of the Study

Limitations of the Study

Delimitations of the Study

Definition of significant Terms

**TABLE OF CONTENTS**

	PAGE
1. Title	
2. Declaration.....	i
3. Table of contents.....	ii
4. List of tables.....	vii
5. List of figures.....	ix
6. Abstract	
7. List of abbreviations.....	xiii
8. Acknowledgements.....	xiv

**CHAPTER ONE****INTRODUCTION**

Background to the study Problem	
Statement of the Problem.....	8
Purpose of the Study.....	9
Objectives of the Study.....	9
Statement of the Hypotheses.....	10
Significance of the Study.....	10
Limitations of the Study.....	12
Delimitation of the Study.....	13
Definition of significant Terms.....	13

	PAGE
Organisation of the rest of the Study.....	16

## CHAPTER TWO

### LITERATURE REVIEW

Introduction.....	17
The concepts of motivation.....	17
The two factor theory of motivation.....	19
Equity Theory.....	20
Expectancy Theory.....	22
Conceptual Framework.....	22
Review of studies on motivational needs of employees.....	25
Factors that influence motivational needs and job satisfaction levels.....	27
Summary.....	31

## CHAPTER THREE

### RESEARCH METHODOLOGY

Design of the Study.....	33
Target Population.....	34
Sample and Sampling Procedures.....	34
Research Instrument.....	36

	PAGE
Validity of the Instrument.....	40
Reliability of the Instrument.....	41
Pre-testing of the Instrument.....	42
Administration of the Instrument.....	43
Data Analysis Techniques.....	44

## CHAPTER FOUR

### ANALYSIS AND INTERPETATION OF THE FINDINGS

Introduction.....	47
Demographic characteristics of the respondents.....	47
Motivational needs of business studies teachers.....	55
Motivational needs.....	60
Incentive programmes as perceived by business studies teachers.....	76
Job satisfaction levels.....	83

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study.....	90
Findings of the Study.....	93
Conclusions of the Study.....	94

	PAGE
Recommendations of the Study.....	95
Suggestions for further Studies.....	97
BIBLIOGRAPHY.....	99
APPENDICES.....	105
Appendix A, Letter of introduction to the Office of the President .....	105
Appendix B, Letter of introduction to business studies teachers.....	106
Appendix C, Secondary schools teachers motivational needs questionnaire.....	107

/

LIST OF TABLES

TABLE NO.	PAGE
1. Business studies teachers as categorised by age and sex.....	47
2. Distribution of business studies teachers in Nairobi province by professional qualifications.....	49
3. Distribution of business studies teachers by teaching experience.....	50
4. Need hierarchy as perceived by business studies teachers.....	56
5. Summary of the analysis of variance for professional qualifications of teachers and the dependent variable basic level of need.....	61
6. Teachers' professional qualifications, number of respondents, mean scores, standard deviation and standard errors in the basic level of need.....	62
7. A summary of the analysis of variance for professional qualifications of teachers and the variable safety level of need.....	64
8 Teachers' professional qualifications, number of respondents, mean scores, standard deviation and standard errors in the safety level of need.....	65
9. Analysis of variance for professional qualifications and the esteem factor of need.....	66
10 Professional qualifications, number of respondents, mean scores, standard deviations and standard errors in the category of esteem need.....	67
11 .Analysis of variance for professional qualifications and the variable self-actualization level of need.....	68
12 Professional qualifications, number of respondents, mean scores, standard	



<b>TABLE NO.</b>	<b>PAGE</b>
deviations and standard error in the need category of self- actualization.....	69
13. Analysis of significant difference of the mean motivation scores between public and private business secondary school teachers.....	72
14 Analysis of significant difference of the mean motivation scores between male and female business secondary school teachers.....	75
15. Incentive programmes ranked by business studies teachers.....	77
16 Job satisfaction scores among business studies teachers as categorised by professional qualifications.....	84
17. Job satisfaction scores among business studies teachers as categorised by their ages.....	87

LIST OF FIGURES

FIGURE	PAGE
1. Process of Human Motivation.....	23

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**ABSTRACT**

The purpose of this study was to investigate the motivational needs and job satisfaction of secondary school teaching business studies in Nairobi province. The study also investigated whether there was any significant relationship between motivational needs and job satisfaction of secondary school teachers teaching business studies in Nairobi province and four independent variables namely, the school type, sex, age and professional qualifications. The problem was high turnover amongst business studies teachers.

A questionnaire was used in data collection. This questionnaire had three major parts. Part A contained 16 open ended questions. Part B of the questionnaire was Business Teachers Motivational Scale (BTMS) and consisted of 20 seven point Likert scale questions. Part C was Business Teachers Job Satisfaction Scale (BTJS) which contained 15, six point Likert scale questions. The population from which the sample was obtained was 169 business studies teachers. The instrument was administered to 127 business studies teachers in Nairobi province. The sample of this study was selected using stratified simple random sampling procedures.

The t-tests for independent sample was used to test if there were significant difference in motivational needs and job satisfaction scores between: (a) Business studies teachers in private and in public schools, and (b) Female and male business studies teachers. Hypotheses was rejected or not rejected at 0.05 level of significance. One way Analysis of Variance (Anova) was used to test if there were significant difference in motivational scores between business studies trained university

graduates teachers, untrained university graduates and diploma teachers. Anova was also used to determine whether there was any significant difference in job satisfaction scores among (a) trained university graduates, untrained university graduates and diploma teachers and (b) among teachers of different age groups. The hypotheses were rejected or not rejected at 0.05 level of significance.

Analysis of the business studies teachers demographic background in Nairobi province revealed that teachers had a short experience in teaching profession. Teachers with less than ten years teaching experience formed 73 percent of the teachers considered in the study. This implies that the turnover among teachers is high. Most business studies teachers were professionally trained teachers and young in chronological age. The study revealed that 83 percent of those considered in the study were below 34 years of age. In regard to training, 55 percent were trained graduates, 21 percent were diploma graduates and 19 percent were untrained graduates. Analysis of the career aspirations of the business studies teachers, revealed that most business studies teachers prefer other careers such as accountancy, auditing, and working in private establishments such as non-governmental organisations.

The study showed that 19 percent of business studies teachers in private schools prefer operating their own business, whereas 26 percent of business studies teachers in public schools prefer operating their own businesses. Analysis of the business studies teachers showed that, teachers ranked incentive programmes such as salary, fringe benefits, promotion and job security in that order. Other incentives in the rank reasonable work load emerged as the lowest in the rank followed by recognition,

friendly co-workers in ascending order

Analysis of the teachers motivational scores revealed that there was no significant difference among diploma teachers, graduate teachers and untrained graduate teachers in their ranking of basic level need, security need , belongingness need and esteem need. A significant difference at 0.05 level of significance was revealed in the self actualization level. Untrained teachers indicated significantly low scores for self actualization as compared to diploma teachers, and graduate teachers

On type of school and sex variables, the scores on motivation at 0.05 level of significance indicated no significant difference between (a) teachers in private and in public schools and (b) male and female teachers. The job satisfaction scores revealed no significant difference at 0.05 level of significance, among graduate teachers, untrained teachers and diploma teachers in the job factor of achievement, conditions, supervision, work content and recognition. The scores showed significant difference at 0.05 significance level between untrained graduates, diploma teachers and graduate teachers in the job factor of belongingness, job security and salary

Teachers suggested ways and means of improving the teaching of business subjects. Some suggestions were teacher-centred such as improvement of teachers' salaries, improved working conditions, promotion on merit and better methods of paying teachers and prompt payment. Students centred suggestions included, allowing students to visit industries, provision of relevant books for teaching and the need to allocate more teaching hours for subject coverage

**LIST OF ABBREVIATIONS**

ANOVA	Analysis of Variance
BOG	Board of Governors
df	Degree of Freedom
GDP	Gross Domestic Product
GNP	Gross National Product
H <sub>0</sub>	Null Hypothesis
<b>KIE</b>	Kenya Institute of Education
N	Total number in a sample
n	Number in a subsample
SD	Standard Deviation
SE	Standard Error
SPSS	Statistical Package for Social Science Programme
TSC	Teachers Service Commission

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## CHAPTER ONE

### INTRODUCTION

#### Background to the study problem

Education is viewed as a major contributing factor in economic development of most industrialised countries. As a result of this perception, most developing countries allocate their large percentages of revenue to education. Ayot and Briggs (1992, p.50) state that in 1960 the world spending on education by public used up 3.2 percent of world Gross Domestic Product and by 1974 it had increased to 4.8 percent. The less developed countries are said to have higher increase in education expenditure than in total national expenditure.

According to Economic Survey, Republic of Kenya (1997, p. 1%) the total expenditure on education in Kenya went up considerably by 11.8 per cent from K / 14809 million in 1995/ % to K /1655.9 ihillion in 1996/97 fiscal year. General administration and planning had the highest share of the recurrent expenditure estimate accounting for 79.5 per cent of the total recurrent expenditure. The high allocation on the said item is attributed to teachers' salaries. Members of public and government expect high future returns from education in form of the output of the education system. Scholars such as Mutua and Namaswa (1992, p. 18) concede that education is a prime mover in economic growth of a country. They noted "Education became an equalizer and a tool for the social and economic development of families".



This indicates the pivotal role played by education in economic growth and development of individual families and therefore countries in support of the crucial role of education in economic development of countries. Todaro (1989, p. 330) noted:

Human resources... constitutes the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agents who accumulate capital, exploit natural resources, build social economic and political organisations and carry forward national development. Clearly a country which is unable to develop the skills and knowledge of its people and utilize them effectively in national economy will be unable to develop anything else.

Teachers are entrusted with the task of imparting knowledge and skills to the youth who are later absorbed in the economy. The strong belief in education and its role in development has been translated into commitment of resources in form of capital, finance and manpower. In Kenya the importance of education is reflected in the growing proportion of the government budget on education. The amount allocated to education rose from 10 percent in 1964/65 to 20 percent in 1985/86 Republic of Kenya (19%, p. 20). According to Republic of Kenya (19%, p. 213), the proportion had grown to 35 percent in 1994.

This amount is certainly higher if individual and community contributions were included. The Kenyan Government spends 1.6 billion Kenya shillings per month on teachers salaries according to Muya (1995, October 17, p.4). Despite the expenditure on teachers' salaries, teachers seem to be dissatisfied with their current salaries and other job factors.

Over the years remuneration has been the subject of heated debates particularly as a source of dissatisfaction among teachers Torries, (19%, p.15). Educational managers should strive to identify and activate teachers motives constructively towards task performance. Business teachers who are easily absorbed in industrial sector expect their salaries to correspond to its market value. Teachers play a very crucial role in education. Republic of Kenya (1976, p. 114) noted: "The committee would like to emphasize in no uncertain terms that investment in a good teacher is quickly returned manifold through the effectiveness of the persons he teaches over the years".

The money spent to train teachers is therefore an investment which the society expect to reap from the trained teacher. This is in form of quality services provided by trained teachers. All possible measures and strategies should be adopted to ensure that teachers are well motivated to remain in the profession for a reasonable period of time and perform their role as expected. The main aim of education is to improve the quality of human life by imparting knowledge which enable individuals to be self

reliant According to Republic of Kenya (19%, p. 215) education is one of the most important investments of any government

In Kenya the problems of teachers' motivation have been addressed in various forums; such as trade union meetings, seminars and public commissions. Commissions such as Republic of Kenya (1980, p. 115) and Republic of Kenya (1985, p. 85) recommended improved working conditions and increased salaries of teachers. Despite implementation of recommendations of these commissions, studies showed that teachers were not satisfied with their jobs.

A study by Kimengi (1983, p. 26), showed that teachers were not satisfied with the supervision they received from headteachers. Graduate teachers were dissatisfied in the job factors of remuneration and promotion according to Okumbe (1992, p. 112). In the study by Okumbe, the teachers were only slightly satisfied in the job factors of working conditions, the work environment security, recognition, the work content and supervision. The teachers were satisfied in the job factor of interpersonal relations.

Teaching of some subjects in Kenyan secondary schools have adversely been affected due to competitive demand for human resources from other sectors such as industries and government departments.

A study by Indire and Handon (1971, p. 87) identified factors such as turnover and teacher morale to be among other factors that affected

quality of Kenyan education and holding back development of sound school programmes. Republic of Kenya (1989,p. 220) suggested that the quality of education depends on availability in adequate numbers of suitably qualified teachers. Among the most affected subjects is business education. Recommendations by government appointed commission such as Republic of Kenya (1980, p. 115) revealed that there was shortage of teachers for business studies. Commenting on the issue of lack of enough teachers in some subjects Republic of Kenya (1971, p. 162) stated: "We are equally concerned with the serious shortages of secondary school teachers particularly in the fields of agriculture, commerce, science and technical subjects".

At university level there is shortage of teaching staff in business studies departments. This was first noted in 1974 in Kenyatta University. According to Kenyatta University Annual Report (1976, p. 59) the Bachelor of Education course in business studies was disrupted for one year due to lack of qualified personnel to teach the subject

This shortage of business teachers among others could be associated with job dissatisfaction. The graduate teachers for business studies are continuously produced since 1973, when Kenyatta University started offering Bachelor of Education in business studies. This indicates that the country should be having reasonable number of business studies teachers in the field. The shortage of business studies teachers could be

**associated** with the poor terms of service of teachers, coupled with the fact that most business teachers easily fit in other careers in private and public Reports such as Republic of Kenya (1983, p. 67) reporting on the terms of service noted: "The committee was made aware of the general deterioration in the teaching profession. Both the morale and the discipline of the teacher has declined and this, it has been claimed has been due to lack of incentives in the teaching profession".

To curb the problem of high turnover and shortage of teachers of some subjects, Government organs and departments have suggested different solutions. Report by Muya (1995) in the Daily Nation (1995, March 19, p.3) suggested bonding system to reverse the exodus of trained graduate teachers from their profession. This however may not have been an appropriate solution. Social psychologists such as Katz and Kahn (1978, p. 402) argued that people may be within the system physically but be psychologically absent. This may therefore not improve the quality and quantity of work performed. In the education context, forcing teachers to be in the teaching profession may not improve the quality of education offered to students. Thus the strategy of the ministry to hold teachers physically within the system was ineffective. The Government appointed commission; Republic of Kenya (1976, p. 64) had earlier suggested a different strategy for retention of business education teachers.

The commission proposed creation of more training opportunities for business studies teachers. Provision of more training opportunities for business studies teachers will inevitably be very costly as a result of high turnover. Studies carried out among secondary school business studies showed that business studies teachers had short teaching experiences. A study by Chege (1986, p.27) revealed that 80 percent of business studies teachers in the study had a teaching experience of less than four years. A different study by Kerich (1990, p. 87) showed that 88.9 percent of the economics teachers in Kenya had a teaching experience of less than three years. The shortage of business studies teachers was later reported by Republic of Kenya (1990, July p. 17). The Ministry of Education in its newsletter commented on issues facing Teachers Service Commission (TSC) personnel department by noting.

"By 31st December 1989, there was a total of 24,288 teachers being handled ... although the division has never posted such a large number of teachers within the same year, there are still staff shortages in various subjects for example, Physics, English Language, Mathematics and Business Education."

The issues raised in the newsletter indicate that business studies suffers from inadequate qualified personnel. The current study sought to assess the needs of business studies teachers with a view of suggesting strategies of retaining more qualified teachers in the profession. This may

go a long way in improving teaching of these subjects. Scholars such as Kolb, Rubin and McIntyre (1984, p. 67) concede that if the needs and **objectives** of workers are known then the supervisors could develop an equitable psychological contract that recognizes their particular desires and create conditions where their motives are satisfied work setting.

### Statement of the problem

The literature seems to suggest that there is a high turnover of secondary school business studies teachers. The exodus of secondary school teachers in Kenya is clearly demonstrated by those who leave the profession. Tuiyot, (1995, November 18, p. 4) stated that about 4,000 teachers leave teaching for other jobs annually. Out of these 1000 teachers are secondary school teachers teaching business studies. Business studies subjects seems to be affected by this exodus. The exodus would have led to the shortage of qualified teachers. Shortage of business studies teachers has been expressed by the ministry through its newsletter (1990, July, p. 17). The report indicated higher turnover among business studies teachers compared to other teachers. This high turnover suggests that the needs of the business studies teachers may not be satisfied in the teaching profession.

The management should therefore strive to identify the needs of the workers and provide the relevant incentives to retain more workers in their organisation. The current study endeavours to identify the desires or

needs that the teachers rank as the most important. Once these needs are identified and satisfied the high turnover amongst business studies teachers may be reduced through job satisfaction.

### **Purpose of the study**

The purpose of this study was first to identify the motivational needs of secondary school business studies teachers. Secondly the study investigated whether there was any significant relationship between motivational needs of business studies teachers in Nairobi province and four independent variables namely: the school type, sex, age, and professional qualifications.

### **Objectives of the study**

The study aimed at achieving the following objectives.

1. To determine the teaching experience, qualifications and ages of secondary school teacher teaching business studies in Nairobi province.
- 2, To examine the motivational needs of secondary school teachers teaching business studies by age, gender, professional qualification and school type.
- 3- To establish if there is any significant relationship between job satisfaction among secondary school teachers teaching business studies and their professional qualifications and age.



### Statement of the Hypotheses

The study tested the following five hypotheses.

1. There is no significant difference in motivational needs among secondary school teachers teaching business studies and their academic qualifications.
2. There is no significant difference in motivational needs among secondary school teachers teaching business studies and the type of their school.
3. There is no significant difference in motivational needs among secondary school teachers teaching business studies and their sex.
4. There is no significant difference of job satisfaction of secondary school business studies teachers and their professional qualifications.
5. There is no significant difference in job satisfaction scores among secondary school teachers teaching business studies and their age.

### Significance of the Study

Empirical data obtained by the study may be useful to various education institutions and personnel involved in decision making, policy formulation and implementation in general and in particular in addressing motivational issues of business studies teachers in Kenya. The findings may also be important to scholars in the field of educational management. The institutions to benefit include; the Ministry of

education, Kenya Institute of Education (KIE) and institutions involved in training of secondary school business studies teachers.

The Ministry of Education may find the research results useful in identifying appropriate incentives for secondary school business studies teachers. Lack of this knowledge would preclude any kind of amicable solution to the problem of motivation. A long lasting solution would alleviate the high turnover, absenteeism and low performance which have been associated with job dissatisfaction according to Kreitner (1989, p. 169).

The Teachers Service Commission (TSC) in liason with the Ministry of Education may utilize the research findings in the process of promotion of teachers. The TSC may restructure its motivational programmes recognizing the substantial differences between and among organization and their constituencies. Scholars such as Mali (1978, p. 267) concedes that workers cannot be satisfied by one motivational programme. This suggests that some teachers may value some motivational programmes such as salary, more than other incentive programmes such as security, recognition or allowances.

The Government of Kenya could make use of the research findings to formulate policies in regard to salaries and other benefits to commensurate the inputs expended by teachers. This may curb the problem of brain-drain from the profession. When the areas of dissatisfaction are identified and resolved this may lead to efficiency and

effective teaching of business studies subjects. More graduate teachers may be retained in the profession thus reducing training expenditure. The resources used in training more teachers could be invested in other alternative investments which may generate income to the country. According to Kreitner and Kinicki (1989, p. 169) turnover is expensive to organisations but can be minimized through job satisfaction.

The institutions involved in training of secondary school business studies teachers such as diploma colleges and universities can use the research findings to plan and restructure their teaching programmes. Restructuring of such programmes may bridge the gap between student teacher expectations and practical realities.

The results might be useful to secondary school principals because they reveal individual differences that exist and thus motivate teachers differently. There is scarcity of studies on motivation especially in Kenya. Stressing on the existing research gap Okumbe (1992, p. 17) concede that more studies need to be carried out in the areas of motivation and job satisfaction.

### **Limitations of the study**

One limitation of this study is that it covered teachers in one province, Nairobi. The findings cannot be generalized given that the study covered one out of eight administrative provinces of the Republic of Kenya. Secondly the business studies teachers in schools offering foreign

based curriculum were left out of the study. This was due to the fact that the researcher felt that other extraneous variables could influence their motivational patterns and job satisfaction scores.

#### Delimitations of the study

This study only focused on university trained graduates, untrained graduates, diploma teachers and untrained secondary school business studies teachers. The reason why the study focussed on business studies teachers is that business studies teachers seem to be interested in other kinds of jobs thus high turnover and shortage in this field. The study did not investigate the relevance or importance of introduction of business studies subjects at secondary school level in forms three and four. It was beyond the scope of the current study. There are other factors that may affect performance of a teacher. These include: group influence, necessary tools, equipments and machines. These factors were not investigated in the study as these would require more time and resources than was available for the study.

#### Definition of significant terms

This section will entail definition of significant terms used in the study.

**Board of Governors:** Refers to a body established under Education Act Cap 211, to oversee the functioning of the schools as well as managing school affairs on behalf of the Minister of Education.

**Business Education:** Refers to commercial introductory course offered to forms one and two students in secondary schools.

**Business Studies** Refers to all the commercial subjects offered to forms 3 and 4. These include economics, commerce, accounts and secretarial duties. All the subjects mentioned combined forms business studies.

**Esteem need:** Refers to the need of self worth, achievement, recognition and status.

**Job Satisfaction:** Refers to the positive feelings as a result of appraisal of one's job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience

**Motivation:** Refers to a general class of drives, desires, needs, wishes and related factors which mobilize behaviour towards their realization or satisfaction.

**Motive:** Refers to an inner state that energizes, activates, moves, direct or channels behaviour towards goals.

**Motivational Patterns:** Refers to the hierarchy of needs or desires as revealed by secondary school teachers teaching business studies. It would refer to configuration of teachers needs in order of their importance to secondary school teachers teaching business studies.

**Perception.** Refers to the day to day sensory experience with the motivational programmes such as promotion, allocation of tasks and recognition adopted by supervisors to energize workers to perform better.

**physiological needs:** Refers to the basic needs. These needs are unlearned and include survival needs such as air, water, food, clothing, shelter and sex.

**Safety needs:** Refers to need for protection against danger and freedom from fear.

**Secondary School Business Studies Teachers:** Refers to certified persons holding certificates and untrained graduate teachers employed by the Teachers' Service Commission or Board of Governors or other authority for private schools to teach any or all the following subjects, business education, accounts, economics and commerce.

**Secondary School Headteacher.** Refers to a teacher who is appointed by the Teachers Service Commission or the Board of Governors to administer the educational affairs of a secondary school. In a private school a headteacher is a teacher appointed by the proprietors) of the secondary school to carry out administration duties. Headteachers will include secondary school principals.

**Self-Actualization needs:** Refers to need to realise potential growth using creative talents; that is, to realise all capabilities.

**Social needs:** Refers to the needs for company, association, and companionship of other people.

**Teachers Service Commission (TSC):** Refers to a body corporate whose major functions are to provide for registration of teachers, regulation of the teaching profession and cancellation of registration of teachers in cases of misconduct and remunerates teachers among other functions.

### Organisation of the rest of the study

Chapter two focuses on the review of the literature related to motivation under the following sub-topics: The concepts of motivation, **review** of literature on motivational needs of workers in general arid teachers in particular. The third section in the chapter deals with the five independent factors that influence motivation and job satisfaction levels of teachers. The last part in the chapter presents a summary of the chapter.

Chapter three deals with the research methodology. Research methodology is covered under the following sub-headings: Design of the study, target population, sample and sampling procedures, instrumentation, instrument validity, instrument reliability, pretesting of the instrument, data collection procedures and data analysis techniques. Chapter four covers data analysis, interpretation and discussion of the findings. Chapter five entail the summary of the findings, conclusions and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

The chapter reviews literature on motivation. The purpose of this study was to study the motivational needs of secondary schools business studies teachers in Nairobi province. The chapter is divided into four sections. Section one highlights the concepts of the term motivation whereas section two contains a brief review of studies on motivational patterns of employees with a special reference to teachers. Section three reviews five factors that influence motivation of teachers and their job satisfaction levels. The last section presents a summary of the chapter.

#### The concepts of motivation

Theories of motivation have been advanced by scholars, such as Maslow (1943), Herzberg (1968), Adams (1963) and Vroom (1964) among others. Many psychologists postulate that there are certain patterns or configurations of human needs. Maslow (1943) proposed one widely accepted pattern. Maslow stated that individuals are motivated to satisfy certain unsatisfied needs.

Maslow's theory of human motivation is based on the assumptions that, needs that are not satisfied motivate or influence behaviour. Satisfied needs do not motivate behaviour. Needs are arranged according to a hierarchy of importance and that an individuals' needs at any level on the hierarchy emerges only when lower - level needs are reasonably well



**satisfied.** Maslow suggests a hypothetical example for an average person who is 85 percent satisfied in physiological needs, 70 percent in safety needs, 50 percent in love needs, 40 percent in the self-esteem category and 10 percent in self-actualization needs.

The use of the universal needs hierarchy by a manager in motivating employees is based on the concept that reasonably well satisfied needs do not motivate. Maslow identified five levels of needs. These are the physiological needs, safety needs, love or social needs, esteem needs and need for self actualization. Physiological needs is undoubtedly the most basic level in the hierarchy. According to the theory, once the basic needs are satisfied, they no longer motivate. Once one is satisfied in one level of need one strives to satisfy needs in a higher level.

Safety need is roughly equated to the security need. The theory stressed emotional as well as physical safety. Once these needs are gratified there then emerges a new set of needs which are categorised as love needs. This level of needs corresponds to the affection and affiliation needs. In this level one feels need for affectionate relationships with people in general in place of work.

The fourth level of need is referred to as esteem need. Esteem level represents the higher needs of human beings. The need for power, achievement and status are considered to be part of this level. Maslow considered self esteem and esteem from others as part of this level. The

highest level is self actualization level. According to Maslow people are said to be self actualized when they are self fulfilled and have realized all their potential. While Maslow's theory of human needs is widely known and adopted by practicing managers, some researchers have contradicted it. In a more rigorous test, Alderfer (1972, p. 142), conducted a cross-sectional study of need strength. The conclusions of the study failed to support the hierarchy concept as described by Maslow. A study on motivation by Abwao (1981, p. 57) revealed a different pattern from that postulated by Maslow. Other theories have explained work behaviour differently.

#### **The Two Factor Theory of Motivation.**

The two factor theory of motivation was advanced by Herzberg (1968), who elaborated differences between higher and lower needs. The theory states that factors which create satisfaction are those emanating from intrinsic content of a job and they satisfy higher needs. These include responsibilities, work itself, achievement, advancement and recognition. These satisfiers are also called motivators because they are effective in motivating employees to greater productivity. Herzberg argued that such satisfiers can motivate individuals to long-term superior performance and effort.

Factors which create dissatisfaction stem from extrinsic job context such as salary, work conditions and security. These factors were said to be

**determinants** of dissatisfaction. This theory postulates that such factors could produce changes in attitude and productivity but only in the short run.

According to Herzberg's theory, only a challenging job which has the opportunities for achievement, recognition, advancement and growth will motivate personnel. Herzberg however does not underate hygiene factors, and contends that hygiene factors are absolutely necessary to maintain human resources. Kenyan researchers such as Karugu (1980, p.14) and Macaria (1984, p. 91) indicated that some intrinsic factors are both dissatisfiers and satisfiers. Some extrinsic factors were found to be both satisfiers and dissatisfiers.

### Equity Theory

Equity theory of motivation was advanced by Adams (1963) who postulates that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work situation. Inequity occurs when a person perceives that the ratio of his or her outcomes to inputs and the ratio of a relevant others outcomes to inputs are unequal. On the man's side of the exchange inputs includes education, intelligence, experience, training, skill, seniority, age, sex, social status and the effort expended on the job. Outcomes expected consist primarily of rewards such as pay, status, promotion and intrinsic interest in the job.

The presence of inequity in a person creates tension in that **individual**. The tension is proportional to the magnitude of inequity **present**. The presence of inequity motivates a person to achieve equity or to reduce inequity. The strength of motivation varies directly with the magnitude of inequity experienced.

Scholars such as Kreitner and Kinicks (1989, p. 176) pointed out that workers can adapt various strategies to reduce inequity. These include decreasing their inputs, increasing their outcomes through absenteeism, turnover, taking longer breaks, not working hard, asking for increase in salary and high title.

A person may cognitively distort the inputs and outcomes, the direction of the distortion being the same as if one actually altered inputs and outcomes. In this case one modifies or rearrange their cognitions in an effort to reduce perceived incongruities. A person may alter the importance and the relevance of the inputs and outcomes. A person could be convinced that age is either more or less important than originally thought to be. A person may compare with others when inequity is experienced. Teachers may compare themselves with other civil servants other than comparing themselves with professionals such as auditors, accountants or others in the private sector.

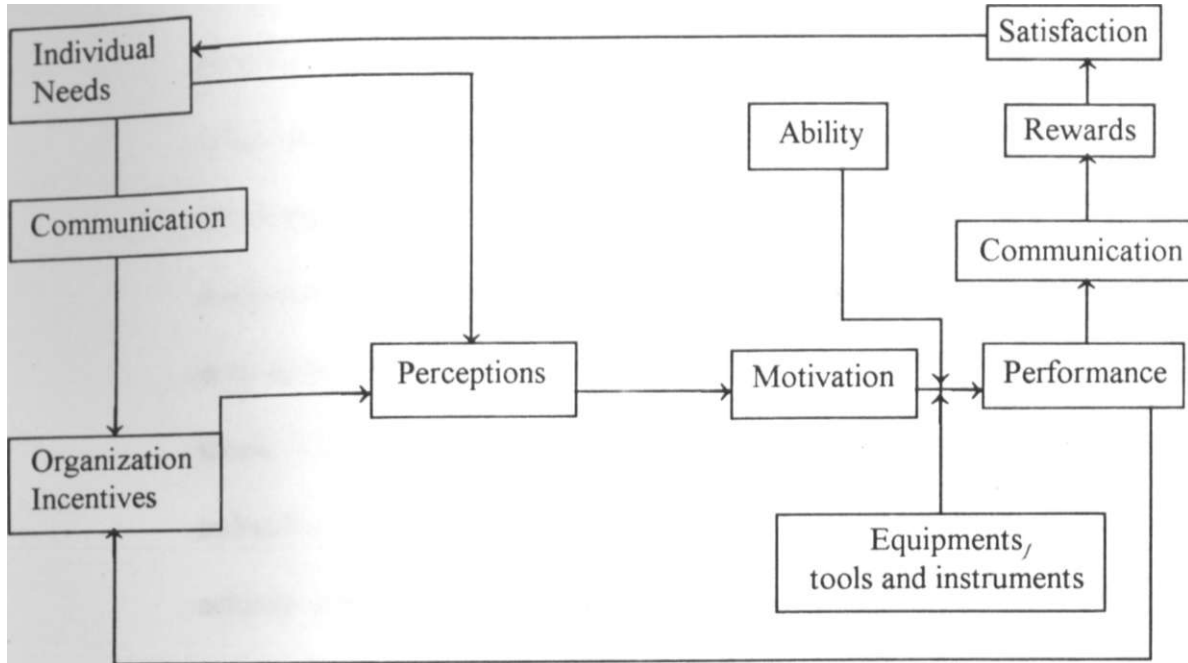
### Expectancy Theory

Vroom (1964) postulated expectancy theory. Porter and Miles (1974, p. 557) suggest that Vroom's work was an extension of psychologists such as Tolman, Lewin, Peak and Atkinson. Expectancy theory states that work performance depends on perception of an individual between **performance**, rewards and valence for such rewards. People behave as they do because they perceive that the behaviour will lead to a desired reward. According to the expectancy theory, an individual is motivated well if that individual has a strong effort-performance expectancies, have strong performance reward expectancies and attach relatively high values to the outcomes available in one working situation. Expectancy theory stresses that the individual must believe or expect two things. First, efforts into a job can result in performance; that is, one believes that performance / is achievable. Second, performance will result in reward, that one will obtain the reward perceived valuable.

### Conceptual Framework

According to the theories reviewed, motivation will be aroused if the incentive is of value or importance to the person. The person should be sure that effort will result in accomplishing the task and attaining the incentive. The conceptual framework was developed by the researcher after review of various theories of motivation. Figure 1 illustrates the process of human motivation.

**FIGURE 1**  
**PROCESS OF HUMAN MOTIVATION**



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v

An individual's motivation is the result of the interaction of needs, **incentives** and perceptions. Individual motivation is determined by the **incentives** provided by the organisation. This is a subjective process for what one individual perceives as a satisfying incentive may not be satisfying for another. Figure one indicates the motivational process for an employee in an organisation. The subjective element in motivation is critical, for individuals react to their jobs in terms of how they perceive them. School administrators need to raise the level of motivation of individual teachers, in addition to the provision of resources and means to achieve school objectives. Poorly motivated individuals in a school are likely to function below their level of effective performance and could also influence the other more positively stimulated members and demotivate them. School administrators need to attend to the poorly motivated members to improve their performance and also to minimize their disruptive influence in the group.

The relationship between needs, incentives and perception is influenced by communication between the individual and the organisation. Organisations that inadequately inform their employees of opportunities for them at work are likely to perform poorly. Poor performance can occur if individuals do not have the same views of their jobs as their supervisors. Disagreement between the supervisor and subordinates on job requirement may result to demotivation of the

subordinates. This may result to absenteeism seeking jobs elsewhere and turnover. Individual's level of ability influences one's perception of the job and thus affecting performance. Performance improves when both ability and motivation improve. Performance deteriorates when either of these variables deteriorate.

#### Review of studies on motivational needs of employees

Scholars concede that people's motivational patterns are dynamic. Incentives that used to be effective are no longer appropriate. This view is supported by Yankolovich (1979, p. 63). The result of Yankolovich research indicated that 15 percent of the workers are motivated by money and promotion. About 19 percent of the workers were said to be motivated by pleasure, 22 percent work for security and guidance, 17 percent work for more responsibilities and challenging tasks. Twenty seven percent of workers composed of low income earners, and lowly educated were found to be least motivated. The above results seem to suggest that there are other factors that motivate workers to release their maximum potentials.

Research by Karugu (1980, p. 144), revealed that Kenyan workers do not rank extrinsic factors such as salaries as their most important sources of motivation. The findings by Karugu (1980) indicated that selected Kenyan educators find both motivation and hygiene factors as what they would like to have in their jobs, when fourteen job satisfaction



factors were ranked. The motivating job factor, possibility of growth, appeared the most important. Other motivating job factors in descending rank order were recognition, advancement, work itself, responsibility, and achievement. All hygiene factors ranked lower than the motivator factors. Highest ranked hygiene factors were status on the job followed by job security, education policy and administration, good and adequate pay, fair and competent supervisors, friendly social peer relations, working conditions and friendly supervisors.

Affiliation emerged as the major source of motivation in a study by Abwao (1981, p. 58). Esteem need appeared second followed by basic need, self actualization and safety in that order. A study by Stahl (1983, p. 86) carried out among 500 managers revealed that most effective managers have high need for power, a moderate need for achievement and low need for affiliation.

A study by Indire and Handon (1971, p. 89) indicated that factors such as teacher attrition and teachers' morale affect the quality of Kenyan education. The study suggested improvement on teachers' salaries, conditions of services and the opportunities for advancement for retention of quality teachers. It is important that needs for teachers are studied so that teachers are motivated and satisfied in their jobs.

The Government of Kenya appointed commission, Republic of Kenya, (1985, p. 85) recommended fair working conditions and salaries for

teachers employed by the government. A study by Sanchernd (1973, p. 6) among first year Bachelor of Education students at the University of Nairobi established that teachers feel cheated as they perceive their work to be too demanding with too low salaries. In Sanchernds study, 29 students out of the 200 students under study felt that teaching was a preparation for other jobs. The researcher conceded that Kenyan teachers who desire personal and economic power view teaching as a stepping stone to other jobs. There was urgent need to assess motivation patterns to determine teachers preferences. This would suggest the incentives which should be adopted to retain most of the qualified teachers in the teaching profession.

#### **Factors that influence motivational needs and job satisfaction levels**

Some independent variables are likely to influence the motivational patterns of business studies teachers. These include the subject taught, school type, sex, age, and professional status.

#### **Subject Taught**

A survey research by Kimengi (1983, p. 242) on secondary school teachers attitudes towards teaching and their job satisfaction revealed that there is a positive relationship between attitudes towards teaching and job satisfaction. **Teachers with positive attitudes towards teaching** also indicated higher satisfaction in their jobs. Those teachers that showed negative attitudes towards teaching also indicated low job satisfaction.

In the study by Kimengi, out of 324 teachers, 170 were arts teachers.

The correlation was found to be 0.814. This indicated that those arts teachers who had negative attitudes towards teaching had low job satisfaction and those that had positive attitudes indicated higher job satisfaction. On the other hand 140 science teachers in the study showed that their attitudes towards teaching and job satisfaction was 0.510. This showed that some teachers who revealed negative attitudes towards teaching also indicated fair satisfaction in their jobs. The correlation of 0.510 indicated that the trend was the higher in job satisfaction as well as attitudes towards teaching. The study however clustered all science subjects teachers in one group and all arts teachers in another group.

On the other hand the study concentrated on twenty seven schools in three districts of the Rift Valley province of Kenya. These are Trarisa-Nzoia, Uasin-Gishu and Nandi. Some of the recommendations that emerged from the study were that more intensive studies should be carried out in other parts of the country especially in urban areas to determine rural, urban and regional disparities in teachers attitudes towards teaching and their job satisfaction Kimengi (1983, p. 275).

#### School type

A study by Kimengi (1983, p. 157) established that there was no difference in attitudes towards teaching between male and female teachers by school type they were teaching. A study by Okumbe (1992, p. 189) on

secondary school teachers job satisfaction tested whether school type had a significant effect on level of job satisfaction. Graduate teachers in private schools showed higher levels of job satisfaction than those in public schools in all job factors except security. These factors included remuneration, working conditions, work content, recognition, interpersonal relations, security and management and supervision.

### Sex

A study by Okumbe (1992, p.150) revealed that there was no significant relationship between levels of job satisfaction among the graduate teachers and their sex. The study indicated insignificant difference between male and female teachers. Okumbe however established that though the relationship was insignificant, the male graduate teachers exhibited slightly higher levels of job, satisfaction than the female teachers in all job factors except promotion and security.

Results of the study by Kimengi (1983, p. 157) showed no difference in attitudes towards teaching between male and female teachers. Sanser and York (1978, p. 244) found a significant difference in job satisfaction between male and female but they pointed out that women were disadvantaged in terms of educational level and pay grade compared to men. When univariate analysis of covariance was conducted to statistically equate several sex related variables, the statistically significant sex differences obtained earlier disappeared. Similarly a study by Smith

and Plant (1982, p. 250) on university professors showed no significant difference in job satisfaction scores between male and female professors.

A different study by Mooers (1986, p. 23) revealed that men generally withdraw from teaching due to inadequate financial reward. Women considered family related factors as the most important in deciding to leave or to remain in their profession. A study by Tarifa and Kroop (1994, p. 159) among 349 teachers from 20 different schools in Albania showed that females scored significantly more positively than their male colleagues on one of the items dealing with collegia] support, two of the items measuring job satisfaction; two related to other working conditions and one of the items measuring work efficiency. A t-test tool was utilized to compare the difference in the means of the two groups.

#### Age /

Studies have showed some effect of age on attitudes and job satisfaction. A study by Karugu (1980, p. 139) on primary school teacher job satisfaction established that there was no significant difference between motivational patterns of primary teachers and headteachers of different ages. The study however revealed that those teachers who were 35 years and younger selected motivation items, such as organization policies, supervision and salaries more frequently than those who were older. A research by Okumbe (1992, p.154) on the other hand revealed that the levels of job satisfaction among graduate teachers increased with age and

teaching experience. Ages between 26 - 30 and age between 41 - 45 did not follow this trend.

### **Professional Qualifications**

Professional variable was proved to have no influence on attitudes of teachers towards teaching in a study by Kimengi (1983, p. 171). In a study by Okumbe (1992, p.200) the variable showed some significant influence. The levels of job satisfaction among graduate teachers increased with their professional grade level. On the other hand, a study by Tarifa and Kroop (1994, p. 159) on teachers working conditions in Albania showed no significant difference between school levels. The researchers used Anova in their analysis. A motivational study by Abwao (1981, p. 26) showed that difference in the educational levels had no significant influence on motivational patterns of non-jnanagerial hotel workers in Nairobi.

### **Summary**

Knowledge of an individual's psychological needs has been presumed to predict accurately one's desire to enter certain careers which especially satisfy these needs. If the needs are identified with a high degree of accuracy and the needs satisfaction determined, organisation can be able to predict employees decision to remain or leave the organisation, theories discussed in this chapter can be subdivided into two broad models of workers' motivation. The hierarchy of needs and the two factor

theory of motivation are categorised as content model, whereas expectancy theory and equity theories are categorised as process models. Equity theory is the most recent theory which has received a lot of attention by researchers. The Maslow and Herzberg theories attempt to identify specific content factors in the individual or in the job environment that motivate employees.

The process theories explain the important cognitive variables and how they relate to one another in the complex process of work motivation. Equity theory is based upon perceived input-output ratios. Perceived inequity results to absenteeism long breaks, reduction of efforts, turnover or strikes. Theories of motivation such as Maslow's hierarchy theory, Herzberg's two factor theory, Vroom's expectancy valence theory and Adams' equity theory all form the theoretical framework of the current study. Scholars among them Luthans (1989, p. 239) contend that there is no one overall theory of work motivation.

The research concerning workers motivation by Macaria (1984, p. 95) tends to substantiate the idea that factors such as age, professional level, school type and teaching experience influence job satisfaction levels and motivational patterns of teachers among other workers. The research results show varying results in independent variable sex.

## CHAPTER THREE

### RESEARCH METHODOLOGY

This chapter presents the design of the study. The chapter deals with description of population, method used in the identification of the sample, description of the research instrument, validity of the instrument, reliability of the instrument and data collection procedure.

#### Design of the Study

The design of the study is an ex-post facto designed. This was due to the nature of the subjects involved in the study, human beings. It is difficult to control some independent variables because their manifestations have already occurred. Examples of such variables in the current study include: age, sex, academic qualifications attained and the school type. Ex-post facto is aptly defined by Kerlinger (1967, p. 360) as:

That research in which the independent variable or variables have already occurred and which the researcher starts with the observation of dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to and effects on the dependent variable or variables.

In the current study the researcher studied variables such as sex, professional qualifications, school type and age retrospectively. The study sought to establish the existence of certain relationships among the variables under investigation. The variable such as sex, professional



qualifications, school type and age were not manipulable. Thus experimental design may be different in educational research problems. Researchers such as Kerlinger (1967, p. 379) preferred ex-post facto design to other designs in investigating educational problems.

### **Target Population**

The target population of the current study consisted of 169 secondary schools business studies teachers in Nairobi province. There are 47 public secondary schools and 52 private secondary schools in Nairobi. A list of the schools was obtained from the office of Provincial Director of Education, Nairobi province. There were 169 business studies teachers in Nairobi province as at 1994. Eight teachers in some private schools were omitted because they were offering foreign based curriculum. Teachers in such schools work under different working environments which were thought that they would influence their responses. Business graduate teachers, untrained graduate teachers and diploma teachers in the 91 secondary schools in Nairobi province were considered for the study.

### **Sample and Sampling Procedures**

Researchers such as Russel (1969, p. 53) and Kimengi (1983, p. 105) concede that to get individual teachers to participate in a study is difficult. To avert this problem the researcher sampled teachers by schools.

Kerlinger (1967, p.52) define sampling as: "taking any portion of a population or universe as representative of that population or universe".

Stratified simple random sampling method was used to select 32 teachers to participate in the pilot study. Of the 32 teachers, 18 were in private schools whereas 14 were in public schools. Stratified sampling was used as it is said to be appropriate where the research problem requires comparisons between various groups, Borg and Gall (1989, p. 222). Stratified sampling procedure assures the researcher that the sample is representative of the population in terms of certain critical factors that have been used as a basis for stratification and also assures the researcher of adequate cases for sub-group analysis. Simple random sampling is defined by Borg and Gall (1989,p. 220) as:

"A procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample".

Names of all public schools in Nairobi province were written on small pieces of paper, folded and put in a basket, mixed and one paper was selected. The school was noted and the paper was returned to the basket. The papers were mixed again and the second paper was picked up to the fourteenth paper. The same procedure was repeated to select 18 teachers from private schools.

To select 73 schools out of the possible 91 secondary schools, systematic random sampling procedure was applied. In the seventy three schools there were 127 business studies teachers all of who were included in the study. Scholars such as Krejcie and Morgan (1970, p. 608) recommend a sample size of 73 out of a population of 91. Applying systematic sampling technique every 5<sup>th</sup> school was eliminated from the list and thus from the sample. Systematic sampling procedure involves drawing a sample by taking every  $K^*$  case from a list of the population. One first decides how many subjects one wants in the sample  $n$ . The population is divided by  $n$  and the sampling interval  $k$  is determined.

Systematic sampling procedure is said to be an easier procedure than simple random sampling. Scholars such as Borg and Gall however caution researchers that the list should not be in some periodic order. The list used in the current study was in random order. It was found adequate for application of systematic procedure.

### Research Instrument

The instrument used to obtain data was divided into three parts namely : A, B and G Part A contained 15 items eliciting demographic information necessary for the study. The items elicited information from the respondent in regard to variables to be studied. These variables include sex, age, school type and professional qualifications of the teachers.

Item number 15 required the teachers to rate 10 items in order of their importance to them. The most important factor was rated 1. These 10 items had been appraised by the teachers who participated in the pilot study. The items include salary level, friendly co-workers, reasonable work load, recognition and status, working conditions, autonomy in decision making, promotion, growth in the profession and opportunities for advancement, interesting tasks and more responsibilities, job security and finally fringe benefits such as transport allowance, insurance scheme, medical aid and loan facilities.

Data pertaining to motivational patterns of business studies teachers and their levels of job satisfaction were gathered using the Business Teachers Motivational Scale (BTMS) and Business Teachers Job Satisfaction Scale (BTSS). The Business Teachers Motivational Scale was adopted from Luthans (1989, p. 359) while the Business Teachers Job Satisfaction Scale was adopted from Minnesota Satisfaction Questionnaire (MSQ) in Weiss, Davis, England and Lofquist (1967). The questionnaire was initially used to measure motivational patterns of some sales persons by Weiss (1967, p. 436). The questionnaire was modified to suit the Kenyan environment and renamed Business Teachers Motivational Scale (BTMS). The BTMS scale and BTSS scale were assessed by four university lecturers

recommendation of the university lecturers were utilized to enhance effectiveness of the measuring tool.

Part B contained Business Teachers Motivation Scale (BTMS). This instrument was scaled according to Likert type procedure. Seven point scale was used as it was found more appropriate Schuessler (1971, p. 321). Seven point scale is considered more appropriate when measuring peoples' attitudes, more accurate responses are expected from such a scale. This scale contained twenty motivational items. The items on the motivation are divided into five sections each of which centred on a certain aspect of need.

Four items focussed on specific categories of need. Items numbers 8,11, 23 and 27 focussed on basic category of need, items numbers 9,10,16 and 26 focussed on safety need. Items that focussed on belongingness level of need include items numbers 12, 14, 19 and 22. Items numbers 13, 15, 21 and 24 assessed esteem level of need while items numbers 17, 18, 20 and 25 focussed on self actualization level of need. Seven point Likert scale was attached to each of the statements. The scale was used to assess the respondents degree of preference to a particular need. The respondents were to circle one answer category in agreement with each statement

Scores were assigned to various alternatives as indicated.

<u>The alternatives</u>		<u>Scores Assigned</u>
Strongly agree	=	1
Agree	=	2
Slightly agree	=	3
I don't know	=	4
Slightly disagree	=	5
Disagree	=	6
Strongly disagree	=	7

The responses were valued as indicated. The items where the respondent considered to be very important factor, value 1 was assigned for example. Tea breaks are important to teachers and may affect their performance. If the respondent strongly agree with the statement value 1 was assigned. If the respondent strongly disagree, value 7 was assigned, thus the category of need with the least mean score meant that it was the most preferred. The category with highest mean meant that it was least preferred.

Part C contained Business Teachers Satisfaction Scale(BTSS) The BTSS was intended to measure the level of job satisfaction among business teachers. The scale contained a total of 14 items. Items number 2 and 3 assessed work content items numbers 4 and 14 assessed recognition;

items numbers 6 and 7 focused on remuneration. Other job dimensions assessed include achievement by items number 5 and 13; whereas item 8 working condition; item 10 focuses on supervision and items number 9 and 11 assessed belongingness. Item number 12 assessed job security. Six Likert scale was used to measure job satisfaction level.

Scores were assigned to various alternative as indicated.

<u>The alternatives</u>	<u>Scores Assigned</u>
Extremely dissatisfied	= 0
Very dissatisfied	= 1
Dissatisfied	= 2
Satisfied	= 3
Very satisfied	= 4
Extremely satisfied	= 5

### Validity of the Instrument

A questionnaire is said to be valid when it actually measures what it claims to measure. The questionnaire was appraised by four university lecturers. To enhance validity of the instrument, a pilot study was conducted. The researcher omitted items which appeared vague and included more items to improve the quality of the instrument. Teachers who participated in the pre-testing of the instrument suggested

improvement on the initial instrument. This proved to be of great assistance as it reduced the possibility of misinterpretation of some items or unanswered questions.

Though all the measures possible were taken to enhance instrument credibility in terms of validity and reliability, users of the research findings should be aware that psychological measuring instrument have validity and reliability problems. Scholars such as Gheselli (1955, p. 417) suggest that results from such studies should be used cautiously. Rating is viewed as a process involving personal estimates and subjective judgement. The rating instrument is widely used in industries and other sectors due to lack of more objective technique for measuring complex types of behaviour such as motivation.

#### Reliability of the Instrument

An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a time. Scientific researchers such as Nachmias and Nachmias (1976, P- 67) recommend split half method to measure reliability of a test. Reliability coefficient was obtained by correlating the scores of the odd statements with the scores of the even statements in the questionnaire.

After obtaining reliability coefficient the Spearman Brown formula  $r_{pyy} = 2p/(1 + p)$  was applied to calculate reliability coefficient of the test.



$r_{yy}$  denotes the reliability coefficient of the original test and  $p$  stands for reliability coefficient obtained by correlating the scores of the odd.

Pearson correlation coefficient ( $r$ ) in Arnold, Rosenfeld and Zirkel (1983, p 233) was applied to obtain the value of  $p$ .

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \cdot \sqrt{n\sum y^2 - (\sum y)^2}}$$

Where,

$\sum X$  = The sum of scores in X distribution

$\sum Y$  = The sum of scores in Y distribution

$\sum xy$  = The sum of the products of paired x and y scores

$\sum x^2$  = The sum of squared scores in x distribution

$\sum y^2$  = The sum of squared scores in y distribution

$N$  = The number of paired x and y score

The value of  $p$  in the pilot study was 0.76 the reliability coefficient for the original test was 0.86. This reliability coefficient is high thus the instrument is considered reliable. A similar instrument was used in Kenya by Abwao (1981, p. 35) and the reliability was said to be high.

#### Pre-testing of the Instrument

The pre test was conducted to find the instrument validity and reliability and the procedures of administration. The questionnaires administered were 32 where 30 were returned duly completed. The suggestions from the teachers were accommodated by the researcher to

ensure reliability of study. The results from the pilot study showed that the questionnaire items were clear to the respondents. Teachers were able to read and understand the items as presented to them without any difficulty. Recommendations by the teachers and lecturers were considered when the final instrument was being prepared.

#### **Administration of the instrument**

Authority to conduct the research in Kenyan secondary schools was obtained from the Office of the President. See appendix A for a copy of the permit obtained. The researcher also reported to the Provincial Commissioner Nairobi for clearance. After the permission was granted, each school in the sample was visited by the researcher. The researcher obtained permission from each headteacher to conduct the research in the school. The research questionnaires (see appendix Q) were distributed to the teachers who participated in the study. A date was arranged when the completed questionnaires could be ready for collection.

The researcher gave the respondent three to seven days for the completion of questionnaires. The questionnaires were later collected. A total of 106 teachers responded to the questionnaire instrument. According to Krejcie and Morgan (1970, p. 608), 118 respondents are recommended from a population of 170. The return rate is considered adequate for the current study. Out of the 106 teachers 64 teachers were in public schools while 42 teachers were in private schools. This is 83 percent return rate. In

support of such a rate of return, Hartman and Hedbom (1979, p. 196) stated "Fifty percent is adequate, 60 percent is good and 70 percent or more is very good. They further concede that studies with less than 30 percent return rate are also acceptable.

### Data Analysis Techniques

Two statistical techniques were utilised in analysis of data. These are descriptive statistics and inferential statistics. Descriptive statistics such as mean and percentages were utilised to analyse demographic information. A computer was used to perform the analysis. The data processing was done using the Statistical Package for the Social Science (SPSS) Programme. For either rejecting or not rejecting the null hypothesis a 0.05 level of significance was used as the standard. The five null hypotheses were tested using inferential statistics. To test the null hypothesis that there is no significant difference in motivational needs among secondary school business studies, trained university graduates, untrained university graduates and diploma teachers. The raw scores from business teachers was converted into means and one way analysis of variance (Anova) was used to determine the difference between the means of the three groups of teachers. The study utilised t - test recommended by Arnold, Rosenfeld and Zirkel (1983, p. 176) to test the hypothesis that, there is no significant difference among motivational needs of secondary school business teachers in private and public schools. The scores of the

two groups of teachers in the study are independent. Thus in the current study t-test for independent means was utilized. The means of teachers in private schools and the means of teachers in public schools were subjected to t-test to determine whether the difference was due to chance or the difference was statistically significant. If the difference was proved to be statistically significant the null hypothesis was not rejected whereas when the difference was proved insignificant statistically, the hypothesis was rejected.

t - test formula

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}}$$

$\bar{x}_1$  = mean of sample 1

$\bar{x}_2$  = mean of sample 2

$n_1$  = sample 1

$n_2$  = sample 2

$n_1 + n_2 - 2$  = degree of freedom

Arnold, Rosenfeld and Zirkel (1983, p. 176) recommended the t test formula to determine the difference between two means of small samples. A small sample refers to sample with less than 30 units. The t-distribution will be used since the standard error is unknown and the total number is less than 120, Arnold, Rosenfeld, and Zinkel (1980, 227). The t-test was also

used to test the hypothesis three, that there was no significant difference in motivational patterns among male and female business teachers.

One way Anova technique was used to determine whether there was significant difference of job satisfaction scores among trained graduate teachers, untrained graduate teachers and diploma teachers. Similarly one way Anova was applied in testing the null hypothesis that there was no significant difference in job satisfaction scores among business teachers of different age groups.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF THE FINDINGS

#### Introduction

This chapter presents the results obtained from the study. The chapter is organised under three sub-sections. The first sub-section entails analysis, interpretation and discussion of the demographic information of the respondents. The second sub-section presents analysis, interpretation and discussion of the findings pertaining to motivational needs of business studies teachers whereas the last sub-section consist of data analysis, interpretation and discussion of the findings regarding job satisfaction of secondary school business studies teachers.

#### Demographic Characteristics of the Respondents

##### Sex and age

Table 1 shows a summary of distribution of business studies teachers by age and sex.

**Table 1**  
Business studies teachers as categorised by age and sex

<u>Age</u> <u>Groups</u>	<u>Sex</u>				<u>Total</u> <u>percent</u>
	<u>Male</u>	<u>Percent</u>	<u>Females</u>	<u>Percent</u>	
20-24	2	1.89	6	5.66	7.55
25-29	38	35.85	22	20.75	56.60
30-34	8	7.56	16	15.09	22.65
35-39	4	3.77	10	9.43	13.20
<b>Total</b>	<b>52</b>	<b>49.05</b>	<b>54</b>	<b>50.95</b>	<b>100.00</b>

The subjects who participated in the study were 106 teachers of whom 52 teachers were male while 54 teachers were female. Among the males, 22 were in private schools and 30 were in public schools. Eight female teachers were in private schools whereas 46 were in public schools. In total 49.1 percent were male while 50.9 per cent were female teachers.

The age of the study respondents ranged between 20 and 40 years. Majority of the business studies teachers who formed 87 percent of the total sample were of age 34 and below. The average age of males who participated in the study was 29 years. The average age of female teachers was 30 years which was slightly higher than the male teachers.

The low average age for business studies teachers in Nairobi province compares favourably with teaching years experience of business studies teachers as shown in table 1. The higher average age for female teachers could be attributed to the fact that women may be considering teaching profession convenient as they may join their husbands anywhere in the country and still manage to secure a teaching post. Professionals in other fields may also perceive teaching profession more secure compared to private enterprises where maternity leave may be considered as loss of labour to such firms. Some headteachers influence posting of female teachers in their school on the same ground. This however is not an acute problem since teachers are recruited and deployed by TSC and not by administration of a school except for private institutions.

Professional qualifications

Business studies teachers in Nairobi province could be classified into five categories according to their professional qualifications. Table 2 summarises the distribution of business studies teachers according to their professional qualifications.

Table 2  
Distribution of Business Studies teachers in  
Nairobi Province by professional qualifications

<u>Professional qualifications</u>	No. of Teachers	Percent
Trained graduates	58	54.72
Diploma graduate/Si	22	20.75
Untrained graduate	20	18.86
A level	4	3.78
Others	2	1.89
		7
<u>Total</u>	<u>106</u>	<u>100.00</u>

A total of 54.7 percent of the teachers considered in the study were university trained graduate teachers. Out of the 106 teachers, 75.5 percent of these teachers were trained in the universities or in diploma colleges. This compares favourably with the percentage of trained teachers in the teaching force which was 84 percent according to Republic of Kenya (19%, p. 100). The difference however may be attributed to the nature of the subject business teachers handle. These are economics, accounts,



commerce and secretarial duties which are generally commercial and are offered by so many private institutions thus leading to stiff competition for trained teachers. Though majority of the teachers who are 75.5 percent were professionally trained in public universities and diploma colleges, about 24.5 percent of the participants were untrained graduates or A-level leavers. Untrained graduate formed 20 percent of the sample considered in the study.

#### Teaching experience

Table 3 shows the distribution of business teachers in Nairobi province by teaching experience.

Table 3  
Distribution of Business Studies  
teachers by teaching experience

Teaching experience (years)	Category of Teachers		Percent
	Male Teacher	Female Teacher	
Below 1	2	0	1.89
1- 4	32	22	50.94
5- 9	12	20	30.18
10-14	4	10	13.21
15 and above	0	2	1.89
Missing cases	2	0	1.89
Total	52		100.00

The data collected indicated that most of the business studies teachers involved in the study had few years of teaching experience. A total of 56 teachers or 52.8 percent of the participants had a teaching experience of 4 years or below. The business teachers with teaching experience of 10 years and above formed 17 percent of the respondents.

Teachers with teaching experience of 9 years or below were 73.0 percent. The average teaching experience for male business teachers was 4 years. On the other hand the average teaching experience for female was 6 years. Female teachers seem to be more stable in teaching profession than male. According to Ngalyuka (1985, p. 121) more of female teachers 94 percent enjoyed teaching compared to their male (89 percent) counterparts. The findings of the study shows that the teaching force in / business studies is fairly inexperienced. It seems therefore that few senior business teachers remain in the profession. Perhaps majority leave for other professions or to the world of business.

The study indicates that most of the secondary school business teachers were willing to leave teaching profession if they are offered better opportunities in other organisations. About 94 percent of the business studies teachers in the study in private secondary schools were ready to quit teaching due to poor remuneration. On the other hand their counterparts in public schools, 32 percent were ready to quit due to low

salaries. Teachers also expressed dissatisfaction in the factor of allowances offered to them. Most argued that allowances such as travelling , subsistence allowances were either too low or did not exist

Among the teachers who participated in the study 82 percent preferred other careers such as accountancy, auditing, banking and other private enterprises. These preferred careers are those that the business studies teachers can easily fit without undergoing further extensive training. The teachers compare their inputs to their output with the inputs and output of those in those professions they feel exploited in their contract Teachers who preferred remaining in the profession formed 33 percent of all the teachers in the public schools who participated in the study. The low average age of both male and female business studies teachers coupled with low average teaching experience of business teachers may be attributed to high turnover of teachers which is normally associated with dissatisfaction.

## Discussion

### Demographic characteristics of business studies teachers

Business teachers are well distributed among males and females. In the study however the average teaching experience of female teachers was slightly higher than the average teaching experience for male. Table 3 shows that the mean teaching experience for male was four years whereas

the mean teaching experience for females was 6 years. This shows that female teachers remain in the profession longer than their male counterparts. Studies on job satisfaction show that female teachers are slightly more satisfied in the teaching profession than males. Such studies include a study on teachers job satisfaction by Okumbe (1992, p. 150) and a study on teacher attitudes and satisfaction by Kimengi (1983, p. 157). The differences in job satisfaction of the males and females in the two studies however, were statistically insignificant. The findings of Okumbe and Kimengi's study seem to support the findings of this study that women remain in teaching profession for a longer period than men probably because they indicated slightly more satisfied in teaching profession than men counterparts.

On professional status, majority of the business teachers in Nairobi were professionally trained in universities or in diploma colleges. These results agree with a survey research by Keter, (1995, p. 195) which revealed that economics teachers in the urban areas were professionally trained. In Keter's study professionally trained teachers predominated in urban schools whereas the majority of untrained teachers were found in most rural schools. This trend could be due to the fact that there are not enough business studies teachers in secondary schools level and that trained teachers prefer to work in urban setting. Business studies teachers may

prefer urban setting as a strategy for seeking employment in industrial sector mainly situated in urban areas.

Most of the business studies teachers under study had few years teaching experience. A total of 49.1 percent of the participants had a teaching experience of 4 years or below. These results concur with result of a study by Kerich (1990, p. 87) who found out that 89 percent of the economics teachers in Kenya had a teaching experience of 4 years and below. The study shows that none of the first business studies teachers graduates of Kenyatta University in 1973 was included in the sample. Ngalyuka (1985, p.88) had earlier revealed that teachers with teaching experience of less than 14 years formed the majority and 32.6 percent had less than 5 years teaching experience. The study was on primary school teachers in a rural set up, Kilungu division of Makueni district Porter and Steers (1973, p. 151) in their study on turnover concluded that it cost an organisation five or more times an employees monthly salary to be replaced.

Turnover and dissatisfaction variables has been said to be inversely related. The results therefore maybe an indication that business teachers are dissatisfied with their job. A report by Torries (19%) indicated that retention and recruitment of academic staff at university level was increasingly difficult in the face of worsening physical working

conditions, increased teaching loads concomitant with loss of research time and declining real salaries. An attempt to recruit expatriates academics to help fill the gap on a temporary basis has been largely unsuccessful because of the relatively low salaries offered. The situation seem to be worse for secondary school teachers. According to Republic of Kenya (1997, p. 201) the secondary school teaching force stood at 41280 in 19% compared to 41484 in 1995, representing a marginal 0.5 per cent drop. Though the percentage may appear insignificant, it is substantial given that graduates from public universities and three teachers training colleges join teaching force annually.

#### Motivational needs of business studies teachers

The data collected indicated that business studies teachers consider basic needs to be the most important, followed by belongingness, esteem, self actualization and safety in that order. Table 4 shows the hierarchy of needs of the business studies teachers in Nairobi province.

Table 4  
Need Hierarchy as perceived by Business Studies Teachers

Type of feed	Mean	SD	Level of importance
Basic	6.698	2.044	1
Belongingness	8.717	2.838	2
Esteem	9.264	3.214	3
Self actualization	9.774	3.367	4
Safety	9.943	4.000	5

The basic need which had the least mean is the most important factor to the business teachers. This in effect, implies that statements constituting the basic need area, received more higher ratings (refer to appendix Q). There was greater agreement amongst the subjects in the manner in which responses were given to these statements. This was indicated by a relatively low standard deviation of 2.044.

Belongingness need factor was rated the second most important source of motivation. A mean of 8.717 and a standard deviation of 2.838 were obtained. Esteem need emerged the third most important source of motivation. A mean of 9.264 and a standard deviation of 3.2141 were obtained. Self actualization need emerged fourth important source of motivation with a mean of 9.774 and a standard deviation of 3.367. The low standard deviation scores indicate that the teachers under study were

in agreement that this need level is the fourth important source of motivation.

The fifth source of motivation in the study was safety with a mean of 9.943. The reason for this could be due to the safe working environment of the teachers and job security guaranteed in the job. The high standard deviation of 4.000 could be as a result of variations in the terms of service of business studies teachers. Business studies teachers in private school were not satisfied in this area. They view it as a more important source of motivation compared to those in public schools.

Table 4 indicate a different pattern from that suggested by Maslow (1943). However the findings concur with Maslow's hierarchy in some aspects. According to Maslow basic need is the most important need, followed by safety. The third important need in Maslow hierarchy was belongingness while esteem was considered number four. The need for self actualization was ranked number five. In the present study basic need emerged the most important source of motivation followed by belongingness need, esteem need, self actualization need, and safety need in ascending order.

Basic needs are those needs that an individual struggle to satisfy first, they include; water, food, clothing, shelter and sex. These needs may be satisfied in the organisations through payments, better working



conditions and other benefits. These needs appeared the most important to business studies secondary school teachers.

Belongingness need (also known as affiliation need) was ranked second important. This could be possibly because teachers feel unaccepted by the public, normally shown by treatment by the mass media and institution such as banks. Legatt (1970, p.172) commenting on the recognition of teachers indicated that respect for education was low and associated this to the fact that these subjects are familiar to many for a long period. On the same issue Ngalyuka (1985, p.100) also revealed that 50 percent of the teachers who participated in the study in Makueni district felt that they were not given their due respect although their role in the community is so important.

Esteem need could be satisfied by an organisation through title and responsibility of job, praise and recognition for work done and promotions. A scheme of service has been introduced where a classroom teacher may be at the same salary scale with a headteacher or even assistant director of education. This system has not proved very successful to keep professionals from aspiring to management positions. This need emerged third in ranking order possibly due to the fact that teaching profession does not have varying titles and promotions. Some teachers work in

hostile environments. Lack of recognition by the community demotivates teachers and most of them wish to leave teaching for other respectable jobs.

Self actualisation may be achieved through challenging work, allowing creativity and advancement. This need may have been ranked fourth, as a result of the fact that most teachers who participated in the study were young in the profession and thus this need may not have been activated. Some of the teachers may not be expecting this need to be satisfied in teaching profession.

Security need could be satisfied through provision of benefit programmes such as insurance and retirement job security and safe working conditions. This was ranked least important to business studies teachers possibly because job security is guaranteed in teaching profession, and working conditions are safe. The difference between the result of the current study and result by Maslow may be as a result of difficulty involved in categorising and measuring human needs. Culture and time may also have some influence on people's perceptions.

The current study shows that teachers' preferences of various needs was not significant statistically. This depicts that the lowest set of unfulfilled needs does not exclusively dominate the attention and behaviour of an individual. The result suggests that the five hierarchy of needs influence individual behaviour simultaneously. The result of the

current study concur with Abwao (1985, p.31) study, in that affiliation level of need and basic level need emerged among most important factors, while safety and self-actualisation appeared least important in the both studies.

### Motivational Needs

#### Professional qualifications

Hoi There is no significant difference in motivational needs among secondary school business studies teachers and their academic qualifications.

To test the above hypothesis, one way Anova test was carried out, on each of the need. These needs are the 5 needs in the Maslow hierarchy that is Basic, Safety, Belongingness, Esteem and Self actualization.

Die research findings show no significant difference between motivational patterns of teachers of different professional status, age groups and sexes. The research data supports the hypothesis that, there is significant difference in motivational needs among secondary school business studies trained university graduates, untrained university graduates and diploma teachers.

Table 5 is a summary of the analysis of variance for professional qualification of teachers and the dependent variable basic need.

Table 5  
Summary of the Analysis of variance for professional qualifications  
of teachers and the dependent variable basic level of need.

Source	D.F	Sum of square	Mean square	F. ratio	F. Prob.
Between groups	4	1.714	0.428	0.095	0.983
Within groups	101	215.456	4.489	0.983	
Total	105	217.169			

Critical value = 2.45.

F-critical obtained of 2.45 is greater than F calculated, 0.0955 between the groups and 0.983 within the groups thus no significant difference was noted between groups and within groups.

No two groups are significantly different at the 0.05 level. F - critical was 2.45. Though there is no significant difference in importance the teachers attach to the basic level of need. Diploma teachers indicated high importance to this level of need. This is indicated by the low mean scores obtained of 6.636 shown on table 6. Table 6 is a summary of teachers professional qualifications, means, standard deviation and standard errors.

Table 6  
Teachers' professional qualifications, number of respondents, mean scores, standard deviation and standard errors in the basic level of need.

Teachers Professional grade	N	Mean	SD	SE
Graduate teachers	58	6.758	2.115	0.392
Diploma teachers	22	6.363	2.062	0.621
Untrained teachers	10	6.800	2.299	0.727
A-level	2	7.000	0.000	0.000
Others	2	7.000	0.000	0.000

N = 106

Graduate teachers indicated more importance to basic need than untrained graduates. A study by Abwao (1985, p.29) showed that the degree of variation in the background of the respondents has no effect on motivational needs. This difference could be as a result of the difference between expectations of the graduate teachers and practical realities. Graduate teachers expectations could have been higher than the expectations of the untrained graduate, who did not train as teachers probably due to their low expectations. A study on job satisfaction by Okumbe (1992, p. 237) revealed that graduate teachers who did not choose education degree because of low status of the teaching profession exhibited the lowest levels of job satisfaction in the job factors of work content, remuneration, promotion, recognition, working conditions and

interpersonal relations. The study by Okumbe seems to support the findings of the current study.

In the basic level of need diploma teachers showed relatively higher importance to this need, followed by graduate teachers and lastly untrained teachers as showed on table 6. The fact that untrained teachers do not attach a lot of importance to basic need compared to others, suggest that they were relatively satisfied in this level. This is probably as a result of the fact that most of such teachers are in private schools where the basic need are well satisfied given that some private schools pay better than public schools. The high score, for their standard deviation may be attributed to the differentials in the terms of service and condition of work that exist among schools. Some schools provide good working conditions and better terms of service whereas others disregard such job factors. In some private schools there were no enough chairs and desks for teachers. Teachers share such facilities and this may be used as explanation of the difference in their level of job satisfaction. Table 7 shows a summary of the analysis of variance for professional qualifications of teachers and the variable safety needs.

**Table 7**

A summary of the analysis of variance for professional qualifications of teachers and the variable safety level of need.

Source	D.F	Sum of squares	Mean squares	F ratio	F Prob.
Between groups	4	13.738	3.434	.2351	.9175
Within groups	101	701.092	14.606		
<u>Total</u>	<u>105</u>	<u>714.830</u>			

No two groups are significantly different at the 0.05 level.

Critical value = Z45.

The summary of analysis of variance for professional qualifications of teachers and the variable safety on table 7 showed no significant difference among the groups. Table 8 shows a summary of teachers professional qualifications, standard deviation and standard errors in the safety needs.

**Table 8**

Teachers' professional qualifications, number of respondents, mean scores, standard deviation and standard errors in the safety level of need

Teacher Professional qualifications	N	Mean	SD	SE
Graduate teachers	58	10.241	3.860	0.716
Diploma teachers	22	9.727	3.717	1.120
Untrained graduates	20	9.800	3.765	3.190
A-level teachers	4	9.00	4.242	4.242
Others	2	7.00	0.000	0.000

N = 106.

The means on table 8 indicated that all the groups of teachers under study did not attach a lot of importance to safety need, though the difference between the groups is not statistically significant. A-level category of teachers attached more importance to the safety need shown by the low mean score of 9.000 followed by diploma teachers with a mean score of 9.727 and then untrained teachers whose mean score was 9.800 and lastly graduate teachers with a mean score of 10.241 as showed on table 8.

The professional qualifications have insignificant effect on motivational patterns of business teachers. The low mean score in this level of need for diploma teachers could be attributed to the fact that other



diploma teachers were deployed to primary schools. Untrained teachers attached higher importance to security need than graduate teachers. This is due to the temporary nature of their job. Graduate teachers are employed by the TSC on permanent and pensionable terms. This indicates that they are not motivated by job security.

Table 9 shows analysis of variance for professional qualifications and esteem needs.

Table 9

Analysis of variance for professional qualifications and the esteem factor of need.

Source	DF	Sum of Squares	Mean Squares	F ratio	F Prob.
Between groups	4	42.375	10.594	1.009	.412
Within groups	101	503.926	10.499		
Total	105	546.302			

Critical value = 2.45.

No two groups are significantly different at the 0.05 level.

Table 9 shows that teachers of different professional qualifications indicated similar opinion concerning the esteem need. No two groups were significantly different at 0.05 level of significant F-critical of 2.45 was greater than F calculated of 0.2351 thus the null hypothesis is not rejected.

Table 10 shows professional qualifications as number of respondents, standard deviations and standard errors in the category of esteem needs.

Table 10

Professional qualifications, number of respondents, mean scores, standard deviations and standard errors in the category of esteem need.

Teachers Professional Qualifications	N	Mean	SD	SE
Graduate teachers	58	9.8%	3.528	.655
Diploma teachers	22	8.181	2.358	.722
Untrained graduates	20	8.200	3.326	1.052
A-level teachers	4	11.000	0.000	0.000
Others	2	10.00	–	–

N = 106

The means on table 10 indicates that diploma teachers attached more importance to esteem level of need followed by untrained graduate teachers, then graduate teachers, other categories of teachers and A-level

teachers in descending order. Table 11 shows analysis of variance for the professional qualification and variable self actualization needs.

Table 11

Analysis of variance for professional qualifications and the variable self actualization level of need

Source	DF	Sum of Squares	Mean	F Ratio	F Prob.
Between groups	4	190.3363	47.5844	.453	0.0038
Within groups	101	512.946	10.686		
Total	105	703.2830			

F - critical at 0.05 level of significant was 2.45.

F calculated of 4.453 is greater than F - critical thus there was significant difference.

The results shows that A- level teachers did not consider self actualization factor as a very important source of motivation (refer to table 11). The hypothesis is not rejected in regard to self actualization level of need. The study shows that there is no significant difference in motivational patterns among business studies teachers by professional qualifications in the levels of basic, safety, belongingness and esteem.

A - level teachers showed different perceptions in relation to variable, self actualization. Table 12 shows a summary of professional qualifications, the number of respondents, standard deviation and standard error in the category of self actualization needs.

Table 12

Professional qualifications, number of respondents, mean scores, standard deviations and standard error in the need category of self-actualization

Teachers Professional				
Qualification	N	Mean	SD	SE
Graduate teachers	58	10.241*	3.670	.681
Diploma teachers	22	7.818*	2.676	.807
Untrained graduates	20	9.000*	2.494	.789
A-level graduates	4	18.000*	2.212	.724
Others	2	9.000	2.828	2.000

\* Denotes pairs of groups significantly different at the 0.05 level.

The A-level teachers indicated significantly least importance to self actualization category of need. Table 12 indicates that A-level category of teachers indicated that self actualization category of need was not very important compared with graduate teachers, untrained graduates and diploma teachers. F - critical of 2.45 was less than F calculated thus the null hypothesis is rejected and the alternative hypothesis is not rejected.

That is there was significant difference in the motivational needs among business teachers of different professional qualifications. This may be attributed to the fact that other needs for these teachers are not yet satisfied and thus they still perceive lower level need as the most important source of motivation than self actualization need. Other teachers showed insignificant difference in this level of need. A-level teachers attach least importance to this level. The findings are supported by Levinson (1977, p. 38) who developed psychoanalytic approach to motivation which states: "The more affluent and better educated people become, they are likely to be motivated by money alone and more likely they are to be influenced by personal and professional standards."

This implies that A-level graduates teachers attach less importance to self-actualisation needs as compared to graduate teachers, untrained graduates and diploma holders. The more educated groups in the study attached more importance to esteem need and self actualization need. These groups include the graduate teachers, untrained graduates and diploma holders.

#### School Type

H02 There is no significant difference in motivational needs among secondary schools business studies teachers and their school type.

The data analysed were subjected to t-test, to determine whether the means from the two groups were significantly different. The results indicated that there was no significant difference in motivational needs among the secondary school business studies teacher in private schools and in public schools. Table 13 shows a summary of t-test for the five levels of needs.

TABLE 13  
ANALYSIS OF SIGNIFICANT DIFFERENCE OF THE MEAN MOTIVATION SCORES  
BETWEEN PUBLIC AND PRIVATE BUSINESS SECONDARY SCHOOL TEACHERS

NEED CATEGORY	TEACHERS IN PUBLIC SCHOOLS					TEACHERS IN PRIVATE SCHOOLS					T-VALUE	T-CRIT
	N	MEAN	SD	SE	DF	N	MEAN	SD	SE	DF		
Basic	74	6.649	2.058	0.338	73	32	6.813	2.073	0.518	31	0.270	2.000
Safety	74	10.216	3.867	.0636	73	32	9.313	3.341	0.835	31	-0.081	-2.000
Belongingness	74	8.892	2.894	0.476	73	32	8.313	2.750	0.688	31	-0.680	-2.000
Esteem	74	9.487	3.355	0.552	73	32	8.750	3.000	0.750	31	-0.750	-2.000
Self-Actualization	74	9.622	3.303	0.543	73	32	10.125	4.530	1.132	31	0.450	-2.000

Level of significant 0.05

The two groups are not significantly different at 0.05 level of significance.

The null hypothesis in this regard is not rejected since  $t$  value  $c^*$  obtained of .270 is less than the critical value of 2.00. In conclusion therefore, the results of the study show that the hypothesis is not rejected in regard to basic level of need safety, esteem, self actualization and belongingness.

Though there is no significant difference of mean motivation scores between private and public teachers. Teachers in private schools attached more importance to safety than self actualization. This is indicated by the low mean scores in the self actualization level compared to the mean scores in the security level of need.

The results of the study shows that teachers in private schools attach relatively more importance to some levels of need compared to teachers in public schools. These levels are safety need, belongingness need and esteem level. On the other hand teachers in public schools attach comparatively high importance to basic need and self actualization levels. For basic level of need mean scores for private teachers was 6.813 whereas mean scores for teachers in public schools was 6.649. The lower mean scores for teachers in public schools indicate higher need. Similarly the mean scores for self actualization for teachers in public schools was 9.622 lower than 10.125 for teachers in private schools. Teachers in private schools scored a mean score of 9.313 compared to a mean score of 10.216



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for teachers in public schools in safety level of need. In the belongingness level teachers in private schools scored 8.313 compared to 8.892 mean scores obtained for teachers in public schools. Similarly the lower scores obtained for esteem need for teachers in private school indicate relatively higher need for that level of need.

The t-test for significant difference in motivational patterns among secondary school business teachers in private schools and in public schools indicated that the difference between the two groups were statistically insignificant. Teachers in private schools attached relatively more importance to security need. This could be attributed to the fact that these teachers are mostly employed on temporary basis. Teachers in public schools are on the other hand employed on permanent and pensionable terms by the TSC.

#### Sex

H03 There is no significant difference in motivational needs among secondary school business studies teachers and their sex. Data pertaining to hypothesis He\* were analysed by difference of analysis of means and subjected to t-test at 0.05 level of significance. The results showed no difference in motivational needs of the two groups. The hypothesis was therefore not rejected. Table number 14 shows a summary of analysis of mean motivational scores between male and female business secondary school teachers in Nairobi province.

TABLE 14

ANALYSIS OF SIGNIFICANT DIFFERENCE OF THE MEAN MOTIVATION SCORES  
BETWEEN MALE AND FEMALE BUSINESS SECONDARY SCHOOL TEACHERS

NEED CATEGORY	MALE TEACHERS					MALE TEACHERS					T-VALUE	T-CRIT
	N	MEAN	SD	SE	DF	N	MEAN	SD	SE			
Basic	54	6.889	1.908	0.367	53	52	6.500	2.195	0.431	0.690	2.000	
Safety	54	10.407	3.598	0.692	53	52	9.461	3.829	0.751	0.830	2.000	
Belongingness	54	8.518	2.847	0.476	53	52	8.923	2.889	0.563	-0.520	-2.000	
Esteem	54	9.990	2.679	0.552	53	52	8.615	3.678	0.721	1.440	2.000	
Self-Actualization	54	10.032	4.081	0.543	53	52	9.503	3.205	0.640	0.530	2.000	

Level of significant 0.05

The two groups are not significantly different at 0.05 level of significance

The analysis of difference on the motivational scores between male and female business teachers showed that no significant difference could be attributed to sex. Earlier researchers such as Smith and Plant (1982, p. 25) and Sanser and York (1978, p. 244), had also revealed that no significant difference in the job satisfaction score could be attributed to sex.

The hypothesis is not rejected. There is no difference in motivational patterns of female and male business studies teachers in Nairobi province.

Table 14 shows no significant difference between motivational needs of male business teachers and female business teachers. The result could be perhaps because both male and females teachers are brought up within the same environment and are employed by the same employers, thus conditions and terms of service are the same.

The t-test indicates that the t-value is less than the critical valued, thus the hypothesis is not rejected. This indicate that both male and female teachers have similar pattern in their motivational hierarchy of needs.

#### Incentive programmes as perceived by business studies teachers

The teachers were requested to rate specific job incentives. They rated the 10 job incentives as indicated in table 15. Table 15 shows incentive programmes rank order as ranked by secondary school business studies teachers in Nairobi province.

Table 15

Incentive programmes ranked by business studies teachers

Incentive Programmes	Mean	Rank order
Salary	3.038	1
Fringe benefits	5.038	2
Promotion	5.132	3
Job security	5.509	4
Working conditions	5.528	5
Autonomy in decision-making	5.623	6
Interesting tasks	5.906	7
Friendly co-workers	6.358	8
Recognition	6.000	9
Reasonable workload	6.755	10

The job factors which affect the personal lives of teachers such as salary, fringe benefits and promotion which is usually associated with high remuneration and higher status and job security are highly ranked. Reasonable workload, recognition, and interpersonal relations were ranked lowest

#### Salary

Salary emerged as the most important incentive to the serving teachers, (see table 15). This results concur with Ngalyuka's (1985, p. 106) study. This could be because the teachers compare themselves with other

civil servants, who prior to July 19% were employed at a higher grade than teachers. These civil servants include; engineers and doctors among others. According to Economic Survey (Republic of Kenya ,1997, p. 64) the total number of people working under the central government were 242,400 and account for 36.3 per cent of the total bill in the public sector, compared to 239,900 teachers who accounted for 28.5 per cent of the total wage bill in the public sector 19%. This reveals a significant wage disparity between employees under the central government and teachers who are under Teachers Service Commission. According to Economic Survey (Republic of Kenya, 1997, p. 70) the average wage earning for a teacher in 19% was Ksh.5,282.17 and the average wage earnings for people under central government was Ksh..6,764.50, while private sector was offering Ksh.14,45.50 for business services. Business studies teachers may be tempted to join private sector since they require minimum adjustment to fit in this sector. Report by Torries (19%, p. 15) revealed that the purchasing power of teachers had gone down by more than 30 percent

#### Fringe Benefits

Teachers ranked fringe benefits as the second most important job factor. This is probably due to the fact that the fringe benefit for teachers are fairly low. According to teachers under study, they are entitled to a

lunch of 70 shillings. The amount was said not to be enough for lunch given the high cost of living in the country.

According to Republic of Kenya (1986, p.61) a teacher is eligible for reimbursement of travelling expenses in the following circumstances, on first appointment, on transfers and on termination of appointment when initiated by the Commission. A teacher may also receive reimbursement when on retirement or when attending an interview. This according to teachers does not happen. Teachers considered in the study complained that it takes the Commission about three months before remitting the first salary for a teacher on first appointment. It is also said that it takes the same commission at least 2 months before the salary is remitted to the right station for a teacher on transfer. The rates for reimbursement is rather low given that the rates are determined by market forces yet the rates according to the TSC code of regulations is static at Ksh 5.00 per Km return.

Teachers are entitled to institutional houses provided by the schools and are expected to pay subsidized rent based on government classification of houses. Most teachers are compelled to occupy privately rented accommodation. Such teachers are entitled to house allowance subject to some maximum rates. The maximum house allowance per month is Ksh 3750 and the minimum is Ksh.240. These rates were

considered very low compared to market rates of rental houses in Nairobi.

### Promotions

Promotion is an important factor to an employee. The current study concurs with Ngalyuka (1985, p.106) where promotion appears number four in the rank. Promotion to a higher level in an organisation typically involves positive changes in supervision, pay and job content. Jobs that are at the higher levels of an organisation usually provide workers with more freedom, more challenging jobs and higher salaries. According to Sirota (1959, p. 275) one person may be promoted to another grade, thus getting salary increase of a very large magnitude compared to another person. Teaching profession seems to be restricted in this factor because teachers feel that there are no openings for promotions. Those teachers with high motive for power are discouraged due to the fact that one must have completed more than five years recognised teaching service within a given grade to be considered for promotion. Teachers ranked salary, fringe benefits and promotion first, second and third respectively in terms of value. A major reason for this is that they are almost the only formal explicit incentives used by organizations and therefore they make up the perceived spectrum of incentives.

### Job Security

Job security is also important to workers. However it was not

ranked among the very important factors due, probably, to the fact that most teachers are on permanent terms and pensionable. It could also be due to the fact that most business teachers are young thus under value such factor as job security and pensions benefits.

#### Working Conditions

According to Barnowe, Mangione and Quinn, (1972, p. 90) features such as temperature, humidity, ventilation, lighting, noise cleanliness of the work place and adequate tools and equipment affect job individual's satisfaction Teachers in the study complained of lack of textbooks, and other teaching facilities. This is perhaps why, working condition was ranked number 5. The teachers especially in private school were dissatisfied with the conditions in schools. For instance, the staffroom were not conducive for preparation. They were not spacious, besides being poorly equiped.

#### Autonomy in decision making

Researchers in motivation such as Coch and French (1988 p. 520) revealed that employees who participate in decisions that affect their jobs display a much higher level of satisfaction with their work situation. Autonomy in decision making factor appeared number 6 in the current study (see table 15). It is possibly as a result of the fact that most of decisions in school are made through staff meetings. There are some other



decisions that are made out of school setting. Such may include decisions concerning subject syllabuses and the students intake. However most decisions are made with the consent of the teachers.

#### Interesting tasks

Studies on job satisfaction have showed that jobs with too little variety cause workers to feel bored and fatigued. Study by Scott (1966, p. 15) revealed that jobs with too much variety and stimulation cause workers to feel psychologically stressed and burned out. The results suggest that the teaching job is relatively interesting. This could be attributed to various tasks that teachers are assigned such as, guidance and counselling, boarding duties, supervision of games, clubs and societies in addition to actual classroom teaching.

#### Friendly co-workers

Working relations among workers is an important factor to job satisfaction but the research has showed that it is not ranked highly. The results of the current study supports Mann and Hoffman (1960, p. 90) who found out that while employees said they were very satisfied with the friendliness of their co-workers, they rated the work group fourteenth in importance out of eighteen factors. The fact that friendly co-workers factor emerged number eight suggests that teachers in Nairobi province

have time to interact with other people not necessarily in the same profession, thus satisfied in this factor.

### Recognition

Recognition as a job factor appeared ninth in the study, (refer table 15). This possibly could be attributed to the expectation of the teachers. The teachers may not be expecting recognition from the public thus they do not value this factor.

### Reasonable workload

Most teachers prefer working in urban areas. The fact that the average number of period per week was 20 according to the study indicates that business teachers in Nairobi province have reasonable workload. Hence this factor was rated as the lowest job factor.

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## Job satisfaction levels

### Professional qualification

Ho<sub>4</sub>: There is no significant difference of job satisfaction scores among secondary schools business studies teachers and their academic qualifications. Various factors of job satisfaction were considered. These include work content, recognition, salary, achievement, security, working conditions and supervision. Table 16 indicates the levels of job satisfaction of business teachers as categorised by their professional qualifications, in the eight job factors.

**Table 16**

Job satisfaction scores among business studies teachers  
as categorised by professional qualifications

Job factor	Graduate		Untrained graduate		Diploma	
	No.	Mean	No.	Mean	No.	Mean
Achievement	58	1.586	20	1.000	22	1.909
Belongingness	58	2.414*	20	1.200*	22	2.491*
Working conditions	58	2.172	20	1.200	22	2.2727
Supervision	58	3.103	20	2.700	22	3.2727
Job security	58	2.6207*	20	0.800*	22	3.091*
Work content	58	4.142	20	4.06	22	4.170
Salary	58	1.362*	20	0.750*	22	1.3409*
Recognition	58	2.035	20	2.000	22	2.2273

\* Denotes pairs of groups significantly different at the 0.05 level.

As shown in table 16 graduate teachers were more satisfied in the job factor of belongingness, job security and salary. Untrained graduate registered lowest scores in these job factors. Untrained graduate teachers were not satisfied with salary they were receiving. This could be associated with the fact that they did not prefer teaching initially. They are employed on temporary terms and their jobs are not secure. One point worth noting is that satisfaction increases with the level of qualification. That is, the professionally qualified teachers registered higher satisfaction scores than untrained and diploma teachers. The reason for this could be due to the fact that professional teachers are likely to have been promoted to higher positions which entails higher salaries and better working conditions. Studies shows significant relationship between occupational level and satisfaction.

A study by Ngalyuka (1985, p.132) revealed a similar result. The result could be associated with the fact that most of the business studies teachers differ from other teachers in the sense that most of them aims at joining private sector. The study on motivation of business studies teachers however indicate that there is significant difference in the levels of job satisfaction among business studies teachers in the job factor of salary. The average mean score for this job factor for the three groups was 1.151 (table 16).. Thus most teachers were dissatisfied with the salary they

received from their employers. This result suggests that business teachers may be valuing economic activities and may be materialistic and comfort oriented. Sixty percent of the teachers under study preferred either to join private sector or to start their own businesses. Most of the teachers may have preferred to study business studies with an aim of joining private enterprises.

The current study shows no significant difference in levels of job satisfaction of teachers in the job factors of achievement, working conditions, supervision, work content and recognition. The results of the current study suggests that untrained graduate teachers are more dissatisfied in the job factors of belongingness, job security and salary. These results are perhaps due to their terms of employment. The salaries of the untrained teachers is generally low. In addition to the temporary nature of their jobs, most of the untrained graduates are employed on annual or monthly contracts. Such uncertainty may influence job satisfaction of such teachers. Diploma teachers and graduate teachers indicated statistically the same level of satisfaction in all the eight job factors. The hypothesis is therefore not rejected in all the job factors apart from the job factors of salary, interpersonal relations and job security.

**Tob satisfaction**

**H05** There is no significant difference in job satisfaction scores among business studies teachers as categorised by age.

The teachers only showed significant difference in the level of satisfaction in the job factors of job security, belongingness and salary levels. The hypothesis is therefore not rejected in the job factors of job security, salary and belongingness. Table 17 shows a summary of job satisfaction scores among secondary school business studies teachers as categorised by age.

**Table 17**  
**Job satisfaction scores among business studies teachers as categorised by ages.**

<b>Job factors</b>	<b>N</b>	<b>below 25 mean</b>	<b>25 - 29 scores</b>	<b>30 - 34</b>	<b>34 - 39</b>
Achievement	53	0.667	1.240	2.062	2.143
Belongingness	53	1.000	2.260*	2.218*	2.286*
Working conditions	53	0.000	1.920	12.125	2.285
Supervision	53	4.000	1.270	3.250*	3.286*
Job Security	53	1.000*	2.080	2.688*	2.571
Work Content	53	4.041	4.125	4.156	4.214
Salary	53	0.417*	1.290*	1.437*	1.071
Recognition	53	1.500	2.120	1.938	2.357

Teachers of age below 25 showed significantly more dissatisfaction in the job factors of belongingness, job security and salary as shown on table 17. This was so perhaps because graduate teachers and other teachers below 25 are likely to be new graduates who are on probation period and thus are not employed on permanent terms like their counterparts in other age groups. On belongingness need they may feel dissatisfied in this job factor probably, because being new in the profession they are new in their work places; hence the need for staff induction and accommodation in the social groups. These teachers are also likely to be earning low salaries compared to other teachers in other age groups hence the the low satisfaction scores in the job factor of salary. These teachers may be comparing themselves with other people in other profession and feel more dissatisfied in these job factors. The expectations of these teachers is not met in teaching as compared to those with longer teaching experience and thus with low expectations from their profession. A study by Okumbe (1992, p, 154) supports such findings, as the study established that levels of job satisfaction among graduate teachers increased with age and teaching experience.

Teachers of 25 years of age and below registered low scores on job satisfaction in the job factors of achievement working conditions, supervision recognition and work content This was probably because

older teachers may have developed a sense of career in response to the environment in which they work. Studies on job satisfaction such as by Weaver (1980, p. 364) have shown that young employees are consistently more dissatisfied than older employees. Some reasons attributed to this dissatisfaction of young workers include, the nature of their job expectations. Many young employees begin their jobs with very high expectations, about how fulfilling and challenging the job will be. Finding out that reality falls short of expectations, they are very disillusioned in their first years of work. Weaver (1980, p. 6) argues that expectations of the workers are modified after age 30, which makes workers' attitudes positive.

The other reason which could be attributed to the low scores of the young teachers is the fact that they could be feeling overqualified for their jobs. The business teachers who participated in the study indicated that they rarely use the knowledge they acquired at the university since they only teach some basic commerce and accounts. The teachers who were initially meant to teach economics end up teaching commerce and accounts since economics is not offered in most of the secondary schools.

The young business teachers may also be more dissatisfied with the supervision of the headteachers. Students sometimes influence administration in decision making at college or university levels. The graduates become disappointed that they have less influence on institutional management as teachers than they did as students.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary of the Study

This chapter represents a summary, conclusions and finally recommendations of the study.

The purpose of this study was to study the motivational needs of secondary school business studies teachers in Nairobi province. The research also aimed at identifying the effects of teachers' age, professional qualifications, sex and the type of school they were teaching on dependent variable motivation. Lastly, the study aimed at determining the demographic characteristics of business teachers and examine whether these characteristics have any significant effect on the business studies teachers' levels of job satisfaction.

To achieve this purpose, a questionnaire was utilised as the sole research instrument. The questionnaire contained three parts. Part A included 15 structured items and part B contained 20 items used to study the motivational needs of business studies teachers. Part C on the other hand included job Satisfaction Scale (JSS) to study the level of job satisfaction among business studies teachers.

The conceptual framework is based on two categories of theories of motivation. First, content theory of motivation where Maslow hierarchy

theory and Herzberg's, two factor theory were reviewed. The second category of theories reviewed is process theory where, expectancy theory and equity theory of motivation were reviewed. Researches where five independent variables were investigated were reviewed. These variables are said to have some effect on motivational needs and level of job satisfaction of teachers. These factors were namely: subject taught, school type, sex, age and professional status.

The research instrument was validated by four academic staff members from University of Nairobi . The instrument was considered appropriate for such a study. The analysis of the pilot study indicated that the instrument had a reliability coefficient of 0.83.

The study was conducted in Nairobi province. Business studies teachers in 99 schools in Nairobi who were randomly selected served as respondents. From a population of 169 business studies teachers, 127 secondary school business studies teachers were sampled for the study- From the sample 106, respondents returned their duly completed questionnaires. The questionnaire return rate was 84 percentage.

To determine the influence of terms and conditions of services on motivational needs and job satisfaction, the sample was divided into two stratus, business studies teachers in public schools and business studies teachers in private schools.

Five null hypotheses were formulated and tested in the study.

These hypotheses were:

1. There is no significant difference in motivational needs among secondary school teachers teaching business studies and their academic qualifications.
2. There is no significant difference in motivational needs among secondary school teachers teaching business studies and the type of their school.
3. There is no significant difference in motivational needs among secondary school teachers teaching business studies and their sex.
4. There is no significant difference of job satisfaction of secondary school business studies teachers and their professional qualification.
5. There is no significant difference in job satisfaction scores among secondary school teachers teaching business studies and their, age.

To test these hypotheses, t-test was utilized to test hypotheses two and three. In hypotheses considering more than two sample means analysis of variance (ANOVA) was utilized. In both cases 0.05 level of significance was considered as a standard for rejection or acceptance of a hypothesis.

### **Findings of the study**

The research revealed that:

1. From the study no significant difference existed in the motivational patterns among business teachers as categorised by their professional qualification in respect to basic level of need, safety need, belongingness need and self esteem level. A significant difference was noted in the self-actualization level of need.
2. There is no significant difference in motivational patterns of business studies teachers categorized by the school type they were teaching.
3. There is no significant difference in motivational patterns of business studies teachers as categorised by sex.
4. There is no significant difference in job satisfaction scores of business studies teachers categorised by professional qualifications in the job factors, supervision, work content and recognition. A significant difference was noted in the job factors in the job of belongingness, job security and salaries.
5. There is no significant difference in job satisfaction scores of business studies teachers as categorised by age in the job factors of achievement, working conditions, work content and recognition. A significant difference was noted in the job factors of supervision, security,

belongingness and salary levels. Young teachers expressed more dissatisfaction in these job factors.

### **Conclusions of the Study**

Some conclusions may be drawn on the basis of results obtained from the current study:

1. Different teachers are motivated by different motivational programmes. The ideal incentives are those tailored for the specific individual and are flexible over time. The needs which employees have should therefore be well understood so that the appropriate stimulus may be used to motivate them. Within a given sub organisation or a school, the headteacher can go along way towards individualizing incentives. The kinds of incentives that can be applied include assignments made to provide diversity recognition and chances for personal growth.

2. Motivational pattern of business studies teachers is not influenced by the school type or sex.

3. Job satisfaction level of business studies teachers in Nairobi province was not influenced by sex.

4. Job satisfaction level of business studies teachers in Nairobi province was affected by age and educational level.

5. The job factors that emerged very important to business studies teachers include; salary, fringe benefits, promotion, job security, working

conditions, autonomy in decision making, interesting tasks, friendly co-workers, recognition and reasonable work load in descending order.

### **Recommendations of the Study**

This section makes recommendations in the light of findings of the study.

1. Immediate supervisor can play an important role in motivational programmes that may be effective to different teachers. The headteacher is in the best position to define clear educational goals at the institutional level and to provide appropriate rewards to teachers. Therefore they should be empowered to recommend for promotions and salary increments to the hard working teachers.

- 2 It has been noted in the study that the average teaching experience of male business studies teachers is about 4 years. This, time may be inadequate to enable teachers to understand their teaching profession, identify problems and come up with workable solutions. The government could direct more attention towards retention of male teachers already in the profession to avoid wastage.

3. The study showed that the average teaching experienced of the serving teachers was 4 years for male and 6 for female. The government should try to make teaching not only attractive but also encourage those who join it to remain in it for a reasonable period. This can probably be

achieved by narrowing pay differentials particularly in the public and private sectors. This would go along way in reducing the high turnover among trained teachers who end up joining private sector. If trained teachers remain in the profession the quality of education may be improved through publication of relevant books, provision of other learning materials and improved teaching methods. Going by Wexley and Yukl (1977, p.30) argument that effective training programmes could lead to increased productivity, decreased absenteeism and reduced turnover.

4. Salary appeared, as the most important factor to teachers. Salary increase should have the power of changing a person's lifestyle in order to exert a substantial motivational impact. It is therefore recommended that salary increase be increase in real income other than increase in nominal income. The rate at which the income is increased should be higher than the inflation rate.

5. It is recommended by respondents in this study that promotion channels are streamlined to provide for advancement on the basis of merit and qualifications. If this is done then the high turnover among business teachers may be reduced. Job evaluation methods should be introduced in the teaching profession with the consent of the teachers. These would allow teachers personal contributions to the job on individual basis to be compensated fairly.

6. Teachers should be informed of allowances which other civil servants are entitled to, this could be achieved by making sure that comparative data are freely available. Perceived inequality may affect job satisfaction of employees resulting to high turnover and absenteeism associated with job dissatisfaction.
7. The study showed significant difference in job satisfaction scores among untrained teachers in the job factors of belongingness, job security and salary. The Kenya government should intervene and recommend a scheme of service for the untrained teachers in private schools.

#### Suggestions for further Studies

The results of the current study are suggestive rather than /  
conclusive. Further extensive and intensive research should be carried out to enable scholars make conclusive statements about motivation in Kenyan community.

1. An intensive tracer study could be carried out among ex-teachers employed in other sectors of the economy with a view of finding out specific reasons that lead to their turnover.
2. Salary level has emerged as the most important job factor to business studies teachers. A research could be conducted to determine the salary level expected by the serving secondary school teacher teaching business studies.



A thorough research on motivation could be carried out with an aim of comparing motivational patterns of teachers teaching different subjects and in different parts of the country.

3. Replication of the current study is recommended to ascertain whether different research instrument would yield similar results. A similar study could be carried out in a rural setting to determine the locational effects on motivation of business study teachers.

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i

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APPENDIX A  
LETTER OF INTRODUCTION TO THE OFFICE OF THE PRESIDENT



UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM ADMINISTRATION AND PLANNING

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FO DOX 3097  
in April  
on P.O. Box 92  
KIRINYA, Kenya

The Permanent Secretary  
Office of the President  
P. O. Box 30500  
NAIROBI

Dear Sir,

RESEARCH CLEARANCE - (HBUGUA JOHN H. N. E55/ 93)

Enclosed please find research application forms for "Authority to conduct Research in Kenya" in respect of the above named person duly completed for your necessary action.

Hugua Joli" M. is a postgraduate student at this University and his proposed research has our full support. The amount of the application fee being the application fee.

I hope you will consider his request at your convenience.

Yours Sincerely,

DR. GERALD N. K'J. MANI  
CHAIRMAN  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING



APPENDIX B  
LETTER OF INTRODUCTION TO BUSINESS STUDIES TEACHERS

John .M. Mbugua  
University of  
Nairobi  
P.O. Box 92  
Kikuyu

14<sup>TH</sup> APRIL 1995

Dear Sir/ Madam,

SECONDARY SCHOOL BUSINESS STUDIES TEACHERS  
MOTIVATIONAL NEEDS.

This questionnaire is designed to gather information on motivational needs of secondary schools business teachers. The questionnaire is in three parts, namely: Part A, B and C. Kindly supply information to all questionnaire items. All information will be treated with utmost confidentiality. For this reason DO NOT write your name on this questionnaire.

/

Yours faithfully,

John. M. Mbugua

## APPENDIX C

## SECONDARY SCHOOLS TEACHERS MOTIVATIONAL NEEDS QUESTIONNAIRE

Please answer the following items. Information provided in this section is merely to aid in the tabulation, presentation of the data and making valid conclusions.

PART A

1. Please state the name of your current school.
  
2. By means of a tick [ / ] indicate your professional grade.
  - (a) Post graduate
  - (b) Graduate teacher
  - (c) Untrained graduate
  - (d) SI (Diploma) [ ]
  - (e) A-level [ j ]
  - (f) Any other (specify)
  
3. Please indicate your teaching experience in years in the box provided
 

--	--
  
4. Use a tick [ -/ ] to indicate the nature of your school.
  - (a) Public [ ]
  - (b) Private [ ]
  
5. Please indicate by means of a tick [ V ] the position you hold in current school.
  - (a) Teacher
  - (b) Head of a department
  - (c) Deputy head teacher
  - (d) Games master
  - (e) Headteacher
  - (f) Any other (specify) [ ]\_\_\_\_\_.

6. Please indicate in the box provided your current job group.

--

7. In the space below, please indicate the subjects. You currently teach.

8. In the box provided indicate the number of subjects you teach.

9. In the space provided below indicate the subjects you look at the university/college programme.

- |       |                 |   |
|-------|-----------------|---|
|       | _____           | — |
| (i)   | Major subject - | — |
| (ii)  | Minor subject   |   |
| (iii) | Others          |   |

10. In the box provided indicate the number of lesson you teach per week.

11. How do you consider the teaching load indicated in question 10.

12. By means of a tick [ •/ ] place indicate if you would be ready to change your job.

- |     |                |     |
|-----|----------------|-----|
| (a) | Yes            | [ ] |
| (b) | No             | [ ] |
| (c) | Please explain |     |

13. By means of a [ V ] kindly indicate your career aspirations.

- (1) To change employer
- (2) To study further (fulltime) [ ]
- (3) To study further (parttime) [ ]
- (4) To start a personal business [ ]
- (5) Any other, specify

14. In the box provided please indicate your age in years

15. Kindly rank in order of importance according to you the 10 job factors listed below by indicating the rank number in the space [ ] provided on the right side of each job factor. Rank [1] indicate the most important, rank [2] the second most important and rank [10] indicate the least important of all the other factors.

- Salary level [ ]
- Friendly co-workers
- Recognition and status
- Working conditions
- Antonomy in decision making [ ]
- Promotion, growth in the profession  
and of opportunities for  
advancement
- Interesting tasks and more  
responsibility
- Job security [ ]
- Fringe benefits (insurance,  
medical aid, loan facilities,  
transport allowance

## PART B

Complete every item by circling the number of the response that fits your opinion (e.g.) I like challenging work.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

1. Special wage increases should be given to workers who do their jobs very well.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

/

2. Better job description would be helpful so that workers know exactly what is expected of them.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

3. Workers need to be reminded that their jobs are dependent on their performance.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

4. Supervisors should give a good deal of attention to physical working conditions of their workers.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

5. Individual recognition for above standard performance mean alot of workers.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

6. Supervisors ought to work hard to develop a friendly working atmosphere among their employees.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

7. Indifferent supervision can often affect workers feelings.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

8. Employees want to feel that their real skills and capacities are put to use on their jobs.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

9. The employer retirement benefits are important factors in keeping business studies teachers on their jobs.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

10. Almost every job can be made more stimulating and challenging

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

11. Many employees want to give their best in everything they do.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

12. Administration could show more interest in the teachers by sponsoring social events after normal working hours.

1. Strongly Agree
2. Agree
3. Slightiy Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

13. Pride in one's work is actually an important reward.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

14. Business studies teachers want to be able to think of themselves as the best of their own jobs.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree



15. The quality of the relationship in the informal work group is quite important

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

16. Individual incentives and bonuses would improve the performance of employees.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

17. Visibility with administration is important to secondary school Business studies teachers.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

18. Business studies teachers generally like to schedule their own work and to make job related decisions with a minimum supervision.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

19. Job security is important to teachers.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

20. Having relevant books and other teaching facilities is important to business studies teachers.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. I don't know
5. Slightly Disagree
6. Disagree
7. Strongly Disagree

21. In the space provided below suggest ways or strategies that could be adapted to motivate secondary school business studies teachers to remain in the profession and to improve students performance in Business studies subjects at Form Four Kenya Certificate of Secondary Education.

1.

2.

3.

## PART C

Answer each question to show how you feel about your present job. Do this by ticking [ V ] the number of statement which best describe your opinion.

1. Based on your past experience in your present job, how often have you thought that you would like to resign or change job?

- (i) Very often
- (ii) Often
- (iii) Fairly often
- (iv) Once in a while
- (v) Very seldom
- (vi) Never

2. How often have you found the kind of work you are now doing to be interesting?

- (i) Never
- (ii) Very seldom
- (iii) Not very often
- (iv) Quite often
- (v) Very often
- (vi) Almost always

3. How often do you perform tasks on your job which you consider relatively unimportant or unnecessary?

- (0) Very often
- (") Often
- (iii) Fairly often
- (iv) Once in a while
- (v) Very seldom
- (vi) Never

4. How often in your job have you receive some type of recognition for your accomplishment

- (i) Never [ ]
- (ii) Very seldom
- (iii) Not very often
- (iv) Quite often [ ]
- (v) Very often
- (vi) Always [ ]

5. To what extent is it possible to know whether you are doing well or poorly in your job.

- |       |                          |     |
|-------|--------------------------|-----|
| (i)   | No way of knowing        | I ] |
| (ii)  | Almost no way of knowing | [   |
| (iii) | To some extent           | [ ] |
| (iv)  | To a large extent        | [ ] |
| (v)   | To a greater extent      | [ ] |
| (vi)  | Always                   | [ 1 |

6. How often do you feel that your remuneration is just compared to the work performed.

- (i) Never
- (ii) Very seldom
- (iii) Not very often
- (iv) Quite often
- (v) Very often
- (vi) Always

7. How do you compare your salary with that of people with similar qualifications in public sector.

- (i) Extremely dissatisfied
- (ii) Very dissatisfied
- (iii) Dissatisfied
- (iv) Satisfied
- (v) Very satisfied
- (vi) Extremely satisfied

8. How often does the headteacher improve the working conditions of the teachers.

- (i) Never
- (ii) Very seldom
- (iii) Not very often
- (iv) Quite often
- (v) Very often
- (vi) Always

9. How often does the school administration show interest in the teacher by sponsoring social events.

- (i) Never
- (ii) Very seldom [ ]
- (iii) Not very often [ ]
- (iv) Quite often [ ]
- (v) Very often [ ]
- (vi) Always [ ]

10. How do you rate your headteacher in performing the task of supervision.

- (i) Extremely unfair [ ]
- (ii) Very unfair [ ]
- (iii) Unfair [ ]
- (iv) Fair [ ]
- (v) Very fair [ ]
- (vi) Extremely fair [ ]

11. How often does the school administration provide a friendly working atmosphere among the teachers.

- (i) Never
- (ii) Very seldom
- (iii) Not very often
- (iv) Quite often
- (v) Very often
- (vi) Always

12. How satisfied are you with the retirement benefits offered by your employer.

- (i) Extremely dissatisfied
- (ii) Very dissatisfied
- (iii) Dissatisfied
- (iv) Satisfied
- (v) Very satisfied [ ]
- (vi) Extremely satisfied

13. How often do you feel you have done the best in your job.

- (i) Never [ ]
- (ii) Very seldom [ ]
- (iii) Not very often [ ]
- (iv) Quite often [ ]
- (v) Very often [ ]
- (vi) Always [ ]

14. In your current job how often have you received some recognition by members of the public, supervisors, parents, or the general public.

- (i) Never
- (ii) Very seldom
- (iii) Not very often
- (iv) Quite often
- (v) Very often
- (vi) Always

**Thank you for participating in this exercise.**