THE INFLUENCE OF PEDAGOGICAL TRAINING ON
MOTIVATION OF SECONDARY SCHOOL TEACHERS IN
KHWISERO SUB-COUNTY, KENYA

BY

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DECLARATION

This project is my own research and has never been presented in any other University for an award of a degree or diploma

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Signed…………………… Date……………………

D61/64644/2011

This Project has been submitted for examination with my approval as the University Supervisor

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DEDICATION

I dedicate this work to my late father, Hezron Sande who never lived to see the fruits of his labour; to my mother, Eunice Sande for having laid the foundation for this work and for being my source of inspiration throughout my life; to my wife, Belinda who has been my pillar during this journey; and to my son Wesley Sande whose young life has been disrupted during this journey.
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Finally, I thank the almighty father for the gift of life and for giving me the skills, knowledge and energy to complete this project.
ABBREVIATIONS AND ACRONYMS

UNESCO: United Nation Educational, Scientific and Cultural Organisation

DQASO: District Quality Assurance and Standards Officer

GOK: Government of Kenya

KCSE: Kenya Certificate of Secondary Educational

NGO: Non Governmental Organisations

KNEC Kenya National Examination Council
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ABSTRACT

Pedagogical training refers to the educational courses that a teacher does during training. It can also be referred to as the various courses that teachers take in such areas as instructional methods, learning theories, foundations of education and classroom management. Teacher training is an important component of education as it is through it that school teachers who are considered mentors of the society are prepared and produced. Motivation is the inner urge to do something, especially crucial to the long term growth of any educational system around the world. However, many teachers in Kenya are leaving the teaching frontline for jobs in other sectors. For this reason, the study sought to find out the influence of Pedagogical training on teacher motivation among secondary school teachers in Khwisero sub-county. The study was a descriptive survey on a sample of 120 teachers from 10 secondary schools in Khwisero sub-county who were selected using stratified random sampling. Structured questionnaires were used to obtain views on the influence of pedagogical training on teacher motivation. Data was analyzed using descriptive statistics in the form of frequencies and percentages. The study established that although pedagogical training has influence on teacher motivation, there are other factors which equally play a role in teacher motivation. They include environmental, economic and socio-cultural factors. The teachers indicated that they were satisfied with the fact that pedagogical training is a key factor in a teachers career as it impacts on his/her way of delivery of content, time management, use of learning resources, management of his learners and the general discipline as a teacher. It is from this that a teacher’s efforts are rewarded in relation to the good results of his students. This motivates him. The study recommends that the school administration, the teachers’ service commission and the ministry of education consider putting in place measures to enhance teacher motivation. This can be through salaries, allowances, rewards for good performance, retirement packages, good remuneration and the general environment in which the teacher teaches.
CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Employees are a valuable resource that in some way contribute in several different ways to an Organization’s activities, provided that the Organization gives them an appropriate chance (Morgan, 1997). To be successful, an Organization needs employees who are motivated, act toward its goals and are willing to continue working in the Organization. Such loyalty and commitment may be generated by motivation. According to the Daily Business newspaper of 29th July, 2010, a study by Price Waterhouse Coopers revealed that majority of Kenyan Organizations are experiencing difficulties with motivating young employees, known as Generation Y. Generation Y comprises people aged below 30 years and account for more than 25% of the working population. Today, therefore employers have to deal with a diverse workforce, represented by at least three generations that is; the older Baby Boomers, Mid-level generation X and the youthful generation Y making motivation a complex yet a very important issue for any given Organization’s survival.

Teaching according to (Nganga, 2010) is an activity, a unique profession, rational and human activity in which one creatively and imaginatively uses himself/herself and his/her knowledge to promote the learning and welfare of others. A teacher, according to (Shiundu and Omulando, 1992), is the most important person in teaching who sees that educational programmes are successfully implemented by organizing and managing the learning experiences and environments. To educate others therefore, one needs to be educated and have a background of general training that provides a broad liberal education. The education system the world over is of late examination oriented and this has been brought about by the cumulative benefits that graduates get after school (UNESCO, 2005). It is still because of this very reason, that
many teachers look at training as an avenue to enhance their effectiveness in instructional duties (Orora, 1988).

Effective pedagogical training focuses on the knowledge, skills and attitudes required by the teachers so that all students can learn and perform at high levels (Clifford, 2006). He also observed that teacher training leads to better content delivery in classroom which consequently enhances student achievement. Pedagogical training has a positive influence on time management, evaluation methods and practices and feedback given on the ability of the students. A well trained teacher who is competent in the delivery of content and whose students pass examinations in this case Kenya Secondary School Certificate (KCSE) is likely to be happy with his/her work hence likely to be satisfied which can lead to commitment to the work. Teachers are evaluated on the basis of their subject results which lead to promotion, demotion if one had been given some responsibility or social respect (Orora, 1988). He asserts that the best way that one can show that we’ve quality education provided by a teacher, is the number of students who qualify to join university. A teacher who achieves his/her objective by having a high number of students join university at the end of the four year course (KCSE) expresses satisfaction with his job. He or she feels motivated hence committing himself/herself for even better results. Studies show that teachers who are dissatisfied with their job tend to experience lower teacher retention, absenteeism and illness (Bishop, 1991), reduced commitment and school effectiveness.

1.1.1 Pedagogical Training

Pedagogical training is the various courses that teachers take in such areas as instructional methods, learning theories, foundations of education, and classroom
management. The content and arrangement of such courses in programs of teacher education varies. Teacher education is an important component of education and it is through it that school teachers who are considered mentors of society are prepared and produced (Kafu, 2003). Loughran (2006) looks at education as the pre-service and in-service teacher preparation where students of teaching seek to develop knowledge and skills of teaching and to learn how to competently apply these in practice. There are variations of teacher education programmes for different levels of education from early childhood to tertiary education. These forms of pedagogical training programmes involve the study of professional disciplines, teaching subjects and general knowledge subjects. Dove (1986) notes that pedagogical training emphasizes the cognitive development and specialist understanding of the subject. It comprises wider perspectives including an understanding of socio-economic and professional aspects of education, psychological practice and social theories underpinning pedagogical practice and knowledge of teachers’ roles and responsibilities.

Teachers in Kenya are trained through pre-service and concurrent programmes, and competency – based Programmes (Shiundu and Omulando, 1992); (Daresh and Playko, 1995). In Pre-service and concurrent teacher education programme is generally a fully institutionalized scheme of training in which student teachers participate on full-time basis with a curriculum consisting of subject area content, professional preparation, including principles and methodology of teaching, philosophy, sociology, curriculum theory, educational administration, planning, measurement, finance, history and psychological and teaching practice both micro and field practice. Whereas there was only one public university in 1970, currently there are more than eight public universities with many constituent colleges and seventeen private universities (Otunga et al., 2011). This tremendous growth of universities has
presented opportunities for expanded teacher education opportunities. In-service teacher education programme covers those activities directed towards remediation of perceived lack of skill or undertaking. It is an on-going process that promotes professional and personal growth for teachers (Daresh and Playko, 1995).

1.1.2 Employee Motivation

According to Oxford advanced learner’s dictionary 8th edition, motivation is the act of making somebody want to do something, especially something that involves hard work and effort. Motivation is a complex phenomenon with many factors coming into play. Usually one or more of the following words are included in the definition; desires, needs, goals, wishes, aims, drives, motives, and incentives (Luthans, 2002). Motivation has two main elements being the decisions about which behavior to engage in and decision about how much effort one expends (Jackson, et al., 2009).

Nzuve (2007) defines motivation as the individual internal process that energizes, directs and sustains behavior. He also looks at motivation as the willingness to exert high levels of effort to achieve organizational goals, conditioned by the ability to satisfy some individual need. Motivated employees are linked to high performance while de-motivated employees are usually linked to low performance. Employees who are motivated are more productive, loyal to their organization, present for duty, observe order, are punctual to work, and do not leave their organizations for other employers. De-motivated employees are less productive, go on strike, are usually absent from work, invoke grievance procedures and eventually leave their organizations. This connection between motivation and performance serves to drive
managers towards motivating their employees in an attempt to engender positive attitudes and improve performance (Beardwell et al., 2004).

Herzberg (1966) in his attempt to fully understand what motivates people at work looked at the causes of job satisfaction and dissatisfaction which proposed a 'two factor' theory. These two factors were motivators and hygiene. Motivators were such things as a sense of achievement, an opportunity for personal growth, the sense of having a job well done. Hygienic factors included such things as money, working conditions, job security, organization policy, and the quality of supervision and interpersonal relations. According to Armstrong (2006), motivation is concerned with the factors that influence people to behave in certain ways. Motivating people is about getting them to move in the direction you want them to go in order to achieve a desired goal.

1.1.3 Pedagogical Training and Employee Motivation

Pedagogical training is an important component of education through which, school teachers who are considered mentors of society are prepared and produced (Lucas, 1972). It is assumed that a teacher who has undergone a proper pedagogical training will deliver the subject content professionally and effectively. Although studies show that apart from the acquired skills by these teachers, as well as factors such as environmental, economic and socio-cultural among others play a major role in students performance, it also has an impact on a teachers motivation in his/her work (Jackson & Davis, 2000).

A teacher whose students perform well and are able to attain grades which can take them to the university direct feels motivated because his/her objectives are met. One
of the ways a teacher can feel that he is competent enough and is doing a good job is when his/her students are able to perform and get good grades which can make them be better people in the future. According to Orora, (1988) teachers are evaluated depending on their subject results hence promotion, demotion or social respect which impacts on their motivation hence getting committed to his work.

1.1.5 Secondary School Teachers in Kenya

A teacher according to Shiundu and Omulando (1992), is the most important person in teaching because he/she see’s that educational programmes are successfully implemented by organizing and managing the learning experiences and environments. In Kenya, there are two categories of teachers; Trained teachers and the Untrained teachers. Trained teachers are those who have undergone pedagogical training in various courses that teachers take in such areas as instructional methods, learning theories, foundations of education and classroom management. The untrained teachers are those who have not undergone pedagogical training but are teaching in secondary school. They could have had some training but it is not relevant to teaching. All the public secondary schools are under the ministry of education and are regulated by the Teachers’ service commission. Public secondary schools are put into three categories; National schools, county schools and sub-county schools.

In the past, teacher recruitment was done by Teachers Service Commission without any consultation with the recipient schools but presently teachers are interviewed by the board of governors of each respective school who then forward to the Teachers Service Commission three shortlisted candidates to choose from. The schools operate under the board of governors with the principal as the secretary to the board. The
school management structure is the same in all the twenty schools but the principal as an agent of Teachers Service Commission assigns duties and responsibilities to the other teachers as long as its within the teaching load recommended by the Teachers Service Commission (Mwikwabe, 2005). For a teacher to be employed by the teachers service commission, he/she must have undergone training in educational courses consisting of subject area content, professional preparation, including principles and methodology of teaching, philosophy, sociology, curriculum theory, educational administration, planning, measurement, finance, history and psychological and teaching practice both micro and field practice. These equips a teacher with enough skills to handle his/her learners with confidence. The untrained teachers are employed by the board of governors and the parents teachers associations (Mukudi, 2004).

In Khwisero sub-county, we have twenty public secondary schools with two hundred and forty teachers. Out of the twenty registered secondary schools, two are County schools whereas the rest fall under the category of sub-county schools. The county schools comprise of single gender, all of them purely boarding. Most of the sub-county schools are mixed, that is boys and girls, a majority being day schools with a few having boarding wings. Most schools in the district are upcoming and largely depend on teachers employed by the board of governors of the respective schools in offering of the teaching service some of whom are not trained (untrained), (Khwisero District Education Office, 2013).

1.2 Research Problem

Pedagogical training refers to the various courses that teachers take in such areas as instructional methods, learning theories, foundations of education and classroom management. The content and arrangement of such courses in programs of teacher
education vary and affect teacher effectiveness. A teacher who is trained and is able to deliver content to his or her students effectively in class making them to perform well in their examinations (KCSE) is likely to be motivated to achieve even better results. Becker and Gerhart (1996) observe that when other factors are maintained, competent teachers are more effective and productive than incompetent ones. A teacher who meets his objectives and his/her students perform well, qualifying for direct entry into University is motivated and hence gets committed to his/her work.

There are two hundred and forty teachers in Khwisero sub-county (Monthly Teachers Returns, Khwisero District Education Office, 2013). This number consist of trained and untrained teachers. Most schools in the district are upcoming and largely depend on teachers employed by the board of governors most of whom are not trained. Trained teachers are about seventy five percent whereas the untrained ones are about twenty five percent. A study by (Atsenga, 2002) revealed that Pedagogical training improves teaching methods which positively influence learning. He also notes that effective teaching methods impact on teachers’ efficiency and effectiveness.

According to Brannigan (2002) teachers who are well trained are more effective in the use of resources in the classroom hence tend to have a greater influence on the learners performance. The studies mentioned above did not clarify the chain of causal factors and their inter linkages in influencing motivation. At the same time the motivation indices for both the trained and untrained teachers were not compared to ascertain the variability in motivation which presents a gap in knowledge. This study will be guided by the following research question: What is the influence of pedagogical training on motivation of secondary school teachers in Khwisero sub-county, Kenya?
1.3 Research Objective

The objective of this study was to establish the influence of pedagogical training on motivation of secondary school teachers in Khwisero sub-county, Kenya

1.4 Value of the Study

The findings from this study are expected to contribute immensely to theory and practice in human resource management and the large discipline of management in general.

The beneficiaries of the results of outcomes of the study include; Academicians who will use the study in generation of ideas and extension of the existing theory work, application of results to different job set ups; The head teachers of the concerned institutions, in formulation of policies related to educational issues, employee relations, welfare and safety of teachers; Where the outcome of the study may be used for devising policies that will boost staff morale, motivation, loyalty, teamwork and confidence building at the workplace.

The study will also be used in dealing with cases of absenteeism and turnover in those institutions; Human resource practitioners, where the study will come up with means and ways of dealing with turnover and absenteeism, which will translate to healthier and more competitive society; The study could be used in mapping out strategies in improving the quality of pedagogical training of teachers; Community, where the results of the study may result in interventions that may lead in improved academic standards and teacher motivation.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter deals with Literature review on The influence of pedagogical training on teacher motivation. This chapter reviewed the existing literature that had been carried out on Pedagogical training and motivation. It also looked at the theories underpinning the study. A literature review is a documentation of a comprehensive review of the published and unpublished work from secondary sources of data in the areas of specific interest to the researcher. It involves a systematic identification, location and analysis of documents containing information related to the research problem being investigated. In addressing this subject, the chapter summarized the findings by various researchers and authors.

2.2 Theoretical foundation of the study

Many theories have been advanced to explain the concept of motivation. These theories have laid the foundation for employee motivation in most organizations. The following are some of the theories underpinning the study.

The best known theory of motivation is Abraham Maslow’s hierarchy of needs (Nzuve, 2007). It was formulated by Maslow in 1954 and states that when a lower need is satisfied, the next highest becomes dominant and the individual’s attention is turned to satisfying this higher need. According to Maslow, within every human being there exists five major categories of needs starting from the basic and fundamental physiological needs leading through a hierarchy of safety, social and esteem needs to the need for self-fulfillment, the highest need of all (Armstrong, 2006). This theory suggests that employees are satisfied by different needs depending on their position in
the hierarchy. Once the basic needs have been fulfilled, employees have other needs that must be met.

One of the needs focusing on this study is self-actualization which includes the need to develop potentialities and skills, to become what one believes is capable of becoming. These need, however, cannot be satisfied. Maslow said that ‘man is a wanting animal’; only an unsatisfied need can motivate behavior. Organizations can satisfy this need by ensuring that employees reap maximum benefits from their potential. They can do so by training and promoting performing employees in a bid to make them reach their potential. However, organizations can try to meet these needs by establishing policies that encourage individual growth and development.

Expectancy theory formulated by Vroom states that people won’t pursue rewards they find unattractive or where the odds of success are low. Vroom says that motivation is only possible when clearly perceived and usable relationship exists between performance and outcome, and that the outcome is seen as a means of satisfying needs. Organizations can motivate employees fixing targets that employees can work towards achieving. They can meet these needs by putting in place policies that enable individuals to agree on targets.

Goal theory developed by Lathan and Locke (1949) states that motivation and performance are higher when individuals have set specific goals, when goals are difficult but acceptable, and when there is a feedback on performance. This theory implies that organizations can motivate employees by allowing them participate in the setting of goals and putting in place an effective performance appraisal system. Motivation-hygiene theory was expounded by (Fredrick Herzberg, 1966). He looked at the causes of job satisfaction and dissatisfaction in an attempt to fully understand
what motivates people at work and from his research proposed a ‘two factor’ theory which are motivators and hygiene factors. Motivators are such things as a sense of achievement, an opportunity for personal growth, the sense of having a job well done, having responsibility, and achieving recognition for work done. Hygiene factors included such things as money, working conditions, job security, quality of supervision and interpersonal relations.

Other theories of motivation relevant in this study are Mc Gregor’s theories of x and y and theory z. Theory x and y suggest that when supervisors believe employees dislike their job (Theory x), they do not delegate responsibilities which demotivates employees. When supervisors believe that employees like their job (Theory y), they delegate more responsibilities, which motivates employees. In 1980, a new theory on job satisfaction developed. This theory called theory z, was partially based on Japanese style of allowing all employees to participate in decision making. This theory suggests that employees are more satisfied when they are involved in decision making and therefore are more likely to be motivated.

2.3 Pedagogical Training

Pedagogical training can be looked at as a continuous process as it is intended to provide teachers with the skills and knowledge necessary for the provision of education to students. It is an important component of education through which school teachers who are considered mentors of society are prepared and produced (Dove, 1986). He notes that pedagogical training comprises of a wider perspective including an understanding of socio-economic and professional aspects of education, psychological practice and social theories underpinning pedagogical practice and
knowledge of teachers’ roles and responsibilities. Studies carried out by researchers have shown various findings on the influence of Pedagogical training on a teacher.

Pedagogical training makes a teacher to be able to manage time well. Time management is very important in the teaching and learning process. According to Darling (1997), a more productive teacher and professional training programs make a difference to the teacher’s abilities to utilize their available time in the teaching and learning process. He also noted that Kentucky teachers were much better prepared in terms of time management and content delivery because of their intensive and extensive training on time management than any other state in the United States of America.

Jackson and Davis (2000) indicates that pedagogical training improves teaching skills and knowledge thus enhancing content delivery. Teachers who are well trained are able to have a strong knowledge and understanding of the subject content they are teaching their students. He further asserts that such teachers incorporate various teaching methods thus improving their content delivery in the classroom. Students assigned to several untrained and ineffective teachers in a row have significantly lower achievement than those who are assigned to several highly trained and effective teachers.

Pedagogical training improves instructional techniques and ideologies which enhance content delivery (National Staff Development Council, 2003). Student understanding can be enhanced through the proper use of resources in teaching and learning process. Rowan (2002) found great significance of Pedagogical training on the use of resources in teaching of Mathematics and reading in elementary school. Shulman (1987) discovered that Pedagogical training provides teachers with opportunities for
hands-on work and has a positive influence on student achievement. Wenglinsky (1998) assessed the effects of Professional development on the use of new technologies in teaching and found out that a greater influence of pedagogical training on the use of technological equipment like computers and projectors. This study will try to look at the influence of Pedagogical training on the use of teaching and learning resources towards a teacher’s motivation to his or her work.

2.4 Employee motivation

The term ‘motivation’ can be traced to Latin word *movere* which means ‘to move’. This meaning is evident in the following comprehensive definition; motivation is a process that starts with a physiological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive. Thus the key to understanding the process of motivation lies in the meaning of and relationships among needs, drives and incentives (Luthans, 2002).

Motivation is a highly complex phenomenon (Bent, et al., 1999) and (Jackson, et al., 2009) that influences and is influenced by a large number of factors in the environment. Kanter (2009) highlighted some of Peter Drucker’s thoughts of the subject of motivation, one of his thoughts was that employees should be motivated by a sense of purpose and not just by money, that knowledgeable workers cannot be controlled, they must be motivated. For this paper, motivation is operationally defined as forces, which initiates, direct and sustain behavior towards the attainment of certain goals (Bent, et al., 1999). A motive is a reason for doing something. Motivation is therefore concerned with the factors that influence people to behave in certain ways (Armstrong, 2006).
According to (Atkinson et al., 1995), the motivational process is not a simple and straightforward as it seems, it is a far more complex study. Porter and Steers (1991) refer to Dunnette and Kirchner (1965) and others who identified some four aspects, which complicate the simplicity of the model. The first aspect refers to the fact that motives cannot directly be observed and therefore a need to deduce them exists (Baron,1983). The influence of motives from observed behavior is associated with difficulties traced back to at least five reasons mentioned by (Atkinson et al., 1975). The five reasons are: a) several motives may be expressed through any single action; b) motives may occur in disguised forms; c) similar or identical actions may represent several motives; d) different behavior may embody similar motives; e) the modes of expression of certain motives may be mitigated by personal and cultural variations. The second complication of the model deals with the fact that any person has a host of motives. These motives may change over time and conflict with each other (Baron, 1983). Third, Porter and Steers (1991) point out that the selection of certain motives over others, as well as the intensity with which such motives are pursued, may differ from one person to another. In addition, they refer to the forth complication, the fact that an attainment of certain needs, desires and expectations may prompt a person to direct his/her attention to other motives, or to intensify the pursuit of these motives.

2.5 Pedagogical training and motivation

There is a very strong relationship between training and motivation. It is assumed that a teacher who has undergone a proper pedagogical training will deliver subject content effectively in class (Jackson and Davis, 2000). He asserts that as a result of effective content delivery in class, learners are able to perform well and attain grades which make them get a direct entry to university hence making the teacher be
motivated because he/she has attained the set objectives. The only way a teacher will know if he or she was effective in class, is from the way his/her learners perform (Orora, 1988). Dove (1998) states that high quality training has a lasting value in leading greater degree of person organization fit. He asserts that those who have undergone training are more likely to be motivated in their current jobs than those who have not. Furthermore, his study shows that training alters ones attitudes towards his/her job. Teachers who have undergone training perceive themselves as having more positive work experiences than those who have not.

An employee who has undergone training has a great sense of job satisfaction, motivation and organizational loyalty (Mullins and Peacock, 1991). Due to the central role teachers play in the enterprise of education, they require effective and sufficient education to be able to adequately carry out their roles and responsibilities (Otiende et al., 1992). He acknowledges that trained teachers are vital for quality education. To educate others therefore, one needs to be educated and have a background of general training that provides a broad liberal education. With the knowledge, skills and attitudes required in teaching, a teacher is motivated and works hard to see that the set objectives are achieved. An understanding of motivation is important to an organization for various reasons such as it enables organizations to humanize work for employees to make it inherently satisfying and enjoyable as possible as it is the organization’s moral duty to make work more satisfying (Beardwell et al., 2004). The knowledge about what motivates and satisfies people at work may be essential to generate commitment. This includes commitment to act toward the goals of the company, as well as the commitment to stay in the organization (Dessler, 1986).

Motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations survive and more productive. To be effective, managers
need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Bowen & Radhakrishna, 1991), for example, research suggests that as employees’ income increases, money become less of a motivator and as employees get older, interesting work becomes more of a motivator (Kovach, 1987).

Susan de la Vergne, a consultant in United States of America puts it thus “Mission Motivates, Dollars don’t”. She explains that purpose is what drives employee motivation, not financial rewards. What draw people to their chosen careers is the work itself and its purpose in the world, more than the profit possibilities. Motivation itself cannot be measured, therefore it is one of the “soft” management characteristics. Presence or lack of motivation will ultimately be manifested in the productivity (Torrington, 2005).
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology used in this study. It includes the research design, population of the study, sample design, data collection and data analysis.

3.2 Research Design

This study adopted a description survey design. This design was appropriate because the study involved a collection of data from several secondary schools. This design collected facts concerning variables being investigated as they were at the time of the study as well as issues that were emerging. It was also appropriate because it made it possible to compare and verify information across several schools.

3.3 Population of the study

The population of the study was all the 20 public secondary schools in Khwisero Sub-county, according to the Khwisero Sub-county Quality Assurance and Standards Officer as at 31st January 2013, that are classified as County and Sub-county schools, comprising of single and mixed gender.

3.4 Sample design

A sample of 120 teachers was drawn from the secondary schools. The sample size was 50% of the population. This was considered a representative of the population by the researcher. Stratified random sampling technique was used to ensure appropriate representation. Simple random sampling was used to proportionately select teachers from each stratum.
3.5 Data collection

Primary data was used. Data collection involved gathering of information related to motivation. The major instrument of data collection was a questionnaire that was delivered and collected later. This was because of the need to give respondents time to respond to the questions.

The researcher used drop and pick method, hence the questionnaires were administered to the teachers through the school principal and picked by the researcher upon completion. The questionnaire comprised of two parts. Part one captured demographic data and part two addressed employee motivation.

3.6 Data Analysis

Data was first edited for completeness and consistency. The data was coded and checked for any errors and omissions. Descriptive statistics such as means and percentages were used to analyze the data. A mean rating of above 3 was considered satisfactory and less than 3 was considered as unsatisfactory. To determine the influence of pedagogical training on motivation, mean rating was used.
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction
In this chapter the research findings, interpretations and discussions are presented. Data was collected through descriptive survey in Khwisero sub-county. Data was analyzed using descriptive statistics. Research findings were presented in tables and figures. Questionnaires that were filled were edited and rated. The 120 questionnaires out of the 120 given out were fully completed. The response rate was 100%.

4.1 Demographic characteristics of the respondents
The respondents were asked to provide data on their demographic profiles. This was necessary for the researcher to evaluate varied responses across various age groups, education levels and gender.

4.1.1 Gender composition of Respondents
Out of the 120 respondents, a total of 79 (66%) were male, while 41 (34%) of the respondents were female. Though the study had less females than males, the sample still had a substantial proportion of females in the study and therefore the study incorporated the views of both male and female respondents. The figure below shows the distribution of the male and female respondents.
Majority (66%) of respondents were male while 34% were female.

4.1.2 Distribution of Teachers by age bracket

From Table 1, it is evident that 81 (67.5%) were aged between 20 and 29 years, 22 (20.6%) were aged between 30 and 39, 17 (11.9%) were aged above 40 years. The research findings as presented on table 1 below revealed that most teachers were in the age group of 20 to 29 years.
Table 1 Age of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 29</td>
<td>81</td>
<td>67.5</td>
</tr>
<tr>
<td>30 – 39</td>
<td>22</td>
<td>20.6</td>
</tr>
<tr>
<td>40 and above</td>
<td>17</td>
<td>11.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

4.1.3 Length of Service of the Respondents

Majority of Teachers had served for 0 to 5 years. They were represented as 73%. Those who had served for a period of 6 to 10 years were 11% and above 10 years were represented by 16%. This is reflected in the figure below.

Figure 2  Length of Service of the Respondents
4.1.4 Level of Education

A big proportion of teachers in Khwisero sub-county had qualifications of degree which comprised of 58%, untrained were 23%, diploma holders were 12%, certificate holders were 3% and masters degree holders were 4%. The findings are illustrated in the table 2 below.

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>Certificate</td>
<td>3</td>
<td>03</td>
</tr>
<tr>
<td>Diploma</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Degree</td>
<td>70</td>
<td>58</td>
</tr>
<tr>
<td>Masters</td>
<td>05</td>
<td>04</td>
</tr>
<tr>
<td>Others</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

4.1.5 Employer

Most of the teachers 70 (58%) were employed by Board of Governors (B.O.G) while those employed by Teachers Service Commission were 50 (42%). This indicated that most schools relied on teachers employed by Board of Governors for service delivery as most of the schools are upcoming with a small number of teachers employed by Teachers Service Commission. This is shown in figure 3.
Figure 3 Classification of Teachers by levels of Employment
4.2 Importance of Pedagogical Training on Secondary School Teachers in Khwisero Sub-county

Respondents were asked to rank the following pedagogical variables using a Likert scale of 1 to 5 with a mean rating of 3 and above being considered above average.

Table 3 Means for measures of perceived effect of Pedagogical training

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean Rating (MR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pedagogical training I underwent has had an impact on the way I teach</td>
<td>4.18</td>
</tr>
<tr>
<td>A trained teacher is more motivated to his/her work than the untrained</td>
<td>3.35</td>
</tr>
<tr>
<td>A trained teacher knows how to manage time well</td>
<td>3.94</td>
</tr>
<tr>
<td>A well trained teacher will always put in extra effort to see that his/her students pass exams</td>
<td>3.94</td>
</tr>
<tr>
<td>A teacher is happy when he/she finish training and is employed</td>
<td>4.64</td>
</tr>
<tr>
<td>A trained teacher finds it easy to put up with the demands of his/her job because of the training he/she underwent</td>
<td>4.36</td>
</tr>
<tr>
<td>It is easy to use teaching/learning resources in class when you are trained</td>
<td>4.43</td>
</tr>
<tr>
<td>A trained teacher finds it easy to manage/control his/her students in class</td>
<td>4.39</td>
</tr>
<tr>
<td>A trained teacher understands what is expected of him and his/her duties as a teacher</td>
<td>4.42</td>
</tr>
<tr>
<td>A trained teacher relates well with his/her colleagues</td>
<td>4.06</td>
</tr>
<tr>
<td>Overall mean</td>
<td>4.171</td>
</tr>
</tbody>
</table>

Key: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1
4.2.1 Impact of Pedagogical Training on teaching

Training was identified by the respondents as having an impact on the way a teacher teaches. They posited that training is important as it enables a teacher have good mastery of the subject matter, which is in turn imparted to the class. This is confirmed by a mean rating of 4.18 which indicates that majority of the respondents were satisfied that training has an impact on content delivery by a teacher.

4.2.2 Motivation of a trained Teacher

It was established from results in table 3 that a teacher who has undergone training is more motivated to his/her job than the untrained. Because of the training, a teacher is motivated to do his work so that his/her children can perform well in examinations. With the skills acquired during training, a teacher is motivated to pass the learnt knowledge to his/her students. Most of the respondents agreed that a trained teacher is more motivated to his/her work than the untrained one. This is confirmed by a mean rating of 3.35 which shows that most of the respondents were satisfied that a trained teacher is more motivated to his/her work than the untrained teacher.

4.2.3 Management of Time

Time management was confirmed by treating findings as a factor influenced by training. A trained teacher manages time well because he understands how much content his/her learners can learn for a given period of time and when to finish the syllabus before his/her students can sit their exams. This is confirmed by a mean rating of 3.94 presented in table 3 of the respondents who were satisfied that indeed a trained teacher is able to manage time well.
4.2.4 Extra effort
The respondents confirmed that a trained teacher will always put in extra effort to see that his/her students pass exams. They said that a trained teacher would try his/her level best in the teaching of his subject area so as to achieve the set targets. It is only when one has had thorough training that he/she is able to deliver competently hence making learners get good results which makes him/her work extra hard. This was confirmed by a big number of respondents with a mean rating of 3.94 presented in table 3 who were satisfied that trained teachers were more committed to their work.

4.2.5 Completion of Training
Most of the respondents felt that a teacher is happy when he/she finishes training and is employed. It is only after a teacher has been employed that he/she is able to start benefiting from his/her education. Employment as a teacher after training motivates as one feels that the investment he/she made was not in vain. Majority of respondents consisting of a mean rate of 4.64 were satisfied that a trained teacher is happy when he/she is employed on permanent basis by the teachers service commission.

4.2.6 Demands of the Job
It was established that a trained teacher finds it easy to put up with the demands of his/her job because of the training he/she underwent. Most of the respondents agreed that a trained teacher, because of the vigorous training he/she undergoes, is equipped with enough skills which help him/her to put up with the demands of his/her job. This is confirmed by a mean rate of 4.36 of the respondents who were satisfied that indeed a trained teacher finds it easy to put up with the demands of his/her job because of the training he/she underwent.
4.2.7 Use of Teaching Resources
Most of the respondents were satisfied that a trained teacher finds it easy to use teaching/learning resources in class. Because of the training a teacher undergoes, it exposes him/her to the use of the various teaching/learning resources in a classroom situation. This is confirmed by a mean rate of 4.43 of the respondents which shows that majority of the respondents were satisfied with the fact that a trained teacher finds it easy to use teaching resources in class.

4.2.8 Management of students
It was established that a trained teacher finds it easy to manage his/her learners in class. The pedagogical training a teacher undergoes equips him/her with enough skills to understand the dynamics of his/her students, hence making it easy to control and manage them. Most of the respondents were satisfied that a trained teacher is able to manage his/her students in class and this is reflected by a mean rate of 4.39.

4.2.9 Duties of a teacher
Most of the respondents (mean of 4.42) were satisfied that a trained teacher understands what is expected of him/her and the duties/roles to play. The training equips a teacher with the necessary skills to carry out his/her duties with confidence. This is confirmed by a high number of respondents who were satisfied that indeed a trained teacher understands his duties as a teacher and is always ready to execute them to the letter.

4.2.10 Interpersonal Relations
Respondents confirmed that training influences a teacher’s relations with others. A trained teacher relates well with his/her colleagues and feels that they are part of a
team working towards a shared goal. Most of the respondents were satisfied that a trained teacher relates well with his colleagues which is shown by a high mean rate of 4.06.

4.3 Motivation of Secondary School Teachers in Khwisero Sub-county

Respondents were asked to rank the following Motivation variables using a likert scale of 1 to 5. A mean rating of 3 or above is considered relatively high.

Table 4 Mean score for the measures of motivation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean Rating (MR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job is interesting</td>
<td>3.93</td>
</tr>
<tr>
<td>I find it easy to achieve a balance between my work and my private life</td>
<td>3.53</td>
</tr>
<tr>
<td>I believe I have a good future as a teacher in this school</td>
<td>3.40</td>
</tr>
<tr>
<td>I am prepared to put in extra effort to see that my students pass their exams</td>
<td>4.49</td>
</tr>
<tr>
<td>I am happy about the values of this school</td>
<td>3.64</td>
</tr>
<tr>
<td>I find it easy to put up with the demands of this job</td>
<td>3.64</td>
</tr>
<tr>
<td>A motivated teacher works under minimal supervision</td>
<td>4.52</td>
</tr>
<tr>
<td>My contribution in my school is fully recognized</td>
<td>3.69</td>
</tr>
<tr>
<td>I relate well with my colleagues</td>
<td>4.38</td>
</tr>
<tr>
<td>Teachers in my school believe that the only way to get good results is through motivation</td>
<td>4.10</td>
</tr>
<tr>
<td>Overall mean</td>
<td>3.93</td>
</tr>
</tbody>
</table>

Key: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1
The mean score for each measure of motivation is explained further below.

4.3.1 Interesting Job
Most of the respondents (mean of 3.93) confirmed that they find their job interesting. This indicated that they are motivated to work. A motivated teacher works hard to see that his/her students perform well. This is confirmed by a mean rating of 3.93 which means that most of the respondents were satisfied with the fact that their jobs were interesting.

4.3.2 Balance between work and private life
Majority of the respondents found it easy to achieve a balance between their work and their private life. It was established that a teacher who is trained is able to budget for his time well hence balancing between his/her job and private life. Of the respondents who participated in this research, those who were satisfied that they were able to balance their work and private life are represented by a mean rate of 3.53.

4.3.3 Advancement
The respondents identified advancement as a factor that influences motivation. Most of the respondents agreed that they had a good future as teachers in their schools. The respondents agreed that they were more satisfied with the fact that training facilitated establishment of their career path because it increased their chances of promotion and continuous professional growth. This is confirmed by a mean rating of 3.40 of the respondents who participated in this research.
4.3.4 Extra effort
Most of the respondents agreed that they are prepared to put in more effort to see that their students pass exams. The motivating factor was the students will pass exams. A teacher feels more motivated when he/she makes his/her students pass, hence achieving the set objectives. This is shown by the big number of respondents who were satisfied that a teacher is motivated and adds in extra effort when his/her students excel in exams. Majority of the respondents were satisfied with the extra effort (mean 4.49).

4.3.5 School values
Majority of the respondents agreed that they were happy with the values of their schools. Values that favor a teacher act as a motivation and teachers work hard to see that they achieve the set objectives. Trained teachers work well in a school whose values make their working environment favorable. Most of the respondents consisting of a mean rating of 3.64 were satisfied with the values of their schools.

4.3.6 Demands of the Job
It was established that a motivated teacher finds it easy to put up with the demands of his/her job because he/she gets committed to work. Most of the respondents agreed that a trained teacher because of the vigorous training he/she undergoes is equipped with enough skills which help him/her to put up with the demands of his/her job. This is confirmed by a mean rate of 3.64 of the respondents who agreed and were satisfied that indeed a motivated teacher finds it easy to put up with the demands of his/her job because of the drive in him/her to work.
4.3.7 Supervision
Most of the respondents confirmed that a motivated teacher works under minimal supervision. A self driven teacher does not require the supervision of his /her principal or immediate supervisor so as to work but rather finds himself working hard so that he/she meets the set targets. This is confirmed by a mean rating of 4.52 which shows that most of them are satisfied.

4.3.8 Recognition
The respondents identified recognition as a factor that influences motivation. When a teacher is recognized for his/her effort, he/she feels motivated and is able to work even harder to achieve the set objectives. Most of the respondents were satisfied with the fact that a recognized teacher feels motivated by a mean rate of 3.69.

4.3.9 Interpersonal Relationship
Respondents confirmed that interpersonal relationships influence motivation positively especially if they related well with their colleagues and felt that they are part of a team working towards a shared goal. Majority of the respondents (mean of 4.39) were satisfied that they relate well with their colleagues.

4.3.10 Motivation for Results
Most of the respondents believed that the only way to get good results is by being motivated. They felt motivated to go an extra mile in their work. A teacher who is not motivated may not have that inner drive to work extra hard. Most of the respondents were satisfied and this can be seen in the high mean rate of 4.10 which is more than a half of the total number of the respondents.
4.4 Rating of Teacher Motivation

Respondents were asked to rate level of motivation of teachers in their respective schools on a scale of 1 to 10. Their responses are captured in table 5.

Table 5 Frequencies, percentages and mean scores for the ratings of teacher motivation

<table>
<thead>
<tr>
<th>RATING</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>04</td>
<td>03</td>
</tr>
<tr>
<td>8</td>
<td>08</td>
<td>07</td>
</tr>
<tr>
<td>9</td>
<td>03</td>
<td>2.5</td>
</tr>
<tr>
<td>10</td>
<td>02</td>
<td>1.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 5, the modal frequency is 35, which means that in majority of the schools, teacher motivation rating on a scale of 1 to 10 is 5. The rating of 5 and above is satisfactory. Majority (66 out of 120) respondents rated teacher motivation at 5 out of 10 which was satisfactory.
CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter summarizes the research findings. The objective of the study was to establish the influence of pedagogical training on motivation of secondary school teachers in Khwisero Sub-county, Kenya. Conclusions, limitations and recommendations to the study are also outlined.

5.2 Summary
The first concern of this study was to establish the influence of pedagogical training on motivation of secondary school teachers in Khwisero sub-county, Kenya. Pedagogical training was understood to be the various courses that teachers take in such areas as instructional methods, learning theories, foundations of education and classroom management.

The descriptive analysis employed in this study confirmed that there is a moderately strong relationship between pedagogical training and motivation. However, a few of the respondents argued that apart from the acquired skills by these teachers, environmental, economic and socio-cultural factors, among others, play a major role in teacher motivation.

This study therefore established that training is very important for a teacher as it has an impact on the way he/she teaches. Teachers who are trained are able to have a strong mastery and understanding of the subject content they are teaching their students. As a result of effective content delivery in class, learners are able to perform well and attain grades which can help them get good careers. This in itself is a motivation to a teacher as he/she feels that the set objectives have been met. A teacher
gets satisfied when his/her students do well in examinations. It was noted that training is key to a teacher’s ability to deliver content in class.

It was also established that pedagogical training has an influence on how a teacher manages his/her time. It was noted that a trained teacher is able to know how to budget his time so that there is no delay in syllabus coverage. He/she is able to know how much content can be covered within a given period of time and how to evaluate what has been covered. It is from the timely finishing of the syllabus that students excel in exams, thus motivating the teacher to work extra hard.

The descriptive analysis further confirmed that training improves the way a teacher uses instructional resources in class, which enhances content delivery. As a result of training, a teacher finds it easy to use teaching/learning resources in class. This study therefore established that a teacher is motivated when he/she uses instructional resources and when, as a result, his/her students do well in examinations.

Results further indicated that a teacher who has had training finds it easy to manage his/her students in class. This is as a result of understanding the learners psychology hence able to know how to handle them. Most of the respondents noted that because of the skills a teacher is equipped with after training, he/she finds it easy to handle his/her learners without much difficulty. In addition, the research confirmed that a teacher who is trained understands what is expected of him/her and the roles to play. The training equips a teacher with the necessary skills to carry out his/her duties with confidence. This in itself is a motivation to a teacher as he/she finds it easy to execute duties as assigned to him/her.
5.3 Discussion

Training was identified by the respondents as having an impact on the way a teacher teaches. They posited that training is important as it enables a teacher have good mastery of the subject matter. This is consistent with Jackson and Davis (2000) who asserts that Pedagogical training improves teaching skills and knowledge thus enhancing content delivery in class.

It was established from the results that a teacher who has undergone training is more motivated to his/her work than the untrained. Because of the training, a teacher is motivated to work so that his/her students can perform well in examinations. With the skills acquired during training, a teacher is motivated to pass the learnt knowledge to his/her students. Most of the respondents agreed that a trained teacher is motivated to his/her work than the untrained. This is consistent with Mullins and Peacock (1968) who established that when an employee has undergone training, he/she has a great sense of job motivation and organizational loyalty.

Time management was confirmed by treating findings as a factor influenced by training. A trained teacher manages time well because he/she understands how much content learners can learn for a given period of time and when to finish the syllabus before examinations. These findings concur with those of Darling (1997) who suggested that a more productive teacher and professional training programs make a difference to the teacher’s abilities to utilize their available time in the teaching and learning process.

Most of the respondents were satisfied that a trained teacher finds it easy to use teaching/learning resources in class. Because of the training a teacher undergoes, it exposes him/her to the use of the various teaching/learning resources in a classroom.
situation. This is consistent with Rowan (2002) who established that there is a great significance of Pedagogical training on the use of teaching resources in teaching of mathematics and reading in elementary school.

Majority of the respondents were satisfied that a trained teacher understands what is expected of him/her and the roles to play. The training equips a teacher with the necessary skills to carry out his/her duties with confidence. This is consistent with Wenglinsky (1998) who established that a trained employee is empowered with enough skills to carry out his/her duties without difficult. The training equips a teacher with enough skills to perform his/her duties.

Most of the respondents confirmed that a motivated teacher works under minimal supervision. A self driven teacher does not require close supervision of his/her principal so as to work hard but rather finds himself/herself working hard to achieve the set targets. These findings are consistent with those of Gupta (2004) who suggested that considerate supervision tends to improve employee motivation. He asserts that a trained employee understands his duties and knows what is expected of him/her and therefore needs minimal supervision.

Majority of the respondents believed that the only way to get good results is by being motivated. They felt that a teacher needed to be motivated to go an extra mile in his/her work. A teacher who is not motivated may not have that inner drive to work extra hard. This findings are consistent with those of Bowen and Radhakrish (1991) who said that a motivated employee works extra hard to achieve the desired results in an organization. He/she has the inner drive to work because there are benefits attached to the good results achieved.
Respondents confirmed that they find their job interesting. This indicated that they are motivated to work. A motivated teacher works hard to see that his/her students perform well. This is consistent with Otiende (1992) who said that a motivated teacher works hard to achieve the set objectives. He asserts that a teacher finds his/her job interesting hence working extra hard to meet the set objectives.

From the findings it can be noted that pedagogical training has an influence on a teachers motivation. Although pedagogical training is a key aspect in teacher motivation, the findings confirmed Jackson and Davis (2000) who established that a part from pedagogical training, there are other factors which influence teacher motivation such as environmental, economic and socio-cultural among others.

5.4 Conclusion

Based on the above research findings, it is concluded that pedagogical training has an influence on a teachers motivation, although there are other factors such as environmental, economic and socio-cultural factors, among others, which play a role in teacher motivation. Pedagogical training is a key aspect for any teacher as it has an impact on how he/she delivers subject content in class.

Furthermore, this study shows that training alters ones attitudes towards his/her job and makes him/her perceive himself as having more positive work experiences than those who have not. A teacher whose students perform well and are able to attain grades which can take them to the University direct feels motivated because his/her objectives have been met.
5.5 Recommendations

It is recommended that the management of the various institutions from which the respondents were drawn consider other factors which can enhance motivation of teachers. This is because although most of the respondents agreed and were satisfied with the fact that pedagogical training has an impact on a teachers motivation, they argued that there are other factors which motivate teachers. They include environmental, economic and socio-cultural factors. It is therefore necessary that the management creates a conducive environment for teachers so that they develop the self drive to work, which is a motivation to a teacher.

The school administration, the teacher’s service commission and the ministry of education should put in place measures to enhance motivation of teachers. This can be done through salaries, allowances, rewards for good performance and retirement package remuneration.

5.6 Limitations of the study

The study only covered public secondary schools in one sub-county as it was not possible to study all the private and public secondary schools. The findings of the study may therefore not be general to other schools in the whole sub-county.

Some schools were not accessible due to poor state of roads; this made it difficult to speedily conduct the study in the whole area of study.

5.7 Suggestions for further study

It is necessary to replicate the study so as to capture a wider area in order to collect more information on pedagogical training and teacher motivation. A study needs to be carried out in both private and public secondary schools, and beyond the sub-county.

Similarly, there is need to involve the primary school teachers so that a better representation can be obtained and other factors of teacher motivation explored.
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Appendices

Appendix 1: Letter of Permission
UNIVERSITY OF NAIROBI,

SCHOOL OF BUSINESS,

KISUMU CAMPUS,

P.O.BOX 19134 – 40123,

KISUMU.

Dear Sir/Madam,

RE: QUESTIONNAIRE ON THE INFLUENCE OF PEDAGOGICAL TRAINING ON MOTIVATION OF SECONDARY SCHOOL TEACHERS IN KHWISERO SUB-COUNTY, KENYA

I am a master of Business Administration student at the University of Nairobi specializing in Human Resource Management. I am carrying out a research on the above topic. I humbly request you to kindly assist me by filling in the questionnaire as correctly and honestly as possible. Your identity and response will be treated with utmost confidentiality so do not write your name on the questionnaire.

I take this opportunity to thank you in advance for your willingness to participate in this exercise.

Yours faithfully,

JACKSON SANDE,
Jacksande15@yahoo.com
Cell phone: 0721-397 245
Appendix II: Questionnaire

THIS QUESTIONNAIRE SEEKS TO COLLECT INFORMATION ON: THE INFLUENCE OF PEDAGOGICAL TRAINING ON MOTIVATION OF SECONDARY SCHOOL TEACHERS IN KHVISERO SUB-COUNTY, KENYA

INSTRUCTIONS: Kindly answer all the questions. The accuracy of your answer depends on your being straight forward in answering this questionnaire. You will not be identified by your answer.

PART A: PERSONAL INFORMATION

Name (optional): …………………………………………………

Gender: Male [ ] Female: [ ]

Age: 20 - 29 [ ] 30 - 39 [ ] 40+ [ ]

For how long have you taught?

0 -5yrs [ ] 6 - 10yrs [ ] over 10yrs [ ]

Level of education

Untrained [ ] Certificate [ ]

Diploma [ ] Degree [ ]
Masters [ ]

Others (specify)

Employment status.

T.S.C [ ]

B.O.G [ ]
**PART B: Training**

The statements presented in the second column in the matrix below describe the various aspects of Training for teachers in school. Please rate each statement by ticking the appropriate box on the scale against it to the extent to which you agree or disagree on the linkert scale below.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>disagree</th>
<th>undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Pedagogical training one undergoes has an impact on the way he/she teach</td>
<td></td>
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<tr>
<td>2</td>
<td>A trained teacher is more motivated to his/her work than the untrained</td>
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<tr>
<td>3</td>
<td>A trained teacher knows how to manage time well</td>
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<td>4</td>
<td>A well trained teacher will always put in extra effort to see that his/her students pass exams</td>
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<tr>
<td>5</td>
<td>A teacher is happy when</td>
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<td>---</td>
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<tr>
<td>50</td>
<td>he/she finish training and is employed</td>
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<tr>
<td>6</td>
<td>A trained teacher finds it easy to put up with the demands of his/her job because of the training he/she underwent</td>
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<tr>
<td>7</td>
<td>It is easy to use teaching/learning resources in class when you are trained</td>
<td></td>
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<tr>
<td>8</td>
<td>A trained teacher finds it easy to manage/control his/her students in class</td>
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<tr>
<td>9</td>
<td>A trained teacher understands what is expected of him and his/her duties as a teacher</td>
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<tr>
<td>10</td>
<td>A trained teacher relates well with his/her colleagues</td>
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</tbody>
</table>
11) Give any other comments which are relevant to this study.

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**PART C: Motivation**

The statements presented in the second column in the matrix below describe the various aspects of motivation for teachers in school. Please rate each statement by ticking the appropriate box on the scale against it to the extent to which you agree or disagree on the linkert scale below.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>disagree</th>
<th>undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My job is interesting</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I find it easy to achieve a balance between my work and my private life</td>
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<tr>
<td>3</td>
<td>I believe I have a good future as a teacher in this school</td>
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<tr>
<td>4</td>
<td>I am prepared to put in extra effort to see that my students pass their exams</td>
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<tr>
<td>5</td>
<td>I am happy about the values of this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I find it easy to put up with the demands of this job</td>
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</tr>
<tr>
<td>7</td>
<td>A motivated teacher works under minimal supervision</td>
<td></td>
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<tr>
<td>8</td>
<td>My contribution in my school is fully recognized</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I relate well with my colleagues</td>
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<td></td>
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</tr>
<tr>
<td>10</td>
<td>Teachers in my school believe that the only way to get good results is through motivation</td>
<td></td>
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</tr>
</tbody>
</table>

11) On the scale of 1 – 10 how would you rate the following in this school.

Teacher motivation (     )

12) Give any other comments which are relevant to this study.

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