RELATIONSHIP BETWEEN TEACHERS' MOTIVATION AND THEIR WORK PERFORMANCE IN PRE-PRIMARY SCHOOLS IN KENYENYA DISTRICT, KISII COUNTY, KENYA

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DECLARATION

This project report is my original work and has not been presented for a degree in any other University.

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DEDICATION

This research work is dedicated to my family members.
ACKNOWLEDGEMENT

I thank God for enabling me reach this far. I would like to express my sincere thanks to my supervisors: Dr. Nyakwara Begi and Dr. John Teria Ng’asike for their guidance, patience, support and encouragement throughout the project work. Special gratitude also goes to the Kenyatta University lecturers in the department of Early Childhood Studies for their competence mentorship which indeed has enabled me to be what I am.

I appreciate the cordial relationship I enjoyed from my colleagues Mr. Peter Njoroge, Mr. Godfrey Ayaga and Mr. Duke Onyancha. Finally I thank my children for being by my side during the entire course. This victory is ours all, and my prayer is that may God bless you abundantly.
ABSTRACT

Teacher motivation is very important in schools. When teachers' motivation is high they feel good about themselves and may influence their performance. Intrinsic and extrinsic factors affect teacher motivation. Extrinsic motivation results from the attainment of externally administered rewards while intrinsic motivation is an inducement derived from within a person or from the activity itself and positively affects behaviour and work performance. The purpose of the study was to investigate the effect of pre-primary school teachers' motivation on their work performance. The study also explored the techniques used by head teachers to motivate pre-primary school teachers to improve their work performance. This study was guided by Maslow Hierarchy of needs theory. A descriptive survey design was employed in this study. The dependent variable in this study was work performance of pre-primary school teachers. The independent variables were teacher motivation, motivation techniques, and type of school. The study was conducted in Kenyenya district in Kisii County. The population in this study was pre-primary school teachers and head teachers in both public and private pre-primary schools in Kenyenya district. Stratified and random sampling techniques were used to select the sample for the study. The sample of the study includes all pre-primary school teachers from the sampled schools. A questionnaire was used to collect data from the schools. The instruments were piloted with pre-primary school teachers in two pre-primary schools both public and private. Validity of the instruments was measured using content validity and was achieved by ensuring that items in the questionnaire covered all variables of the study. Test re-test method was used to measure the reliability of the instruments as a way of improving them. The descriptive statistics calculated in this study include frequencies, means and percentages. Inferential statistics calculated include t-test and Pearson r. H01 was tested using t-test, while H02 was tested using Pearson r. Results from the data analysis revealed that the majority of the ECDE teachers have the minimum professional qualifications. A good number of pre-primary school teachers were motivated by internal factors as opposed to external rewards. Study findings also indicated that there was a positive relationship between intrinsic motivation and performance of teachers in Pre-Primary Schools in Kenyenya District. Majority of the teachers were affected by extrinsic motivational factors. Teachers appeared to like positive motivational techniques therefore head teachers should use appropriate motivational techniques. In order to improve pre-primary teachers' motivation and work performance stakeholders should collaborate to ensure they provide the much required resources. For instance there is an urgent need for the government to employ pre-primary teachers.
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>CSGs</td>
<td>Community Support Grants</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>ECDE</td>
<td>Early childhood Development and Education</td>
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<td>ECE</td>
<td>Early childhood Education</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate for Primary Education</td>
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<td>KCSE</td>
<td>Kenya Certificate for Secondary Education</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<td>SPSS</td>
<td>Statistical Packages for Social Sciences.</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization.</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teacher motivation is a very important characteristic in schools because motivated staff performs their work better than those who are not while a high motivated staff is the cornerstone of the running of a successful institution and educational system (Okumbe, 1998). Workforce in an organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. Owens (2004) describes motivation as the forces that cause people to behave as they do. He further points out that behaviourists think of it as extrinsic while others believe it is intrinsic. Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers.

According to Sansone & Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possession, prestige, and positive evaluations from others. In this study, extrinsic motivation of teachers included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others. Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behaviour, performance,
and well being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforcers. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one’s goal in life.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the college environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in institutions. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the institution. The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment.
Generally, motivated teachers are more likely to motivate learners to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Gorham and Millete, (2004) teachers who report low levels of motivation tend to perceive their students’ motivation levels as low. Gorham and Millete, (2004) also found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher’s job performance or if provide a high level of motivation to a teachers then their job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced.

Dessler (2005) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher’s perspective
motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Davidson (2005) focused on role of teachers in providing good quality education in primary schools through motivation where it suggested some initiatives to increase the teacher’s level of motivation that will improve the education system. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006). According to Nadeem, et.al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these
factors of motivation and the efficiency of female teachers. Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work.

Many factors have been found to promote teacher motivation. Pay incentives, for example, have been found to be unsuccessful in increasing motivation. In a study done by Sylvia and Hutchinson (1985) in the USA, a study among 167 teachers, found that teacher motivation is due to freedom to try out new ideas, assignment of appropriate responsibility levels and intrinsic work elements. They explain that true job satisfaction is derived from the gratification of higher-order needs rather than lower-order needs. In a study done by Ofoegbu (2004) in Nigeria on: Teacher motivation as a factor for classroom effectiveness and school improvement; he found that teacher motivation enhances classroom effectiveness and improves schools.

Teachers are arguably the most important group of professionals for our nation’s future. Michaelowa (2002) in her study on analysis of the key determinants of teacher motivation in the developing country context, found that large class size, double-shifting, rural location, high educational attainment and active parental involvement negatively correlated with teacher job satisfaction in these countries. She further found that the level of communication between teachers and school managers had no statistically significant impact on teacher job satisfaction.

In a research report on teachers in developing countries, undertaken by Voluntary Service Overseas (VSO) in the U.K in 2002 noted that, one of the main findings
was that teachers' motivation was fragile and declining. The report noted that "There is a strong link between teachers' motivation and performance, and education quality, but improving teachers' motivation is not uniformly prioritized as a major concern of national and international policy-makers" (VSO, 2002: 2). The report added that addressing the factors that reduce teachers' motivation should be a major concern of policy makers; this was to create conditions for the success of other education interventions (VSO, 2002).

In Kenya, a study done by Majanga, Nasongo and Sylvia (2010) on the influence of class size on classroom interaction in the wake of Free Primary Education (FPE), they found that FPE created increased class sizes, shortage of teachers, heavy teachers' working load and lack of teacher motivation. They further found that teachers are demoralized with heavy workloads, handling many lessons, many pupils and work for long hours. Sirima and Poipoi (2010) also reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tend to have high social and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer.

The most critical finding that emerges from studies is that very sizeable proportions of primary school teachers, particularly in sub-Saharan Africa, have low levels of job satisfaction and are poorly motivated. Many tens of millions of children are, therefore, not being taught properly and are not receiving even a minimally acceptable education. As the authors of the Tanzania country report
point out the de-motivation of teachers is a major contributory factor to the abysmally poor learning achievements of primary and secondary students (Bennell and Muykanuzi, 2005). It is upon this background that this study is aimed at determining the factors which influence teacher motivation in Kenya.

Several attempts have been made by researchers to identify factors associated with teachers’ motivation. For example, Mwangi and Igoka (2007) investigated factors affecting staff motivation and found that poor leadership and low pay contributed to low teacher motivation. Ndani and Kimani (2010) in their study on factors influencing ECDE teachers’ motivation in Thika found that majority of the teachers’ motivation was below average and that most ECD centres lacked the necessary facilities, equipment, materials that would promote teacher motivation and holistic development of children. Low teacher motivation will lead to poor work performance which will lead to low educational outcomes. The studies conducted in Kenya on teacher motivation mainly focused on factors influencing teacher motivation. There was therefore need for a study to investigate the influence of teachers’ motivation on work performance which was the gap to be filled by this study.

1.2 Statement of the Problem

Education is recognized as the best single development investment and social pillars for vision 2030 (Ministry of Education, 2011). It has important economic and social returns which justify high investment by both the government and the individual (Snell, 2005). Hence many developing countries Kenya inclusive have
devoted substantial proportions of their resources to the expansion of pre-primary Education and improve teachers’ working conditions in recent years. The level of motivation of teachers is very important in education. Several studies have been conducted in Kenya on teacher motivation. For example, Mwangi and Igoka (2007) investigated factors affecting staff motivation and found that poor leadership and low pay contributed to low teacher motivation. Ndani and Kimani (2010) in their study on factors influencing ECDE teachers’ motivation in Thika found that majority of the teachers’ motivation was below average and that most ECD centres lacked the necessary facilities, equipment, materials that would promote teacher motivation and holistic development of children. Despite the government’s efforts, there has been deteriorating standards of professional conduct, poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance (UWEZO, 2010). To date government’s efforts have not been impressive and significant hence the study sought to investigate into relationship between teachers’ motivation and their work performance in pre-primary schools in Kenyanya District, Kisii County, Kenya.

1.3 The Purpose of the Study

The purpose of the study was to investigate the relationship between pre-primary school teachers’ motivation and their work performance. The study also explored the techniques used by head teachers to motivate teachers to improve their work performance.
1.4 Objectives of The Study

The objectives of the study were:-

i) To establish the level of motivation of pre-primary school teachers in Kenyenya District.

ii) To find out if there is a difference in teachers’ motivation between private and public pre-primary school teachers in Kenyenya District.

iii) To find out the relationship between pre-primary school teachers’ motivation and work performance in Kenyenya District.

iv) To explore the techniques used by head teachers to motivate teachers to improve their work performance in Kenyenya District.

1.5 Research Questions

i) What is the level of motivation of pre-primary school teachers in Kenyenya District?

ii) There was no significant difference in teachers’ motivation between private and public pre-primary school teachers in Kenyenya District?

iii) There was no significant relationship between pre-primary school teachers’ motivation and work performance in Kenyenya District?

iv) What are the techniques used by head teachers to motivate teachers to improve their work performance in Kenyenya District?

1.6 Significance of the Study

This study will provide information on how pre-primary school teachers’ motivation influences their work performance and the techniques used by head
teachers to motivate teachers to improve work performance. The study will be of importance to various stakeholders including school management, quality assurance and standards officers, District Centre for Early Childhood Education officers and Ministry of Education.

Quality Assurance and Standards Officers may use the findings of the study to intensify quality assessment in schools as well as carry out advocacy and capacity building on the importance of teacher motivation to all stakeholders in schools with the view of improving teachers’ work performance in schools and sustaining service delivery and quality education in pre-primary schools. District Centre for Early Childhood Education officers may use the findings of this study to increase community sensitization and mobilization on the importance of pre-primary school teachers’ motivation.

The study findings may also be of great help to parents to understand the ways of motivating teachers to improve work performance. The findings of this study may help the Ministry of Education (MOE) to see the need of setting aside funds and giving pre-primary schools grants to improve pre-primary schools to enhance school infrastructure and other resources in general as a way of motivating teachers. The GOK will also see the need of implementing fully the ECDE policy and to hasten the employment of pre-primary school teachers on permanent and pensionable terms to improve pre-primary school teacher motivation. The Ministry of Education will take initiative by giving all public pre-primary schools community support grants (CSGs) to subsidize pre-primary school teachers’
salaries, welfare and procurement of suitable, adequate and appropriate resources to facilitate service delivery.

1.7 Delimitations and Limitations of the Study

1.7.1 Delimitations of the Study

The study was delimited to public and private pre-primary school teachers. The study focused only on teacher's motivation and how it affects their work performance though there are other factors that affect work performance of pre-primary school teachers in Kenyanya district, Kisii County such as remuneration and policy related factors. Besides, this study was conducted in Kenyanya District of Kisii County; hence the results cannot be generalized to other counties.

1.7.2 Limitations of the Study

Financial constraints, time factor and geographical aspects are some of the factors that constrained the study thus embedded for a more expansive study.

1.8 Assumptions of the Study

The study was guided by the following assumptions:-

i) It was assumed that the level of pre-primary school teachers' motivation varied due to several factors like salary and type of school.

ii) It was also assumed that pre-primary school head teachers used different techniques to motivate teachers and teachers had high or low motivation which directly or indirectly affected their work performance.
1.9 Theoretical and Conceptual Framework

The conceptual and theoretical frameworks are described in the following subsections:

1.9.1 Theoretical Framework

This study was guided by Maslow Hierarchy of needs theory (1943). Maslow used the terms physiological, safety, belongingness and love, esteem, and self-Actualization needs to describe the pattern that human motivations generally move through. Maslow’s Hierarchy of needs is often portrayed in the shape of a pyramid with the largest most fundamental levels of needs at the bottom and the need self-actualization at the top.

The most fundamental and basic four layers of the pyramid contain what Maslow called deficiency needs; Esteem, friendship, love, security, and physical needs. If this deficiency needs are not met, with the exception of the most fundamental (physiological need), there may not be a physical indication, but the individual will feel anxiety and tension. Maslow’s theory suggests that the most basic level of needs must be met before the pre-primary school teachers’ desire the secondary or higher level needs. This means that the salary paid to teachers should help them meet their basic needs like food and shelter.

Maslow also coined the term “Meta-motivation” to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment. The human mind and brain are complex and have parallel processes
running at the same time, thus many different motivations from various levels of Maslow’s hierarchy can occur at the same time. Maslow spoke clearly about these levels and their satisfaction in terms such as relative, general and primary. Instead of stating that the individual focuses on a certain need at any given time, Maslow stated that a certain need dominates a human organism. This means that if pre-primary school teachers are paid salaries which cannot help them meet their basic needs, they spend a lot of their time thinking on what else they will do to meet their basic needs than on how they can improve their work performance.

Thus Maslow acknowledges the likelihood that the different levels of motivation would occur at any time in the human mind, but he focused on identifying the basic types of motivation and the order in which they should be met. Maslow therefore suggested that achieving one level motivates an individual to achieve the next. In this context the pre-primary school teachers’ motivation was pegged with Maslow’s hierarchy of needs in this study.

1.9.2 Conceptual Framework Diagram

The literature reviewed shows that motivation influences teachers behaviour to achieve goals and objectives of the school and it is affected by extrinsic and intrinsic factors. The relationship between the dependent and independent variables are shown in figure1.1 below.
Figure 1.1 shows that teacher motivation is influenced by techniques used by head teachers to motivate teachers and type of school which also influences pre-primary school teachers' work performance. The way the teachers perform their work will also affect educational outcomes.
1.10 Operational Definitions of Terms

**Extrinsic Motivation** – It refers to external drives which influence teachers’ work performance for example payment of good salary, and provision of meals in the school.

**Intrinsic Motivation** – It refers to internal drives which influence teachers’ work performance like the teacher loves teaching children and choose teaching as a career.

**Level of motivation** - means how much motivation is in the Pupil or teacher to do well in a given field or task.

**Motivation techniques** – It refers to strategies or methods used by head teachers to arouse or activate behaviour to achieve specific goals.

**Private pre-primary school** – Refers to an institution which is sponsored, founded and managed privately by individuals or organizations.

**Public pre-primary school** – Refers to an institution which is sponsored by the government and communities.

**Teacher motivation** – It refers to internal and external drives which influence teachers’ work performance for example job satisfaction, payment of good salary and rewards.

**Type of school** – It refers to private or public pre-primary school.

**Work performance** - It refers to how teachers carry out their duties or responsibilities inside and outside class like reporting to work in time, planning
schemes of work and lesson plans and using them, using the right methods of teaching, using variety of instructional media, regular testing of children, participating in co-curricular activities, attending school daily, ensuring children are disciplined and attending staff meetings.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presents the related literature review. It covers definition of motivation, motivation of teachers in schools, relationship between teachers’ motivation and performance, techniques used to motivate teachers, and summary of literature reviewed.

2.1 Definition of Motivation

The meaning of motivation vary greatly because of the complexity of the concept, and because many authors tend to define motivation in terms of specific theories. However, there appears to be general agreement that motivation activates human energy; that is, it is a force that leads people to attempt to satisfy their needs (Gellerman, 1963).

Motivation is also defined as the desire or drive within a person to achieve some goal and it’s a condition based on a person’s perceptions and needs and that in an era where change is imperative for the organization’s survival highly motivated employees represent flexible and show willingness to change, a vital component for the success of any organization, (Ricks, Glinn and Daughtrey, 1995).

Motivation is an important subject in management organizational behavior and psychology in general. Motivation is defined by Greenberg and Baron (2003) as the set of processes that arouse direct and maintain human behavior toward attaining some goal. To be motivated means to be moved to do something. A
person who feels no impetus or inspiration to act is that characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated (Deci and Ryan, 2003).

Motivation is the process of arousing, directing and vigor to produce. Directing is the election of behavior and maintenance is the inclination to behave in a certain manner until the desired outcome is met (Greenberg, 1999). Motivation comes from within, so it is up to each individual to motivate himself/herself (Korman, 1974). Kelly (1974) says motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviour. Miskel and Hoy (1989) indicate that motivation is the complex forces, needs, tension, state or other mechanism that start and maintain voluntary activities towards the achievement of personal goals. Behaviour is motivated by both intrinsic and extrinsic factors.

According to Sansone and Harackiewicz (2000) extrinsic motivation results from the attainment of externally administered rewards, which includes better pay, material possessions, prestige, and positive evaluations from others? According to Ryan and Deci (2000) intrinsic motivation is an inducement derived from within a person or from the activity itself and positively affects behaviour, performance and well being.

### 2.2 Motivation of Teachers and Type of Schools

Mankolo (2000) studied teacher professionalism and motivation in a culture of teaching and learning among primary school teachers in South Africa. From the empirical research undertaken through the use of questionnaires, interviews and
observation the study found out that the external factors in the teacher’s environment were the most de-motivating factors for the teachers. These included poor salaries, unsatisfactory facilities, crime and violence in schools, abolishment of corporal punishment, poor management of schools, poor parental co-operation in school related matters, unsatisfactory teacher training and many other factors. This study will be done among pre-school teachers to establish their level of motivation on their work performance.

Gatemi (2004) conducted a study on the impact of appraisal on teachers’ performance in Kenya: a case study of girls’ secondary school teachers in Nairobi province. The purpose of the study was to investigate the impact of appraisal on secondary school teachers’ performance in Kenya. The study confirmed itself to the government owned girls secondary schools in Nairobi province. Data was collected using a questionnaire with both open and closed ended questions. The questionnaire covered questions on several issues including motivation, organization, discipline and pay increase. A total number of 59 teachers filled in the questionnaires out of 150 teachers in the four selected girls’ secondary schools. The finding indicated that teachers in most schools were not appraised and this impacted on their motivation and work performance. The study was done on secondary school teachers and only girls’ school. This study will focus on pre-school teachers teaching in both public and private schools on techniques used by teachers to motivate the pre-school teachers and establish whether this affects work performance in pre-schools in Kenyanya district.
Ndani and Kimani (2010) carried out a study on factors influencing early childhood development teachers motivation in Thika district, Kenya. The objectives of the study were to establish pre-school teachers’ motivation and explore pre-school teachers’ motivators and de-motivators. The study employed ex-post-facto research design. The dependent variables in this study consisted of ECD teacher social context factors and physical environments while the dependent variable was the level of teacher motivation. A questionnaire and a checklist were used to collect data from the respondents. This study established that most centers lacked the necessary facilities, equipment, materials that would promote teacher motivation and holistic development of children.

Bennell and Ntagarama (2008) investigated teacher motivation and incentives in Rwanda and found that primary school teachers’ motivation was low due to low pay and lead to teacher absenteeism. Kazeem (1999) and Akinwumi (2000) reports that teacher’s morale and motivation is affected by the disparities that are there in payment of salaries between private and public schools. They further observed that private teachers appear more motivated and have high morale as compared to those in public schools.

Muhammad’s (2011) examined the factors affecting motivational level of teachers at secondary school level in Rawalpindi city, Pakistan. The main objectives of the study were to identify the factors responsible for low or high motivation of teachers, to investigate the effects of stress, to determine the socio-economic status, and anxiety in classroom, and effects of peer group and examination stress. The study found that teachers were not satisfied with their socio-economic status,
choice of the profession, student’s behaviour and examination stress. This study focused on secondary school teachers, while the current will involve pre-primary school teachers.

Bektas & Yesim (2011) conducted a study on effects of socio-economic status and physical learning environment on motivation of university students. The results indicated that private university students’ motivational level was significantly higher than the public university students. Further analysis revealed that socio-economic background and well equipped classrooms and better physical conditions had a positive impact on private university students’ motivation and language use. This study will investigate whether type of school influence primary school teachers’ motivation in Kenyanya District.

Alimi and Bakar (2011) carried out a study on the effects of motivation on workers performance in Nigeria. The purpose of the study was to find out the effects of motivation on workers performance. The objectives of the study were to examine whether motivation was determinant factor influencing workers performance and the extent in which motivation affected workers performance. Results revealed that the distribution of the company’s incentives packages influenced workers’ to produce higher performance. Results also revealed that motivating workers sufficiently with relevant incentives improved performance to achieve goals and objectives of the organization. The same study will be done on pre-school teachers in Kenyanya district to find out the effects of motivation on work performance.
Ezgi (2011) conducted a study to determine the level of teachers' motivation and job satisfaction. The purpose of the study was to look into the factors that assist teachers to overcome de-motivation. A questionnaire and interview schedule was used to collect data. The study included a sample of a total of 11 English language teachers. The sample in this study had different educational backgrounds, nationality, years of experience and administrative duties. The study revealed that teachers' motivation was a combination of intrinsic and extrinsic factors. The study also revealed that work environment also affected teachers' motivation. This study was done in the English preparatory schools to establish teachers' level of motivation. This study will be carried out among pre-primary school teachers teaching in Kenya to establish their level of motivation and how it affects their work performance.

Edina and Raymund (2008) conducted a study on pre-service teachers' motivation related to career choice among students in Philippines. The study was qualitative in nature and explored teachers' perception of the teaching profession as well as the motivation related to the career. A questionnaire with open ended questions that embodied the objectives of the study was completed by 70 respondents. The findings of the study revealed that teachers perceived teaching as a noble profession. The nobility according to this study of the teaching profession lies on the fact that teachers embrace the job whole heartedly and thus they are likely to demonstrate selflessness and hard work along with great skills and high standards. The study also showed interplay of three broad classifications of motives. The respondents appeared mostly intrinsically motivated in career choice, exhibiting
keen interest in teaching, share knowledge and passion to impart what they know especially to children. Extrinsic factors like pressure from significant others as well as good opportunities for jobs in Philippines further motivated the pre-service teachers. Altruistic factors that could go beyond any influences from others or perceived tangible benefits from jobs according to the findings of this study further determined career moves among the respondents. This study will investigate whether pre-primary school teachers in Kenyenya district chose teaching as a profession and whether their choice of career contributes to their motivational level.

Mertler (2001) study examined the current state of teacher motivation and job satisfaction, building upon previous research by substantially increasing the sample to 969 participants. Participants were predominantly white school teachers. They responded to a web-based survey that examined their overall level of job satisfaction as a teacher, whether they would choose to become a teacher again if starting all over again in a new career, the extent to which teachers in general are motivated and how many teachers they knew or worked with who were unmotivated. Data analysis indicated that 77 percent of teachers were satisfied with their jobs as teachers while more teachers in their early 20s and 30s indicated a desire to enter the field of teaching again if given the opportunity. Those who were unmotivated represented 23 percent. The study did not indicate the impact of motivation on their work performance. This study seeks to find out whether motivation has effect on pre-primary school teachers work performance.
Zehir (2012) examined the career motivation of pre-service English teachers at a state university in Turkey. The study followed a quantitative methodology within a theory-based approach. The results revealed that social utilities and intrinsic values of teaching were important career motivations for the participants which were followed by ability related beliefs. This study will investigate whether pre-primary school teachers’ choice of teaching as a profession affects their level of motivation.

Kadzamira (2006) conducted a study in Malawi on teacher motivation and incentives of teachers. The study used a case study which was prepared for an international research project on teacher motivation in Sub-Saharan Africa and South Asia. The main aim of the study was to examine the extent to which low teacher motivation was a constraint to the attainment of UPE in low-income developing countries. The variables of this study included teachers’ pay, working conditions and teaching and learning resources. The study revealed that the conditions in which most teachers were working were dissenting and very challenging, especially in the most remote rural primary schools. Lack of facilities such as classrooms, teaching and learning materials were some of the demotivating factors. The working environment in the majority of schools was deplorable with dilapidated school structures, and insufficient teaching and learning resources. The study further showed that de-motivated teachers often sought transfers to better schools with adequate and appropriate resources. This study will establish whether type of school has effect on pre-primary school teachers’ motivation on work performance.
2.3 Relationship between Teachers’ Motivation and Work Performance

Wallgen (2011) conducted a study on motivation and the working environment of information technology consultants in Sweden. The main aim of the study was to examine the psychosocial working environment with the focus of motivation. The study was based on a five empirical studies and all the participants in the study responded to a questionnaire on background variables; job demands, job control, motivators and perceived stress. Results indicated that job demands were positively related to perceived stress in the work environment. The study further confirmed that variety in tasks, job autonomy, praise for a job well done, the chance to acquire new skills, and the sense of accomplishment affected the workers motivation. This study will investigate the relationship between the pre-primary school teachers’ motivation and work performance.

Vardugo, Uribe and Schneider (1997) studied the impact of school working environment and management on motivating employees and found that the closer the school came to developing a community, the higher will be the teachers’ level of motivation. They suggest that it may be impossible to separate the issues of school culture, leadership and teacher motivation and argue that although individuals can take steps to maintain their professional satisfaction, they must be nurtured, supported and valued by the broader school community. If educator performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances a sense of high motivation and diminish staff de-motivation (Mill, 2002). This study will investigate the relationship between pre-primary school teachers’ motivation and work performance.
Hicks (2003) conducted a study on the relationship between teacher morale, motivation and retention and found that too many young teachers who initially begin the career with enthusiasm and positive expectations tend to get frustrated and de-motivated by the school working environment and management and therefore opt to look for a change after only 3-5 years, while experienced teachers suffer from the working environment, retire early or leave the profession. This study will investigate the relationship between pre-primary school teachers' motivation and work performance.

A survey conducted by Neil (1983) on working environment and motivation determined that several factors in school situation including overloaded curriculum de-motivated teachers and thus lowered their performance in school. The study further indicated that shared governance gives teachers a rested interest in the school performance and thus promotes harmony and trust among teachers and administrators as they will all operate on high status of motivation, thus when the school environment is healthy, teachers feel good about teaching which in turn impacts on student motivation and achievement, Organization for economic co-operation and development,(OECD, 2000). This study will find out whether pre-primary school teachers feel good about teaching in their working environment and whether their motivational level influences their work performance.

Ololube (2006) carried out a study on teachers' job satisfaction and motivation for school effectiveness. The study assessed the differences and relationship between the level of teachers' job satisfaction motivation and their teaching performance in River state of Nigeria. A questionnaire was used to collect data for the study.
While the data for the study was analyzed using multiple statistical procedures: mean, point value, standard deviation and variance-test of significance and one-way analysis of variance (ANOVA). The survey results revealed that teachers related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement. The results agreed with most of the findings regarding the relationship between job satisfaction need satisfaction motivation and job performance. This study will look at effect of pre-school teacher motivation on their work performance hence find out if there is a difference in teachers’ motivation between private and public pre-primary school teachers in Kenya.

Brian (2002) indicates that teachers’ experience, greater pressures and demands from their head teachers and parents affects motivation of teachers. He further indicate that these pressures and demands can be very burdensome and can cause teachers to develop low motivation and turn-over because often teachers feel they are not treated as professionals, are not appreciated or overworked, thus causing low motivation. On the other hand teachers with high levels of motivation their head teachers are supportive or they are able to teach instead of having to perform an abundance of clerical tasks (Rhodes, Nevil and Allan, 2004). Maina, Mary and Wanjiku (2007) purported that the school environment and its leadership were among the contributing factors that lead to labour turnover, poor co-operation image, loose of students and closure of organization. Mwangi and Igoka (2007) who investigated factors affecting staff motivation established that poor
leadership in the school context institutional environment and low pay inhibited the staff high motivation. The researcher will investigate motivation techniques used by head teachers to motivate pre-primary school teachers in Kenyanya district.

LaCattce (2006) carried out a study in New York on job satisfaction and motivation of employees in their working environments and identified employees low salary and irregular payment as the key factor to employees de-motivation that lead to their job dissatisfaction. This study will establish whether teachers are paid salaries on time and whether it has any effect on their motivational level and work performance.

2.4 Techniques Used To Motivate Teachers

Muhammad (2008) carried out a study in Pakistan on motivation techniques used by head teachers of institutions of higher learning and their impact on the performance of teachers. The population of the study included, principals, teachers, and students studying in the colleges. Questionnaire was used to collect data. Results from data analysis revealed that majority of the principals used appreciation, reward, constructive criticism, incentives, expressing expectations, promotion, recognition, status, personal loyalty and shown interest as motivation techniques. In the opinion of teachers, effective motivation techniques were constructive criticism, maintaining discipline, encouragement of creativity and innovation, expression of the expectation of the principals, guidance, appreciation, sympathetic behaviour of the principals, appropriate relief time,
regular evaluation of teachers, regular payment of salary, and financial incentives inform of cash and bonus. While apprehends for teachers transfer, forcefully expression of opinions, stiff dealing of heads, chide the teachers of their mistakes and discrimination when assigning duties were the techniques which negatively affected the performance of the teachers. This study will investigate techniques used by head teachers to motivate teachers to improve their work performance.

Casey (1979) conducted a study on teacher incentives on rural schools. This study was undertaken to determine the number and type of incentives being offered as ways of motivating teachers in rural schools and to ascertain if the offering of the incentives had an effect on recruitment and retention of teachers. Sixty seven superintendents of rural schools in the common wealth of Virginia responded to a questionnaire. The results of the study indicated that the majority of rural school districts use fringe benefits as the primary incentives for recruiting new teachers. Also this districts offer tuition for courses, money for instructional materials and attending conferences, and released time for special activities as the major incentives for retaining teachers. However the study further indicated that most district schools offer no rewards to superior teachers and when school districts offer more rewards and incentives few teachers were hired. This study will determine whether head teachers motivate pre-primary school teachers and identify the techniques they use to motivate them.

Muhammad, Humaira, Shabanam, Allan and Anjum, (2012) conducted a research study to identify the factors affecting the motivation of teachers at secondary school level. The population of the study included all the secondary school
teachers in Kohat city and random sampling technique was used to select the research sample. A questionnaire was used as a research instrument to collect data and data was analyzed using statistical techniques of mean standard deviation. The study found that teachers’ motivation affected teachers’ performance. The study further reveals that the majority of the teachers view motivational factors like rewards and incentives, self-confidence and economic status of the teacher as more important. The study also showed that the majority of teachers view motivational factors like good relationships with their colleagues and financial incentive as important motivational factors. The study was done on secondary school teachers on factors affecting their motivation. This study will be conducted on pre-primary teachers and will focus on the effect of motivation on work performance and techniques used by head teachers to motivate pre-primary teachers in Kenyanya district.

Waithaka, (2012), conducted a study on the level of job satisfaction of pre-school teachers in Thika municipality. The sample consisted of 57 pre-school teachers, privately sponsored schools-22 church sponsored 15 local community schools, 10 Municipal schools 6 and non-governmental organization schools 4 quasi experimental casual comparative research design was used. The independent variables were schools sponsorships and selected demographic variables while the dependent variable was the pre-school teacher job satisfaction level. A three part instrument adopted from teacher job satisfaction studies in Kenya was employed. The most commonly cited satisfier was good management, whereas poor salary was the most disatisfiers. The result showed that satisfiers and disatisfiers as
motivators and hygiene factors were not mutually exclusive. The study was done in different categories of schools on job satisfaction but did not investigate effect of motivation on work performance of pre-school teachers. This study will be done on two categories of pre-schools sponsored and managed by individuals and those that are sponsored by the government and community on effect of motivation on teachers’ performance hence establish techniques used by head teachers to motivate pre-primary school teachers.

2.5 Summary of Literature Reviewed

The literature reviewed has shown that teacher motivation is very important and influences work performance. Motivation is also both extrinsic and intrinsic. Extrinsic motivation refers to external drives which influence teachers’ work performance for example payment of good salary, and provision of meals in schools. Intrinsic Motivation refers to internal drives which influence teachers’ work performance like the teacher love teaching children.

Motivation of teachers in schools is essential for them to perform their work effectively. Several factors are responsible for low or high motivation of teachers and various techniques are used to motivate teachers. Some of these include use of constructive criticisms, being optimistic, appreciation, reward, giving incentives, promotions, recognition, and showing interest. Lack of resources such as teaching and learning resources, de-motivates teachers.

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CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter describes the methodology that was employed to achieve the study objectives as well as answer the research questions in the study. The chapter focuses on the research design that was adopted in the study, variables of the study, target population, sampling techniques and sample size. The chapter also presents research instruments used in the study, pilot study, validity and reliability of the instruments, data collection procedures and analysis and the logistical and ethical considerations have been described.

3.1 Research Design

This study employed a descriptive survey design. According to Orodho (2009), descriptive survey design involves collecting, processing and analyzing large data in order to make decisions on a specific phenomenon. Glass and Hopkins (1984) also purports that the human mind cannot extract the full import of a large mass of raw data and therefore descriptive statistics are very important in reducing the data to manageable form and more especially when narrative descriptions of small numbers of the cases are involved. These patterns aid the mind in comprehending a qualitative study and its implications. The design was used to investigate the level of motivation of pre-primary school teachers in Kenyenia District and the relationship between pre-primary school teachers’ motivation and work performance.
3.2 Variables

The variables of the study were both dependent and independent variables.

3.2.1 Dependent Variable

The dependent variable in this study was work performance of pre-primary school teachers. The researcher was to establish how teachers carried out their duties or responsibilities inside and outside class in relation to reporting to work in time, planning and use of schemes of work and lesson plans, appropriate teaching methodology applied, use of instructional media, assessment of children, school attendance, discipline and attending staff meetings.

3.2.2 Independent Variables

The independent variables of study were:

i) Teacher motivation. It consisted of intrinsic and extrinsic motivation. Intrinsic motivation focused on the teachers’ choice as a profession, job satisfaction. Extrinsic motivation included payment of good salary, availability of accommodation for teachers in the school, financial assistance, and giving rewards to teachers.

ii) Motivation techniques. It included methods and strategies used by head teachers to motivate teachers to improve work performance.

iii) Type of pre-primary school which referred to private or public school.
3.3 Location of the Study

The study was conducted in Kenyenya district in Kisii County. Kenyenya district is one of the nine districts in Kisii County which includes Nyamache, Nyacheki, Gucha, Kisii, Suneka, Nyamarambe, Etago and Sameta respectively. Kenyenya district is one of the districts that was curved from the larger Gucha district in the year 2010 (Education office, 2012). The district comprises of five educational Zones namely: Kenyenya, Nyakoiba, Mokubo-Magenche, Riokindo and Magena-Emesa Zones, with a total number of 118 pre-primary schools, 156 pre-primary teachers and a total enrolment of 8,836 pre-primary school children. The area was selected for the study due to its social and economic factors. Besides, Uwezo report 2010 indicates that Kisii County had high levels of ECDE children in lower primary who could neither read nor write. The study further attributed the performance to teachers’ low motivational levels. This was an indication that there were factors impacting negatively towards teacher’s motivation on their work performance. Studies indicated that pre-primary school teacher turnover in Kisii County was wanting, thus influenced the selection of the location of the study. The district is also one of the averagely performing districts in KCPE and KCSE examinations in Kenya with most schools ranking last nationally.

3.4 Target Population

The target population in the study was pre-primary school teachers in both public and private pre-primary schools in Kenyenya district, Kisii County. According to
district education office 2013, there were 77 public and 41 private pre-primary schools making a total of 118 pre-primary schools. Pre-primary teachers were used as the target population since they were directly involved in the school’s service delivery.

3.5 Sampling Technique and Sample Size

3.5.1 Sampling Technique

The sample was selected using stratified random sampling. Stratified sampling technique was used to select pre-primary schools from both public and private. Schools were first grouped into two stratas that is; public and private. The researcher then numbered the schools and randomly selected 20% of pre-primary schools in the district. For a small population, the researcher will sample 10 – 30% of the population (Babbie, 1992) Kenyanya district had a total population of 118 pre-primary schools and 156 pre-primary school teachers.

3.5.2 Sample Size

The sample of the study consisted of all pre-primary schools in the 20 % of the pre-primary schools sampled in the study. All pre-primary school teachers in the sampled schools were included in the study.
Table 3.1 Sampling Frame

<table>
<thead>
<tr>
<th>School Category</th>
<th>Population</th>
<th>20% Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public pre-primary school</td>
<td>77</td>
<td>15</td>
</tr>
<tr>
<td>Private pre-primary schools</td>
<td>41</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>118</td>
<td>23</td>
</tr>
</tbody>
</table>

Source: Kenya District DEO Statistics (2013)

Table 3.1 above indicates that 23 pre-primary schools were sampled which consisted of 15 public and 8 private pre-primary schools. All pre-primary school teachers in sampled schools formed the sample of the study.

3.6 Research Instruments

A questionnaire consisting four parts was used to collect data from pre-primary school teachers. Part A of the questionnaire collected background information, part B collected data on performance of teachers, part C measured teachers' motivation, while part D was used to determine the motivation techniques used by head teachers to motivate teachers to improve work performance. The formulated questions on the questionnaire included both open-ended and closed-ended questions. The responses ranged from strongly agree to disagree.

3.7 Pilot Study

The researcher pre-tested the instrument in two schools, one public and the other private. The piloted schools were not included in the sample of the study. The purpose of piloting the instrument was to test the suitability of the items to pre-primary school teachers with view of improving them in order to enhance validity and reliability of the items. Through piloting the instrument, the researcher was
able to identify gaps in the instrument and thus redesigned it before the actual data collection and administration.

3.7.1 Validity of the Instruments

The researcher used interpretive validity to test the validity of the instrument. This was achieved by ensuring that items in the questionnaire covered all variables of the study. Interpretive validity is obtained to the degree that the participants view point, thoughts, intentions and experiences are accurately understood and reported by the researcher (Maxwel, 1992).

3.7.2 Reliability of the Instrument

Test re-test method was used to measure the reliability of the instrument. The instrument was administered twice to pre-primary school teachers to ensure reliability. The results of the two tests were correlated using Pearson r and then compared. The level of reliability coefficient was 0.7.

3.8 Data Collection Technique

The researcher collected data by use of questionnaire.

3.8.1 Questionnaire Administration

After piloting the instrument and preparing the final copy, the researcher administered the questionnaire by giving the respondents to tick appropriate responses on the questionnaire’s parts A, B, C and D. The researcher visited two pre-schools daily to collect data from the respondents.
3.9 Data Analysis

Data collected through use of a questionnaire was analysed using descriptive and inferential statistics. The descriptive statistics that was calculated included frequencies, means and percentages. Inferential statistics that was calculated included t-test and Pearson r. A t-test was used to test HO1, while Pearson r was used to test HO2. The raw data was analyzed using SPSS computer package and be presented according to the objectives of the study using tables and figures.

3.9.1 Null Hypotheses

The null hypothesis tested was as follows;

H01: There was no significant difference in teachers’ motivation between private and public pre-primary school teachers?

H02: There was no significant relationship between pre-primary school teachers’ motivation and work performance?

3.10 Logistical and Ethical Considerations

The researcher obtained a research permit from Ministry of Education and other relevant authorities in the location of the study before going to schools to collect data. The researcher also got an introductory letter from Kenyatta University, Department of ECE before data collection. Copies of the research permit and introductory letter were made available to the Kenyenya district Education office and the head teachers of the sampled schools. The researcher was then introduced
to the pre-primary school teachers as a go head to carry out data collection. The respondents were assured by the researcher of total confidentiality of the information they will give before getting involved in the study. The researcher also ensured adherence to time management during data collection span to avoid interfering with the pre-primary schools daily programmes.
CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.0 Introduction

In this chapter data analysis results are presented and discussed. The demographic information are presented first and then followed by descriptive and inferential results. The objectives of the study were:-

• To establish the level of motivation of pre-primary school teachers in Kenyanya District.

• To find out if there is a difference in teachers' motivation between private and public pre-primary school teachers in Kenyanya District.

• To find out the relationship between pre-primary school teachers' motivation and work performance in Kenyanya District.

• To explore the techniques used by head teachers to motivate teachers to improve their work performance in Kenyanya District.

4.1 Demographic Information

The demographic information of the respondents were: type of pre-primary school, teaching experience, teachers professional qualification and salary

4.1.1 Gender of the Pre-Primary Teachers

The gender of the teachers was determined and Table 4.1 presents the results.
Table 4.1 Distribution of Pre- Primary School Teachers

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>23</td>
<td>71.87</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>28.13</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 71.87% of the Pre-Primary School teachers were male, while 28.13% of the teachers were females. The result reveals that the majority of the teachers were male. This finding concurs with finding by Uvwavi (2011) who found that male teachers were slightly more than the female teachers in Pre-primary School in Kegonga Division, Kuria East District. These findings are interesting observations and a sign of massive interest in pre-primary school teaching by the males. On the other hand this study is contrary a study by Githinji (2008) found that majority (88%) of the pre-primary school teachers were females while 12% were males.

4.1.2 Teaching Experience of Pre-Primary School Teachers

The teaching experience of pre-primary school teachers was determined and Table 4.2 presents the results.
Table 4.2 Number of Years You Have Been Teaching

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Public Pre-primary school</th>
<th>Private Pre-primary school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>less than one year</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>13</td>
<td>56.5</td>
</tr>
<tr>
<td>Above 5 years</td>
<td>9</td>
<td>39.1</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.2 shows the years of experience of the pre-primary teachers in both public and private pre-primary schools. The table indicates that in public pre-primary 4.3% of the pre-primary school teachers had less than one year of teaching experience, 56.5% 1-5 years of teaching experience, while 39.1% of the teachers have a teaching experience of five years and above. The result shows that the majority of the pre-primary school teachers in the public were experienced teachers since they have more than one years of experience. Comparable results were revealed by Gillian (2010) who established that 40% of pre-primary teachers had teaching experience of between 1 and 5 years, while 10% of the teachers had less than 1 year of teaching experience.

On the other hand in the private pre-primary schools table 4.1 indicates that 77.8% of the respondents had less than 1 year of experience while 22.2% of the respondents had an experience of between 1-5 years. This implies that the majority of the pre-primary teachers in the private are not well experienced in the teaching profession.

In fact a study done in Pakistan on teacher job satisfaction and incentive by Tanya
(2004) found that teaching experience matters when it comes to teachers work performance and pupil achievement. In addition the study revealed that teaching experience further positive impact on girls’ performance than boys, as well as on the town pupils than the rural pupils.

4.1.3 Professional Qualification of Pre-Primary Teachers

The professional qualification of pre-primary teachers was determined and Table 4.3 presents the results.

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in ECDE</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>Diploma in ECDE</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>Undergoing Training in ECDE</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>P1 certificate</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Degree in ECE</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>MED (ECE)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>No professional training</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Results in Table 4.3 above revealed that the majority of the respondents (34%) had Certificate in ECDE and 28% had a diploma in ECDE. The rest of the pre-primary teachers had P1 certificate, Degree in ECE, MED (ECE). And others were undergoing training in ECDE certificate. Only one had no professional training it should be noted that this is very to have competent and qualified staff so as to enhance performance in schools.
4.1.4 Salary Earned Per Month

The Salary Earned per Month of Pre-Primary Teachers was determined and Table 4.4 presents the results.

Table 4.4: Salary Earned By Pre-Primary School Teachers per Month

<table>
<thead>
<tr>
<th>Types of Pre Primary</th>
<th>Salary (KSH)</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000</td>
<td>2</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>1500</td>
<td>2</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>4</td>
<td>17.4</td>
<td></td>
</tr>
<tr>
<td>2500</td>
<td>6</td>
<td>26.1</td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>4</td>
<td>17.4</td>
<td></td>
</tr>
<tr>
<td>3400</td>
<td>2</td>
<td>8.6</td>
<td></td>
</tr>
<tr>
<td>3500</td>
<td>2</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>1</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>1</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>3</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>4500</td>
<td>3</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>2</td>
<td>22.2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4 points out that averagely majority of the respondents in public pre-primary schools earned between KSH 2,000 to 3,000 per month. A further finding from table 4.4 indicates that majority (66.6%) of the private pre-primary teachers earned to between KSH 4,000 to 4,500 per month. Although the result indicate differences in salary between the public and private pre-primary schools this findings implies that the teachers 'salary was inadequate to meet their needs in the current increase of the cost of living. In addition as a form of motivation, compensation was insufficient to motivate teachers to perform their work.
efficiently. In fact, the low and irregular payment of pre-primary teachers adversely affects their morale.

These findings corroborate Ngome (2002) and Waithaka (2003) who found out that there was low unequal salary average of Ksh. 2000 a month for pre-primary teachers. Studies by Makoti, (2005) also show that teachers' motivation is hampered by low pay as well as lack of professional development avenues. These findings agree with Bennell, Bulwani, and Musikanga (2003) who found that the salary scales for both primary and secondary school teachers were often very flat with very small salary increments awarded.

4.2 Pre-primary Teachers' Level of Motivation

The first objective of the study was to establish the level of motivation of pre-primary school teachers in Kenyenza District.
Table 4.5 Pre-primary school teachers’ Intrinsic Motivation

<table>
<thead>
<tr>
<th>Teachers’ Intrinsic Motivational Factors</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy teaching as a profession</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1.66</td>
<td>0.483</td>
<td>1</td>
</tr>
<tr>
<td>Teaching profession was my first choice</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1.72</td>
<td>0.581</td>
<td>2</td>
</tr>
<tr>
<td>Teaching is a noble profession</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1.81</td>
<td>0.644</td>
<td>3</td>
</tr>
<tr>
<td>Teaching was my dream career</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1.81</td>
<td>0.693</td>
<td>4</td>
</tr>
<tr>
<td>As a teacher I am more useful to my community than if I was in any other profession</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1.87</td>
<td>0.707</td>
<td>5</td>
</tr>
<tr>
<td>I have a good future as a teacher</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1.94</td>
<td>0.716</td>
<td>6</td>
</tr>
<tr>
<td>Teaching gives me allot of satisfaction</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2.03</td>
<td>0.740</td>
<td>7</td>
</tr>
<tr>
<td>Teaching gives me a recognition in the community</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1.75</td>
<td>0.762</td>
<td>8</td>
</tr>
<tr>
<td>Teaching makes people in this community to respect me</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1.72</td>
<td>0.813</td>
<td>9</td>
</tr>
<tr>
<td><strong>Overall Mean</strong></td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher computed descriptive statistics to find out the mean and Std. Deviation among the variables that influence intrinsic motivation. The descriptive examination revealed significant relationships among aspects of teachers’ intrinsic motivational factors. Table 4.4 present the scores of intrinsic teachers’ motivation variables. Of the nine variables of teaching related sources of intrinsic motivation measured in this study, teachers were most inwardly motivated by enjoying teaching as a profession with a standard deviation of 0.483 closely followed by regarding a teaching profession as the first choice, a standard deviation of 0.581. Teaching as a noble profession, also had a bearing on the level of teachers’
intrinsic motivation scoring a standard deviation of 0.196. Importance was accorded to other factors such as teaching as career dream, useful to the community than other professions, good future as a teacher, teaching gives a lot of satisfaction, teaching as recognition in the community, and teaching makes people to respect community. Teachers tend to be satisfied if these internal factors are present in their teaching career and believe that they will positively impact on their work performance.

Table 4.6 Pre-Primary School Teachers’ Extrinsic Motivation

<table>
<thead>
<tr>
<th>Teachers’ Extrinsic Motivational Factors</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>X</th>
<th>Std. Deviation</th>
<th>Ran k</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school provides accommodation for teachers</td>
<td>30</td>
<td>1</td>
<td>3</td>
<td>2.7</td>
<td>0.535</td>
<td>1</td>
</tr>
<tr>
<td>My school provides meals for teachers</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.59</td>
<td>0.56</td>
<td>2</td>
</tr>
<tr>
<td>My salary is enough to meet my basic needs</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>2.71</td>
<td>0.611</td>
<td>3</td>
</tr>
<tr>
<td>I am paid my salary on time</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.44</td>
<td>0.619</td>
<td>4</td>
</tr>
<tr>
<td>School environment conducive for working</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.13</td>
<td>0.66</td>
<td>5</td>
</tr>
<tr>
<td>My school provides financial assistance to teachers when they have a problem</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.5</td>
<td>0.718</td>
<td>6</td>
</tr>
<tr>
<td>My salary is paid in full at the end of the month</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.31</td>
<td>0.738</td>
<td>7</td>
</tr>
<tr>
<td>My school pays for extra work or teaching</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.31</td>
<td>0.738</td>
<td>7</td>
</tr>
<tr>
<td>My school rewards teachers who performs well</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.38</td>
<td>0.751</td>
<td>9</td>
</tr>
<tr>
<td>My school organizes parties to celebrate achievement</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.41</td>
<td>0.756</td>
<td>10</td>
</tr>
<tr>
<td>Overall mean</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.6 shows a calculated descriptive statistics that is mean and standard deviation of Pre-Primary School teachers’ extrinsic motivation factors that impact on teachers’ work performance in Kenyenya District. The descriptive scrutiny by the researcher revealed that some of the variables were viewed by the teachers as being negative in morale building. In fact the most affected teachers’ extrinsic motivational factors included; the school provides accommodation for teachers, provision of meals for teachers, salary is enough to meet my basic needs, and payment of salary on time with standard deviation of 0.535, 0.56, 0.611, and 0.619 respectively.

Other components of extrinsic motivation slightly boosted the morale of the teacher. In fact a further computation of the average mean was minimal (2.448) this implies that the pre-primary schools in the kenenyana District lack important morale building strategies such a state of affairs impact on teachers work. The finding is supported by Aacha (2010) who found that extrinsic motivators had to a minute degree increased teachers ‘morale to perform. On computing a correlation Aacha (2010) found minimal statistical significant (0.042) at 0.05 level of significance. In general the above findings entail that increasing extrinsic motivation would boost the performance of pre-primary teachers work in Kenyenya district.

Ahiauzu, Diepruje and Onwuchekwa (2011) study on relationship between motivational factors and teachers’ performance on the job findings indicated that there was a significant relationship between motivational factors and teachers performance. The findings also confirmed that the correlation between teachers
level of allowances and their promotions. The observed r value (.305) was critical r value (.162) implying a significant relationship between teachers allowances and promotions.

4.3 Difference in Teachers’ Motivation between Private and Public Pre-Primary School Teachers

The second objective was to find out if there is a difference in teachers’ motivation between private and public pre-primary school teachers in Kenyenya District.

Table 4.7 Pre-Primary School Teachers’ Motivation

<table>
<thead>
<tr>
<th>Types of pre primary</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Intrinsic Motivation</td>
<td>Public</td>
<td>23</td>
<td>1.7923</td>
<td>.53529</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>9</td>
<td>1.8642</td>
<td>.19859</td>
</tr>
<tr>
<td>Teachers Extrinsic Motivation</td>
<td>Public</td>
<td>23</td>
<td>2.4929</td>
<td>.45210</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>9</td>
<td>2.2030</td>
<td>.40805</td>
</tr>
</tbody>
</table>

Table 4.6 above shows the mean score of pre-primary school teachers’ motivation in both public and private pre-primary schools. The first to be computed was the teachers’ intrinsic motivation. The results indicate that mean score for public pre-primary schools was 1.7923, whereas that for private pre-primary schools teachers’ was 1.8642. The results demonstrate that the difference between public pre-primary schools teachers and private pre-primary schools teachers’ intrinsic motivation was negligible.

Further, the researcher computed the mean score of pre-primary school teachers’ extrinsic motivation. Table 4.6 demonstrate that the mean score for public pre-
primary schools was 1.7923, whereas that for private pre-primary schools teachers' was 1.8642. The results confirm that the difference between public pre-primary schools teachers and private pre-primary schools teachers' intrinsic motivation was significant i.e. (0.2899).

The following hypothesis was formulated and tested:

HO1: Is there a significant difference in teachers' motivation between private and public pre-primary school teachers?

The researcher used t-test to find out whether the difference in motivation between private and public pre-primary school teachers was significant. Table 2 below presents the t-test results:

**Table 4.8 Independent Samples t-test**

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Teachers Intrinsic Motivatio n</td>
<td>Equal variances assumed</td>
<td>15.34 6</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>-.55</td>
</tr>
<tr>
<td>Teachers Extrinsic Motivatio n</td>
<td>Equal variances assumed</td>
<td>.267</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>1.75</td>
</tr>
</tbody>
</table>
Table 4.8 illustrates that the difference between the mean scores for public and private pre-primary school teachers’ intrinsic motivation was -.072 with .700 level of significance (2-tailed). The results imply that the difference between the two means is significant at .05. The null hypothesis was therefore rejected. This means that public pre-school teachers’ private pre-primary school teachers’ intrinsic motivation was not similar.

In addition table 4.8 shows that the difference between the mean scores for public and private pre-primary school teachers’ extrinsic motivation was .2899 with .105 level of significance (2-tailed). The results entail that the difference between the two means is not significant at .05. The null hypothesis was therefore accepted. This means that the public pre-school teachers’ and private pre-primary school teachers’ extrinsic motivation was the same.

4.4 Relationship between Pre-Primary School Teachers’ Motivation and Work Performance

The third objective was to find out the relationship between pre-primary school teachers’ motivation and work performance in Kenyonya District.
Table 4.9 Pre-Primary School Teachers Work Performance

<table>
<thead>
<tr>
<th>Teachers Work Performance</th>
<th>N</th>
<th>Mi</th>
<th>Ma</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Ran</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ensure children are disciplined</td>
<td>32</td>
<td>1</td>
<td>2</td>
<td>1.34</td>
<td>0.483</td>
<td>1</td>
</tr>
<tr>
<td>I plan schemes of work</td>
<td>32</td>
<td>1</td>
<td>2</td>
<td>1.47</td>
<td>0.507</td>
<td>2</td>
</tr>
<tr>
<td>I come very early to school</td>
<td>32</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
<td>0.508</td>
<td>3</td>
</tr>
<tr>
<td>I plan lesson plan</td>
<td>32</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
<td>0.508</td>
<td>3</td>
</tr>
<tr>
<td>I regularly test children</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>1.38</td>
<td>0.609</td>
<td>5</td>
</tr>
<tr>
<td>I carry lessons plans to class and follow them</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>1.59</td>
<td>0.615</td>
<td>7</td>
</tr>
<tr>
<td>I am always present in school</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>1.44</td>
<td>0.619</td>
<td>8</td>
</tr>
<tr>
<td>regular meet parents and teachers</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>1.94</td>
<td>0.669</td>
<td>9</td>
</tr>
<tr>
<td>I participate in co-curriculum activities</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>1.75</td>
<td>0.672</td>
<td>10</td>
</tr>
<tr>
<td>Overall mean</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>1.55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.9 above shows descriptive analysis of pre-primary school teachers work performance. Majority of the pre-primary teachers indicated that they ensure children are disciplined, plan schemes of work, come very early to school and plan lesson plan. Importance was accorded to other duties such as regularly test children, carrying lessons plans to class and follow them, present in school, regular meeting parents and teachers, participation in co-curriculum activities. The teacher’s duties were ranked in order of their importance in the table above.

Table 4.10 Pre-Primary School Teachers Work Performance

<table>
<thead>
<tr>
<th>Types of pre primary</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>public</td>
<td>23</td>
<td>1.5217</td>
<td>.4400</td>
<td>.09175</td>
</tr>
<tr>
<td>private</td>
<td>9</td>
<td>1.6333</td>
<td>.33541</td>
<td>.11180</td>
</tr>
</tbody>
</table>
Table 4.10 demonstrates the mean score of Pre-Primary School Teachers Work Performance in both public and private pre-primary schools. Descriptive statics was computed to find the mean and standard deviation of the teachers' Work Performance. The results point out that mean score for public pre-primary schools was 1.5217, whereas that for private pre-primary schools teachers' was 1.6333. The results reveal that the difference between public pre-primary schools teachers and private pre-primary schools teachers' Work Performance was negligible.

The following null hypothesis was stated and tested:

**HO1: Is there a significant relationship between pre-primary school teachers' motivation and work performance?**

The relationship between pre-primary school teachers motivation on the work performance of teachers was established by working out Pearson Product moment correlation to find out if there was any significant relationship. The statistical examination is presented in Table 4.11.
Table 4.11 Pearson moment Correlation Coefficient

<table>
<thead>
<tr>
<th></th>
<th>Work Performance</th>
<th>Teachers Intrinsic Motivation</th>
<th>Teachers Extrinsic Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.794(**)</td>
<td>.314</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.080</td>
</tr>
<tr>
<td>Teachers Intrinsic Motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.794(**)</td>
<td>1</td>
<td>.201</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
<td>.269</td>
</tr>
<tr>
<td>Teachers Extrinsic Motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.314</td>
<td>.201</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.080</td>
<td>.269</td>
<td></td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.8 indicates that there is a positive relationship between intrinsic motivation and work performance of teachers ($r = 0.794$). The relationship is statistically significant ($\text{Sig.} = 0.000$) at 0.05 level of significance. This implies that increase in intrinsic motivation of teachers (like teaching is a noble profession, teaching gives satisfaction, enjoy teaching profession, recognition in the community, community respect, dream career, among others) helps to increase their performance at work. Since intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to acquire material or social reinforcers (Sansone and Harackiewicz, 2000), it is the best form of motivation that positively affects performance. Therefore, the study findings indicated that there is a positive relationship between intrinsic motivation and performance of teachers in Pre-Primary Schools in Kenyenya District. Basing on the above research finding, it is fair to wind up that the majority of the pre-
primary teachers had intrinsic as a result a significant positive relationship between intrinsic motivation and performance of teachers was found to exist in pre-primary schools in Kenyenia district.

Table 4.8 further shows the effect of extrinsic motivation on performance of teachers. The results indicates that a positive relationship between extrinsic motivation and work performance of teachers \( (r = 0.314) \) but the relationship was not statistically significant i.e. \( (\text{Sig.} = 0.080) \) at 0.05 level of significance. This implies that teachers are not motivated towards externally administered rewards therefore teachers’ work performance is not affected by extrinsic motivation. The study is intern dame with a study done by Aacha (2010) who also found that the majority of the respondents (74.3%) indicated that extrinsic motivators had to a small extent increased their morale to perform. The study indicated that only 23.9% of the respondents reported that extrinsic motivation increased their morale to perform to a big extent.

Atiya I and Palwasha J (2002) examined the effect of motivation on job performance in public and private schools of Peshawar city. The study used the independent t test of significance to determine if significant difference existed in teachers’ job. Performance between public and private school and the result indicated that significant differences of teachers job performance in public and private schools with \( F=4.434, t=-3.729 \) and \( P=0.000, P<0.05 \). The second null hypothesis was rejected. It meant that there was significance between public school teachers and private school teachers. It was found out that private schools
teachers had high level of performance with mean = 4.0229 and standard deviation = .60694 as compared to public school teachers with mean=3.6792 and standard deviation = .37632

4.5 Techniques Used By Head Teachers to Motivate Teachers to Improve Their Work Performance

The fourth objective was to explore the techniques used by head teachers to motivate teachers to improve their work performance in Kenya District.

Table 4.12 Techniques Used by Head teachers to motivate teachers

<table>
<thead>
<tr>
<th>Technique</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving rewards</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.06</td>
<td>0.435</td>
<td>1</td>
</tr>
<tr>
<td>Constructive criticism</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.13</td>
<td>0.492</td>
<td>2</td>
</tr>
<tr>
<td>Expressing expectation</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.16</td>
<td>0.574</td>
<td>3</td>
</tr>
<tr>
<td>Recognition of good work done</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>1.91</td>
<td>0.588</td>
<td>4</td>
</tr>
<tr>
<td>Expressing appreciation</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>1.78</td>
<td>0.608</td>
<td>5</td>
</tr>
<tr>
<td>Praising teachers</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>1.91</td>
<td>0.734</td>
<td>6</td>
</tr>
<tr>
<td>Negative criticism</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.41</td>
<td>0.665</td>
<td>7</td>
</tr>
<tr>
<td>Giving incentives</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>2.12</td>
<td>0.793</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 4.12 shows the descriptive analysis on the opinion of the pre-primary teachers on Techniques Used by Head teachers to motivate teachers. Of the eight techniques teachers viewed the most valuable motivation techniques as giving rewards with a standard deviation of 0.435 closely followed by Constructive criticism recording a variance of 0.492. Expressing expectation also scored variance of 0.574. The least motivational techniques were negative criticism, and giving of incentives to teachers. This study is supported by a study done in Pakistan on motivation techniques used by heads of institutions of higher
education and their impact on the performance of teachers by Muhammad (2008) who found that most decision of teachers of effective motivational techniques to be used by principles should be constructive criticism, maintaining discipline, regular payment of salary and other remuneration and encouragement of creativity, innovation. Basing on these finding its paramount for the head teachers to identify the best strategies to motivate teachers in Kenya District so as to enhance teacher performance,
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents summary, conclusions and recommendations of the study. The recommendations are projected as a way of improving motivation of pre-primary school teachers as well as increasing their work performance. Summary and conclusions on the other hand, involve prominent concerns established in the study.

5.1 Summary of the study findings

- Majority of the Pre-Primary School teachers were male (71.87%) this is an interesting observation and an indication of enormous interest in pre-primary school teaching by the males.
- The result shows that the majority of the pre-primary school teachers in the public were experienced teachers since they have more than one years of experience. 56.5% 1-5 years of teaching experience, while 39.1% of the teachers have a teaching experience of five years and on the other hand in the private pre-primary school teachers 77.8% of the respondents had less than 1 year of experience while 22.2% of the respondents had an experience of between 1-5 years. This implies that the majority of the pre-primary teachers in the private are not well experienced in the teaching profession.
- Majority of the respondents were professionally qualified 34% had Certificate in ECDE and 28% had a diploma in ECDE.
Remuneration was insufficient to motivate teachers to perform their work well. Result points out poor Remuneration and that averagely majority of the respondents in public pre-primary schools earned between KSH 2,000 to 3,000 per month and majority (66.6%) of the private pre-primary teachers earned to between KSH 4,000 to 4,500 per month.

A good number of pre-primary school teachers inwardly motivated as opposed to external rewards. Teachers were intrinsically motivated by the tasks they performed in the pre-primary school in Kenyenya District.

The results demonstrate that the difference between public pre-primary schools teachers and private pre-primary schools teachers' intrinsic motivation was negligible. On the other hand the pre-primary school teachers' extrinsic motivation demonstrate difference between public pre-primary schools teachers and private pre-primary schools teachers' extrinsic motivation was significant.

Study findings indicated that there is a positive relationship between intrinsic motivation and performance of teachers in Pre-Primary Schools in Kenyenya District. On the other hand the results indicates that a positive relationship between extrinsic motivation and work performance of teachers (r = 0.314) but the relationship was not statistically significant this implies that teachers are not motivated towards externally administered rewards therefore teachers' work performance is not affected by extrinsic motivation.
Teachers viewed the most valuable motivational techniques as giving rewards, Constructive criticism, and expressing expectation. The least motivational techniques were negative criticism, and giving of incentives to teachers.

5.2 Conclusion

Basing on the findings of the study, the researcher had the following conclusions to make. First, the salaries of pre-primary school teachers were by and large low in both public and private schools in Kenyenia District this lowers teacher’s motivation to work and in so doing hindering teachers’ performance. Secondly the study revealed that majority are affected by teachers’ extrinsic motivational factors which included; the school provides accommodation for teachers, provision of meals for teachers, salary is enough to meet my basic needs, and payment of salary on time. On these issues the stakeholders need provide these requirements adequately so as to enhance their morale. Thirdly, private preprimary schools need to employ qualified and experienced staff this is because the researcher established that majority of the teachers had less than one year of experience. Fourthly, data analysis gave enough confirmation to support the assumption that a good number of pre-primary school teachers are motivated by internal factors as opposed to external rewards. Fifthly, Study findings indicated that there is a positive relationship between intrinsic motivation and performance of teachers in Pre-Primary Schools in Kenyenia District. Lastly from the finding it’s important to note that teachers appeared to like positive motivational techniques such as giving rewards, Constructive criticism, and expressing
expectation. The head teachers need to use these techniques in order to enhance teachers’ motivation and work performance

5.3 Recommendations

On the basis of the above findings and conclusions, the following recommendations were made

- The government provides required facilities so as to create a good welcoming environment for learning in pre-primary schools.
- To government should develop and implement a scheme of service for ECDE teachers in the view of this the government should employ all pre-primary teachers attached to public primary schools. At the moment majority teachers are employed by community committees and their salaries depend on the local income of parents.
- Accommodation and financial needs to be provided to the teachers to enable improve their motivation. The local community need to address this issues because it was noted that its affects the pre-primary teachers most.
- Ministry of Education and other stakeholders should sponsor pre-primary head teachers to attend in-service training on strategies that can be implemented to improve teacher motivation and teacher performance. From the finding teachers recommended that motivation strategies are very important components of improving their morale.
• Many of the pre-primary schools in Kenyenya District are managed by the local community then it’s prudent to strengthen community involvement, since it is communities that shape the job context.

5.4 Recommendations For Further Research

On the basis of critical examination of this study the following recommendation were made for future studies.

1. The present study was conducted at the pre-primary schools level in Kenyenya District. The future studies may, therefore, be conducted in primary schools.

2. The present study should be replicated by using other methods of data collection other than questionnaires to corroborate the results obtained from this research study.

3. Similar studies should be carried out in different districts and Counties in order to come up with comparative studies.

4. There is need for more studies to investigate strategies that can be implemented by head teachers to improve teacher motivation and work performance in pre-primary schools.
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APPENDICES
APPENDIX I

Questionnaire for Pre-Primary School Teachers

Please write or tick the right response in the spaces provided

PART A: Background Information

1. Name of pre-primary school..........................

2. Division..............................................

3. Zone...................................................

4. Type of pre-primary school: Public ( ) Private ( )

5. Your highest professional qualification:
   i) Certificate in ECDE
   ii) Diploma in ECDE
   iii) Undergoing Training in ECDE
   iv) P1 certificate
   v) Degree in ECE
   vi) MED (ECE)
   vii) No professional training

6. Salary you earn per month -----------------------------------------------

7. Number of years you have been teaching?
   • Less than one year
   • 1 – 5 years
   • Above 5 years

8. What motivated you to join this profession......................................
Part B. Work Performance of Teachers

Please indicate by ticking the appropriate response. The responses range from strongly agree to disagree.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>1 I come very early to school</td>
<td></td>
</tr>
<tr>
<td>2 I plan schemes of work</td>
<td></td>
</tr>
<tr>
<td>3 I plan lesson plans</td>
<td></td>
</tr>
<tr>
<td>4 I carry lesson plans to class and follow them</td>
<td></td>
</tr>
<tr>
<td>5 I regularly test children</td>
<td></td>
</tr>
<tr>
<td>6 I regularly meet parents and teachers</td>
<td></td>
</tr>
<tr>
<td>7 I participate in co-curricular activities</td>
<td></td>
</tr>
<tr>
<td>8 I am always present in school</td>
<td></td>
</tr>
<tr>
<td>9 I ensure children are disciplined</td>
<td></td>
</tr>
<tr>
<td>10 I attend all staff meetings.</td>
<td></td>
</tr>
</tbody>
</table>
Part C: Teacher Motivation

Please indicate by ticking the appropriate response. The responses ranges from strongly agree to disagree.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrinsic Motivation</strong></td>
<td><strong>Strongly Agree</strong></td>
</tr>
<tr>
<td>1 Teaching profession was my first choice</td>
<td></td>
</tr>
<tr>
<td>2 Teaching is a noble profession</td>
<td></td>
</tr>
<tr>
<td>3 Teaching gives me a lot of satisfaction.</td>
<td></td>
</tr>
<tr>
<td>4 I enjoy teaching as a profession</td>
<td></td>
</tr>
<tr>
<td>5 Teaching gives me a recognition in the community</td>
<td></td>
</tr>
<tr>
<td>6 Teaching makes people in this community to respect me</td>
<td></td>
</tr>
<tr>
<td>7 I have a good future as a teacher</td>
<td></td>
</tr>
<tr>
<td>8 Teaching was my dream career</td>
<td></td>
</tr>
<tr>
<td>9 As a teacher I am more useful to my community than if I was in any other profession</td>
<td></td>
</tr>
<tr>
<td><strong>Extrinsic Motivation</strong></td>
<td></td>
</tr>
<tr>
<td>10 My salary is enough to meet my basic needs</td>
<td></td>
</tr>
<tr>
<td>11 My school provides accommodation for teachers</td>
<td></td>
</tr>
<tr>
<td>12 My school provides meals for teachers</td>
<td></td>
</tr>
<tr>
<td>13 I am paid my salary on time</td>
<td></td>
</tr>
<tr>
<td>14 My salary is paid in full at the end of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>My school pays for extra work or teaching</td>
</tr>
<tr>
<td>16</td>
<td>My school provides financial assistance to teachers when they have a problem</td>
</tr>
<tr>
<td>17</td>
<td>My school organizes parties to celebrate achievement</td>
</tr>
<tr>
<td>18</td>
<td>My school rewards teachers who performs well</td>
</tr>
<tr>
<td>19</td>
<td>School environment conducive for working</td>
</tr>
<tr>
<td>20</td>
<td>There are enough and appropriate resources for instruction</td>
</tr>
</tbody>
</table>
**Part D: Techniques Used By Head Teachers to Improve work performance**

Please indicate by ticking the appropriate response. The responses ranges from strongly agree to disagree.

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expressing appreciations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Giving rewards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Negative criticism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Constructive criticism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Giving incentives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Praising teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Recognition of good work done</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Expressing expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Internal Memo

FROM: Dean, Graduate School

DATE 21st January, 2014

TO: Ms. Nyakundi Jerusha Sophia
C/o Early Childhood Studies
Kenyatta University

REF: E55/OL/21612/10

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 15th January, 2014 approved your Research Project Proposal for the M.Ed. Degree, entitled "Relationship Between Teachers' Motivation & Their Work Performance in Pre-primary Schools in Kenyatta District, Kisii County, Kenya."

You may now proceed with your Data collection.

Thank you.

JOSEPHINE KENDI
FOR: DEAN, GRADUATE SCHOOL

cc, Chairman, Early Childhood Studies Dept.

Supervisors:

Dr. Nyakwara Begi
Department of Early Childhood Studies
KENYATTA UNIVERSITY

Dr. John Teria Ng’asike
Department of Early Childhood Studies
KENYATTA UNIVERSITY

JK/okc