ANALYSIS OF THE EFFECT OF TEACHER MOTIVATION ON KCSE PERFORMANCE: A CASE OF MASIMBA DIVISION, MASABA SOUTH DISTRICT, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN (EDUCATIONAL PLANNING) KENYATTA UNIVERSITY

DECEMBER 2014
DECLARATION

I confirm that this research project is my original work and has not been presented in any university/ institution for certification. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics or tables have been borrowed from other works-including the internet, sources are specifically accredited through references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This project report is dedicated to my wonderful mother; Pauline, and Sebastian; my father who died while I was thinking of going back to college for my Masters degree. I also dedicate this manuscript to my caring wife Carolyn, and my beautiful daughter Sasha. These are great ladies from whom I draw a lot of inspiration and encouragement to carry on.
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
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<tbody>
<tr>
<td>B.O.G</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>D.F.I.D</td>
<td>Department Of International Development</td>
</tr>
<tr>
<td>F.P.E.</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>F.S.E</td>
<td>Free Secondary Education</td>
</tr>
<tr>
<td>G.C.E</td>
<td>Global Campaign on Education</td>
</tr>
<tr>
<td>G.E.R.</td>
<td>Gross Enrollment Rate</td>
</tr>
<tr>
<td>K.N.U.T</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>LIDC</td>
<td>Low Income Developing Countries</td>
</tr>
<tr>
<td>M.O.E</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
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ABSTRACT

The perennial poor performance in K.C.S.E examinations has always been blamed on, among other factors, low levels of motivation among teachers, who are accused of neglecting their students, being lazy at work and general lacking in zeal. Therefore, the purpose of this study was to examine the extent of the relationship between teachers’ level of motivation and their students’ performance in K.C.S.E examinations in Masimba Division of Masaba South District. The study’s objectives were to: determine the level of teachers’ motivation in secondary schools in Masimba Division and determine the relationship between teachers’ level of motivation and the performance of students in K.C.S.E. The researcher adopted Hertzberg, et al (1959) Two Factor theory of motivation to relate employee motivation to hygiene and motivating factors. The researcher adopted the survey research design. The population of this study was 200 secondary school teachers in 20 secondary schools in Masimba Division of Masaba South District. The researcher selected 80 teachers, representing 40% of the total population, using the stratified sampling technique. Data was collected using the Teachers Motivation Questionnaire which sought to collect information on teachers’ job satisfaction and job dissatisfaction through Likert scale items. The instrument’s content validity was tested through expert judgment while a pilot study was conducted to test its reliability, yielding a coefficient of 0.78. Data analysis consisted of the use of descriptive statistics to present percentages on teacher motivation and its influence on students’ academic performance. The findings from this study will be significant in creating insights for school managers on how to motivate the teachers who work under them.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Background of the Study

Teachers are arguably the most important group of professionals for any nation’s future. Teachers’ job satisfaction and motivation is crucial to the long term growth of any educational system around the world. Teachers’ motivation probably ranks alongside professional knowledge and skills, competences, school resources and strategies as vital determinants of the level of success and performance of an educational process. Professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak and Sheldon 2003).

For a teacher, working is also influenced greatly by the level of satisfaction and motivation provided by the job. This is because people join organizations to satisfy their personal needs. To gain from the organization, they are willing to make sacrifices to make an investment in the organization. Workers, including teachers report to their work stations in order to satisfy their needs in life. Job satisfaction in this context is the ability of the teaching job to meet the needs of the teacher and improve their job performance.

Global discussions in education such as Education For All have generally failed to recognize the pivotal role of teachers in attainment of educational goals. Key issues of teachers’ motivation and pay are often skinned over and at times, ignored altogether. For example, the World Bank website on effective schools and teachers identifies eight improvement domains but none of these relate centrally to teachers’...
job satisfaction and motivation. Similarly, the World Bank Action Plan to accelerate Progress towards EFA does not address the very low level of teacher motivation in most countries. Many reforms in most low income developing countries seek to change fundamentally teaching practices and increase workload for teachers while ignoring the low pay and other conditions of service.

In South Asia, the challenge of reforming public education system is too large that increasing attention has been given to parallel education provision to avoid tackling staffing issues in government schools. There are unacceptably high proportions of teachers working in public schools who are poorly motivated due to a poor combination of low job morale and satisfaction, poor incentives and inadequate controls and other behavioral sanctions. The 2000 EFA country assessment for Pakistan notes that poor teacher motivation is a ‘colossal problem’ which is seriously compounded by ‘political interference’ In richer developing countries such as Mexico and Argentina, recent surveys found out that most teachers do not wish to teach. The teachers’ ambition tends to lean on two poles: either to be a manager at the school or higher level, or to do other type of education-related work, such as writing text books and educational planning (IIEP, 2004).

A VSO report (2002:1) based on three African countries, Zambia, Malawi and Guinea Papua concludes that a potential crisis in the teaching profession threatens the ability of national governments to reach internationally agreed targets to expand and improve education. In many developing countries, teachers are demoralized and frustrated. The report focuses on four areas: the condition of teachers in employment; their situation as educators; their relationship with the local
community; and their voice in educational policy. It shows a plethora of negative factors in all these areas and not many redeeming features in the educational systems involved. Of particular concern is poor teacher management at all levels from the Ministry of Education to the school, and the teachers’ perception that the decline in their pay has adversely affected their status both nationally and locally. Other problems highlighted include delayed payment of salaries, housing shortages, insufficient upgrading opportunities, lack of learning materials, a decline in inspectorate services, and insufficient involvement of teacher representatives in policy making.

A report by the Global Campaign for Education also concludes that “it is evident in the five years since the EFA goals were restated at Dakar, improving teacher motivation has still not been sufficiently prioritized as a major concern of national and international policy makers. As a result, teacher motivation and morale remain in a chronic state of decline”. The reasons identified for this decline include large classes, erosion in the quality of teacher training, the employment of para-teachers, other cost cutting measures such as multiple shifts, and poor pay (GCE, 2005:1). Bennel, et al (2002) surprisingly reported high teacher morale in Kenya, Uganda and Tanzania. However, a VSO report (2001:18) presents strong evidence that in Tanzania, a vast majority of teachers are unhappy with their salaries, housing arrangement, benefits, workload and status within their communities (MoE,2003,2004a; Davidson,2004,2005; Sumra,2004b; Haki Elimu 2005 HakiElimu,2005). These poor living and working conditions have over time seriously eroded many teachers’ motivation to carry out their teaching and non-teaching roles in an unacceptable manner. The situation in Tanzania is similar to that
of the rest of E. Africa and many other developing countries including Papua New Guinea and Malawi where “it was abundantly clear that teachers’ motivation is at best fragile and at worst severely deteriorating (VSO 2001:18).

In Kenya, the Government introduced Free Primary Education (FPE) in 2003, which pushed up subsequent secondary school enrollment from 851,836 students in 2002 to 1,180,287 students in 2007, an increase of 38.6 percent. In 2008, the government introduced Free Secondary Education (FSE) which pushed enrolment further by 15 percent to reach 1,382,211. Similarly, the enrollment in private secondary schools rose from 83,733 students in 2004 to 171,097 students in 2008. In general, these developments have pushed the GER in secondary schools from 29.7 percent in 2002 to 42.5 percent in 2008 (MoE, 2009). Against this backdrop, there has been minimal recruitment of teachers to match the increasing enrolment. The Government since 1997 has kept to teacher replacement as opposed to employment of more teachers. This therefore translates to a higher student-teacher ratio, which in so many ways compromises educational outcomes for learners and increases the teachers’ workload hence lowering their motivation levels.

Secondary school teachers have registered their dissatisfaction by registering a union for Post Primary Education Teachers (KUPPET) because they feel that the Kenya National Union of Teachers (KNUT) had failed to address their plight especially during the aborted October 5th 2002 strike. Between September and October 2002 teachers went on a 25 day strike. This was a powerful indicator of a de-motivated and dissatisfied workforce which is frustrated and angry at their work and with their employer. In the year 2009, the government signed a Ksh. 17 billion payout with
KNUT and KUPPET to be implemented in three phases at a percentage rate of 40-40-20. The pact was reached following an 11 day work stoppage by teachers to force a salary review. A common thread in these pay standoffs is that the teachers’ agitations and demands are beyond the resources of the government which spends 40% of its budget on education. As a result, the Kenyan government and the two teachers’ unions- KNUT and KUPPET- are in a constant standoff over better salaries, and other terms of service. The government argues that the present economic realities cannot sustain the demanded increase of salaries, benefits and improvements in working conditions. While presenting the 2011/2012 budget estimates in parliament on 8th June 2011, the Minister for Finance Hon. Uhuru Kenyatta remarked that:

"Wage levels in Kenya are now among the highest in Africa thus posing a challenge for our competitiveness... Unless this level of wage bill is checked going forward, the government will not be able to provide adequate resources for operations and maintenance, let alone fund crucial development programmes."

An additional issue is that the government accuses teachers of negligence, laziness, purposeful lethargy and lack of dedication and zeal to their work. They further argue that teachers’ level of efficiency and effectiveness does not necessitate the constant request for salary increase, incentives and better working conditions. Secondary school teachers on the other hand argue that the existing salary structure, benefits and work conditions do not compare with those of their peers in other sectors of the economy. They feel Kenya’s economy is not properly balanced, hence their demands that salaries be harmonized with those of their peers in other government departments.
Presently, there is limited understanding about teacher motivation and its effects on students’ academic performance in end-of-course examinations in Masimba Division of Masaba South District. This study therefore sought to investigate the extent to which teacher motivation impacts on students’ outcomes.

1.1 Statement of the Problem

The rapid increase in enrolment in Kenyan secondary schools since the inception of FSE in 2008 has expanded demand for classroom teachers while the supply of new teachers is constantly decreasing. This scenario is compounded by the rapid movement of teachers to other perceived more lucrative sectors of the economy. Teachers in Kenya have either gone on strike or severally threatened to go on strike since the year 1997. Teachers’ union leaders have also in several fora attributed poor results for students in K.C.S.E. to de-motivated teachers due to poor pay. For instance, the average grade in Masimba Division hardly went beyond 4.4(D+) between 2006 and 2010. This study therefore sought to answer the question: is there a relationship between teacher motivation and K.C.S.E performance in secondary schools in Masimba Division of Masaba South District?

1.2 Purpose of the Study

The purpose of this study was to investigate the relationship between teachers’ levels of motivation and students’ achievement in Masimba Division and to propose measures to ensure that teachers are adequately motivated.
1.3 Objectives of the Study

The following research objectives guided the study:

i. To determine the level of teachers’ motivation in secondary schools in Masimba Division;

ii. To determine the relationship between teachers’ level of motivation and their students’ performance in K.C.S.E exams; and

iii. To identify interventions that can motivate teachers for higher academic output of their students.

1.4 Significance of the Study

If a teacher effectively performs their job in the school they then must have a force within them which drives them towards the achievement of their goals. If the teachers do not perform their job well then they lack that drive. Studies show that improvement in teacher motivation has benefits for students as well as teachers. However, there is no consensus about the precise benefits (Bishay, 1996). Therefore, an identification of factors which could reinforce and strengthen a teacher’s drive to perform well can contribute to knowledge in the productivity of teachers.

Government authorities such as the M.o.E and T.S.C will find this study important in understanding teachers’ expectations so that they can institute measures to enable them work more effectively and willingly. With the intention of improving students’ performance, the study will therefore help school principals to be aware of and understand ways of motivating teachers who work under them. It will further help to provide alternative solutions to factors that serve as dissatisfies and reveal effective techniques for solving motivational problems that confront teachers.
1.5 **Delimitations of the Study**

The study had three major delimitations:

i. Due to lack of standardized testing in all classes in the secondary education, the study was limited to ‘O’level examination results (K.C.S.E.).

ii. The teachers that were involved in the study were only those who received a standardized and regular pay from the government.

iii. The study was confined to secondary schools in Masimba Division of Masaba South District

1.6 **Basic Assumptions of the Study**

The researcher made the following assumptions:

i. Motivational factors affecting teachers cut across all secondary schools.

ii. There are different levels of motivation among secondary school teachers.

1.7 **Theoretical Framework**

The study was based on Herzberg’s al two factor theory. Herzberg, Mausner and Snyderman’s (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. After carrying out several studies to explore the things that cause white collar workers to be satisfied and dissatisfied, they concluded that factors that lead to job satisfaction when present do not cause job dissatisfaction when absent. They saw job satisfaction as being independent from job dissatisfaction. Those environmental factors that lead to workers satisfaction were referred to as hygiene factors, while those that made workers to work harder were referred to as motivating factors.
The presence of hygiene factors according to Hertzberg et al, does not cause satisfaction and do not increase performance of workers. Hygiene factors include: company policy and administration, technical supervision, salary, interpersonal relationship with the supervisors and work conditions. All these factors are associated with job context. These factors are necessary but not sufficient conditions for the satisfaction of workers. According to Taylor (1980), if hygiene factors are allowed to deteriorate, a climate of dissatisfaction, tension, frustration and friction will prevail and workers will not perform their best.

Motivators on the other hand include: achievement (drive to excel and accomplish challenging tasks and achieve a standard of excellence), recognition, the work itself, responsibility and prospects for career advancement. Motivators are associated with the job content or what workers actually do in their work. Herzberg, et al. pointed out that dissatisfaction is not the opposite of satisfaction. Both hygiene and motivation factors are important in different ways (Naylor, 1999).

In applying these factors to education if school improvement depends on an improvement if teaching, then ways of increasing teaching motivation and capabilities should be sort. Highly motivated and need-satisfied teachers can create a conducive social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships) and intrapersonal knowledge (ethics and reflective capacity) when they are satisfied with the job (Colllinson, 1996; Connell and Ryan, 1984; Rosenholtz, 1989).
Further, a teacher’s commitment to teaching and his work place has been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay and learning opportunities providing challenging task and accomplishment (Firestone and Pennel, 1993; Johnson, 1990; Rosenholtz, 1989). On the other hand, extrinsic incentives such as merit pay or affecting teaching rewards have not been found to effect teacher job satisfaction and effectiveness. According to Bishay (1996), pay incentives have been found to be unsuccessful in increasing motivation. In their studies of 167 teachers, Sylvia and Hutchison, 1985 (cited in Bishay, 1996) concluded:

‘Teacher motivation is based in the freedom to try new ideas, achievement and appropriate responsibility levels and intrinsic work elements...based upon our finding, schemes such as merit pay were predicted to be counterproductive.’

They posit that true job satisfaction is derived from the gratification of higher order needs, “social relations, esteem and actualization” rather than lower- order needs. The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a great effectiveness by designing and developing teachers’ higher level needs (Nwanchukwu, 2006).

However, several researchers are of the opinion that if educational administrators and policy makers understand teacher’s job satisfaction needs, they can design a reward system to satisfy both the teacher and the educational goals. Ukeje et al (1992: 269), is of the opinion that “however highly motivated to perform a teacher
may be, they need to possess the necessary ability to attain the expected level of performance.”

1.8 Conceptual Framework of the Study

The conceptual framework in this study is adapted from Herzberg’s theory of motivation. Herzberg (1959) identified two sets of factors that are responsible for job satisfaction: hygiene factors and motivators. Hygiene factors included company policy, technical supervision, salary, interpersonal relationship with the supervisors, and work conditions. These factors are associated with job context and are necessary but not sufficient conditions for the satisfaction of workers. They are associated with decreased effort; an inclination to produce less. Motivation here is extrinsic. It comes from outside and alone it cannot make a person happy. Hygiene factors have to be there in sufficient levels of quantity and quality before an individual can start to be motivated. If they are not, there is no motivation or satisfaction that will happen. For example, if job security is not guaranteed, no amount of motivation will work. Motivators on the other hand include: achievement (drive to excel), recognition, work itself, responsibility and advancement. They (motivators) are associated with job content or what workers actually do in their work. Motivation comes in when the hygiene factors are already there. There has to be a certain amount of good administration, secure job, good working conditions and sufficient responsibility. Fig 1.1 below is a simplified example of motivation as the independent variable while student performance is the dependent variable.
Figure 1.1: A Conceptual Framework on Factors Influencing Teacher Motivation and Student Performance

One of the objectives of this study is to find out if given a different environment and culture from the original study, the findings would concur with Herzberg’s study. This research therefore compared what is on the ground with Herzberg’s findings.
1.9 Operational Definition of Terms

**Achievement:** The summary cognitive measure of what a student has learnt as well as of many units or months of work (Guida, Ludlow, and Wilson, 1985). School/class mean standard score (M.S.S.) for consecutive K.C.S.E. exams will be used.

**Advancement:** A positive change in a teacher’s status or position in a school.

**Dissatisfaction:** Psychological, physiological and environmental situations that are displeasing to the teacher and will lower his/her morale on the teaching job.

**Extrinsic:** External inducements that have been put in place by the school administration to influence teachers work harder.

**Intrinsic:** Factors within teachers that cause them to work harder.

**Motivation:** Those external and internal factors that stimulate desire and energy in a teacher to be continually interested in and committed to his or her teaching job, and to exert persistent effort in ensuring students perform well in exams.

**Performance:** For the purposes of this study, performance will refer to the student’s average outcome in K.C.S.E exams. The mean standard score (M.S.S) for various subjects will be used.

**Recognition:** Praise given to a teacher for doing good work.

**Responsibility:** Freedom to employ personal judgment and for being allowed to work with minimum supervision.

**Satisfaction:** The degree to which teachers feel positively about various factors of their job to which when provided makes them feel
that they are getting value at the school and makes them more willing to work harder.

**Secondary school:** A learning institution in the 8-4-4 system joined after class eight.

**Secondary school teacher:** A person appointed by the T.S.C. to teach children in a secondary school.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature relevant to the study. It is structured along the study’s objectives, which were to determine the level of teachers’ motivation in secondary schools in Masimba Division; determine the relationship between teachers’ level of motivation and their students’ performance in K.C.S.E exams; and identify interventions that can motivate teachers for higher academic output.

2.2 The Concept of Motivation

Russell (1971) identifies three characteristics that define motivation: a presumed internal force; it energizes for action; and it determines the direction for that action. Kelly (1974:279) observes that motivation refers to forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel (1987 P.176), employee motivation is the complex forces, drives, needs, tension, states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. Dessler (2001) looks at motivation as the intensity of a person’s desire to engage in some activity. Herzberg, Mausner and Snyderman (1959) based their suggestions on motivation on their studies of work motivation amongst their employees. They argued that the accumulation of achievement leads to a feeling of personal growth in the individual, accompanied by a sense of increasing responsibility. Goodman and Fandt (1995) see an organization’s liveliness, whether public or private as coming from the employees’ motivation although their abilities play an important role as well in determining their work performance. Lewis, Golembiewski (1973:595) as cited in the Nwanchukwu (2002)
refers to motivation as the degree of readiness of an individual to pursue some designated goal and implies the determination of the nature and locus on the forces inducing the degree of readiness. Jacobsen (as cited in McKnney 2000:33) noted that the central premise of performance-related pay, that reward can effectively motivate teachers to improve their performance, is based on the assumption that teachers are primarily motivated by money.

From the above definitions, some issues are brought to mind that deal with the ignition and the energizing of human behavior, how these forces are directed and sustained as well as the outcomes they bring about (performance). It is fair to conclude motivation is primarily concerned with goal-directed behavior. As Ifinedo (2003) argues a motivated worker is easy to spot by their agility, dedication, enthusiasm, focus, zeal and general performance and contribution to the organizational objectives and goals.

With regard to learning, Natriello (as cited in McKnney, 2000) presented Lawler’s model of extrinsic and intrinsic teacher motivation as in figures 2 and 3 below:

**Figure 2.1: Extrinsic Teacher Motivation Model**

\[ \sum \left( E \rightarrow P \right) \left( \sum \left( P \rightarrow O \right) [V] \right) \rightarrow \text{EFFORTS} \rightarrow \text{PERFORMANCE} \rightarrow \text{REWARDS} \]

Source: (Lawler, 1976)
In figure 2.1, an individual’s motivation to perform a certain task is the result of their subjective probability that effort on their part will lead to a successful performance (E\(P\)), multiplied by the product of his probability that performance will lead to an outcome (P\(O\)) and the value of that outcome to the individual (V). The sum can then be used to predict the effort that a person will devote to a task. Effort is combined with the ability to produce a certain level of performance, which in turn leads to a reward.

In figure 2.2 below, Lawler presents a model of intrinsic motivation. First, the model shows how the intrinsic motivation model differs from the extrinsic motivation model in the sense that subjective probability of effort leading to successful performance is depicted as influencing the subjective probability that performance will lead to an outcome. Secondly, the connection between performance and rewards is shown as more direct than in the extrinsic model. Natriello (as cited in Johnson, 1990) links this more direct connection to the fact that employees may give themselves intrinsic rewards.

**Figure 2.2: Intrinsic Teacher Motivation Model**

![Intrinsic Teacher Motivation Model](source: Lawler, 1976)
Intrinsic reinforcement is an essential cue inherent in the learning process and is not an extraneous ingredient imposed from outside. Extrinsic reinforcement on the other hand is a tangible or an intangible— not a part of the internal learning process and is imposed from the outside.

2.3 Teacher Motivation: A Global Perspective

Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks. The received wisdom among occupational psychologists is that ‘pay on its own does not increase motivation’. However, pecuniary motives are likely to be dominant among teachers in low income countries where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for ‘higher-order’ needs, which are the basis of true job satisfaction, be realized.

In a survey done in Detroit on job motivation as reported in Crain’s Detroit Magazine (2001), 84 percent of the respondents attributed pay, process feedback from supervisors and trust in the management to their job satisfaction. Predictors of retention on the job were career opportunities, feedback from supervisors, job security, satisfaction with job titles, and training and development opportunities.

Research in OECD countries has consistently found that ‘working with children’ is the main determinant of teacher job satisfaction. It is the rewarding nature of the job rather than pecuniary gain that is the primary motivation for becoming a teacher. Teachers are most dissatisfied about work overload, poor pay, and low status.
There are mounting concerns that unacceptably high proportions of teachers working in public school systems in many LIDCs are poorly motivated. For example, the 2000 EFA Country Assessment for Pakistan notes that poor teacher motivation is a ‘colossal problem’, which is seriously compounded by ‘political interference’. Low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to extracurricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers:

‘Cases of malpractices among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all’ (World Bank, 2004).

In Africa, there appears to be mounting concerns that high proportions of teachers working in public school systems are poorly motivated due to a combination of factors. Low morale, job dissatisfaction, poor incentives, inadequate controls and other behavioral sanctions, and the excessive politicization of public education are some of them. The poor and declining quality of public education has led to growing numbers of parents sending their children to private schools (academies). In some countries, this amount to a mass exodus. Incentives for teachers in the public education system to perform well are frequently weak and ineffective. Very low pay forces large proportions of teachers to earn secondary income from private tutoring.
and other activities. Poor human resource management practices also seriously de-motivate teachers. Teacher management at the national and sub-national levels is nothing short of chaotic. Where teachers pay large bribes to secure employment and desired postings, this may impact on job commitment and overall motivation. In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to the school management, parents or the wider community. Being posted to a rural school is likely to be de-motivating for most teachers.

Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the ‘social contract’) is not pitched at a realistic level in many countries given the material rewards, workloads, and living environments. In many countries, teachers are being asked to take on extra responsibilities, including HIV/AIDS education, counseling, and community development. The work and living environments for many teachers are poor, which tends to lower self-esteem. Housing is a major issue for nearly all teachers. The ‘struggling teacher’ is an all too common sight, especially in primary schools. High proportions of teachers remain untrained, which adversely affects ‘can-do’ motivation. Too often, teachers are ‘thrown in at the deep end’ with little or no induction. Multi-grade teaching is common in most countries, but most teachers are not adequately prepared for the special demands of this type of teaching. Individual teacher characteristics can also adversely impact on motivation levels. In particular, the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition.
When teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. As part of a study on the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that ‘teacher morale at this school is high’. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (Bennell, Hyde and Swainson, 2002). Another study on the impact of AIDS in Tanzania, Mozambique, Kenya and Uganda, noted that the ‘morale among teachers is surprisingly high’ (Carr-Hill et al, 2003). A recent survey in Ghana also concluded that teacher morale is ‘reasonably high’ (Acheampong et al, 2003). Only 13 per cent of teacher respondents indicated that they ‘did not enjoy teaching’ although nearly one third stated that they did not intend to remain in the teaching profession.

Conversely, over 80 percent of primary school teachers recently interviewed in Sierra Leone said they did not want to be teachers (Action Aid, 2003). Teacher morale also varies noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high (44 per cent), moderate/average (33 per cent) and poor (22 per cent) (Bennell, Bulwani and Musikanga, 2003).

Adelabu (2005), studying teacher motivation and incentives in Nigeria, discovered a consistent trend in teacher job morale improvement because of the advent of democratic governance since 1999, and increased tempo of private sector involvement in provision of education. However, he cites critical challenges in improving Nigerian teachers’ job morale. He states:
“The Nigerian educational system appears to be staffed by teachers with poor morale and low levels of commitment to their work…There is a systematic motivation crisis with the Nigerian educational system. School buildings are largely dilapidated, schools are overcrowded and reward systems in terms of salaries and emoluments appear largely unsatisfactory. Improvements in recent years are not deep enough to record satisfactory improvement in teacher’s morale” (p. 20)

Adelabu considers teacher dissatisfaction in Nigeria as arising from disparities between the teaching profession and other professions such as nursing with respect to time and mode of payment of salaries, fringe benefits, promotion prospects and working conditions. A study by Nwanchukwu (2002) on teacher job satisfaction and motivation for school effectiveness concurs with most findings regarding the relationship between job satisfaction, need satisfaction, motivation and job performance (e.g. Adams, 1963; Herzberg et al; 1959; Ifinedo, 2003,2004; Labedo, 2005; Roe 1970; Ulom and Joshua, 2004; Ulom, 2001). Overall, he found out that teaching-related sources of job satisfaction seem to have a greater impact on job performance. The result of the analysis indicate that physiological needs, security needs, self esteem needs, and self actualization needs are significant predictors of the job performance among Nigerian teachers. Others are adequate educational policies and administration in terms of reasonable payments and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing, healthcare etc.
In Kenya, Karugu (1980) studied job satisfaction and dissatisfaction among elementary school educators and recommended that educationists in Kenya should plan the maintenance of their employee satisfaction by minimizing dissatisfaction among them. Lukami (1982) concluded that in schools where head teachers and faculty have little dedication to their work, students tend to grow a negative attitude towards schooling. He outlined dedication as a factor with direct relationship to motivation. A study by Macharia (1984) reveals that large classes where learners are crowded in the classroom causes teachers dissatisfaction, Ngalyuka (1985) found that there were factors in the teaching job which contribute to job satisfaction among the rural school teachers in Kenya, working near home, being allowed three holidays annually, helping young children, co-operation from other teachers, and favorable terms of the teaching service.

Another study revealed factors in the teaching profession which contributed to dissatisfaction: low pay, too much work load, unavailability of school equipment, unfair promotion opportunities, lack of leave allowance, lack of house allowance for married teachers, low recognition for teachers, far off salary pay points, unnecessary salary deductions, and poor school infrastructure. The study further found out that those factors such as teachers’ sex, age, professional grades, teaching experience and status in the school influenced their levels of satisfaction and dissatisfaction.

Immonje (1990) found out 13 out of 17 main satisfiers for teachers. Class size was a satisfier in private schools but a dissatisfier in public schools; private school teachers were more satisfied than their counterparts in public schools. Teachers in private schools identified factors such as: good pay, good administration, punctuality, and Christmas bonus among others as satisfiers. Teachers in public schools identified
free time and holidays, ability to work anywhere in the country, prize giving days, consistent salary and good student discipline as their satisfiers.

Sogomo (1993) studied job satisfaction of secondary school principals and found out that Kenyan principals placed highly factors such as interpersonal relationships with peers, teachers and subordinates in their satisfiers ladder. Principals appeared dissatisfied with the fringe benefits in their contracts. Principals in private schools were generally more satisfied than those from public schools. While Sogomo’s study seems to support Hertzberg’s Two Factor Theory, it identified societal and parents’ attitude towards education, in-school administration and or school policies as dissatisfies.

However, no consensus exists on the extent to which financial inducements are the really critical motivators. Research has shown that monetary reward in itself has not improved teacher’s low esteem and their productivity. Youlonfoun (1992) argues that although good salaries and their prompt payments are important motivating factors, there is evidence that other factors can undermine commitment to teaching.

2.4 Teacher Motivation and Student Achievement

From a survey by Chuck Roger (2011) students in countries where teachers earn higher pay for higher performance achieve higher competence in math, science and reading. The study results show that

“...students in countries that permit teachers’ salaries to be adjusted for outstanding performance score approximately one-quarter of a standard deviation higher on the international math and reading test, than students in countries without performance pay”
Fifteen-year-old students in countries that can pay teachers based on their performance achieve at higher levels in math, reading and science, even when compared only to students from the same continent. The graph below illustrates that on average, students taught by teachers who receive performance pay scored 24.8%, 15.4% and 24.3% of a standard deviation higher on the 2009 Programme for International Students Assessment (PISA), in math, science and reading than students taught by teachers in seniority-based pay systems. Owen Harrey-beavis recommends a wide study to fully understand the effect performance based reward systems have on student outcomes. Particularly, the relationship between increasing rewards and students’ outcomes is unknown. He recommended the analysis of the effects of increased bonuses on teacher behavior and student outcomes.
However, while studying the relationship between incentive pay, teachers’ motivation and students’ achievement in the USA, McKinney (2000) concluded that career pay did not influence teachers’ motivation nor did it have any effect on the mathematics and the reading achievement of their students. Further, personal variables such as age, gender, years of experience, degrees earned, membership in professional organizations, and graduate study did not affect either reading or mathematics scores, nor did school size affect reading and mathematics’ gain scores.
In a study in India, Kingdon (2006) sees teachers with pre-service training and those in possession of Masters level qualifications as raising students’ achievement by about one fifth of a standard deviation. However, the study found out that the bulk of the variation in student’s achievement is a small fixed effect and that teacher characteristics explain only less than 30% of it. Interestingly, unionized teachers were found to lower students’ achievement by 0.25 standard deviations. Considering that unionized teachers had a significantly higher pay, the question was whether teachers’ rights to unionize puts their interest against students’ interests.

Yet, according to another study,

‘...the position which educators continue to take is that teachers are motivated primarily by the substantive mission of the teaching profession and... do not respond to - indeed...may resent and resist- monetary incentives (Woessmann).

In other words ‘many educators’ view teachers as a noble, more enlightened species separate from the main body of *Homo Sapiens*. This sort of arrogance is common among certain ‘educators’ who seem to view teachers as special creatures that have cast off the shackles of 175,000 years of humanness. He poses the question, “Do teachers try ever harder, getting better and better results, merely to experience the sheer joy that flows from doing ones best?

Adeleji (2007), studying the impact of motivation on students’ academic achievement and learning outcomes in Mathematics in Oyo state, Nigeria identifies “good impartation of mathematics (subject) knowledge on the part of the teacher; coupled with students interest in the subject and the display of positive attitude as
good motivating factors, which when combined would result in better student achievement in Mathematics.

Katharina Michaelowa (2002), studying teacher job satisfaction, students’ achievement and the cost of primary education in Francophone Sub-Saharan Africa, notes a certain conflict between the objectives of teachers’ job satisfaction and students’ achievement with respect to teachers’ own qualification. While, like Kingdon (2006), there was a monotonous positive relation between their level of educational attainment and educational outcomes, teachers beyond a certain level of qualification (in particular the baccalaureate), appeared to be very disappointed about the realities of their professional life. This study supported the simple and relatively cheap measures such as students’ equipment with text books as opposed to the highly cost intensive policy measures assumed to be of major importance for both teacher job satisfaction and students’ achievement i.e. raising the academic requirements to enter the teaching profession, reducing class sizes and increasing teacher salaries.

2.5 Summary

From the foregoing, there is need to examine the relationship between job satisfaction and motivation among teachers in Kenya and particularly Masimba Division. It is clear that positive reinforcement results in improved performance and hence there is need for a review on the current ways of motivating teachers.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter contains the following elements: research design, the locale of the study, the population, study sample and the sampling procedures; instruments of data collection and quality assurance mechanisms, and the procedures for data collection and analysis.

3.2 Research Design
The research adopted a survey design to describe the state of secondary school teachers’ motivation and its influence on students’ academic attainment in K.C.S.E. in Masimba Division.

3.3 Location of the Study
The study took place in Masimba Division of Masaba South District in Kenya.

3.4 Population
The population of this study was 300 secondary school teachers from 20 schools in Masimba Division of Masaba South District.

3.5 Sample and Sampling procedure
In this study, the respondents were secondary school teachers teaching in schools within Masimba Division. Masimba Division has four zones. Therefore, the researcher used the simple random technique to select a 40% sample from each category of schools. At the moment, the division has 200 government employed teachers across 20 secondary schools. The researcher interviewed 80 teachers,
representing 40% of the total population. The stratified sampling technique was used to select a 40% representation from each school and to ensure that teachers from both genders are included. Table 3.1 below shows the sampling matrix for the study.

Table 3.1: Sampling Matrix for Teachers

<table>
<thead>
<tr>
<th>School Type</th>
<th>No. in the Division</th>
<th>Target Population (Teachers)</th>
<th>Sample (n)</th>
<th>Percentage (%)</th>
<th>Sampling Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Boys</td>
<td>1</td>
<td>30</td>
<td>12</td>
<td>40</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Boarding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>County Mixed</td>
<td>1</td>
<td>20</td>
<td>8</td>
<td>40</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Day and Boarding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Day Schools</td>
<td>18</td>
<td>150</td>
<td>60</td>
<td>40</td>
<td>Simple Random</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>200</td>
<td>80</td>
<td>40</td>
<td>Simple Random</td>
</tr>
</tbody>
</table>
3.6 Instrument for Data Collection

The instrument that was used to collect data from the sampled respondents was a Teacher’s Questionnaire adapted a hybrid instrument adapted from Paul Bennell and Kwame Akyeampong (2007), McKinney (2000), and Bowling Green State University. The questionnaire contained semi-structured questions which sought to elicit views and opinion on the level and determinants of teachers’ job satisfaction and motivation in the division. The questionnaires were made up of 7 items in section A, 45 items in section B, and 32 items in section C. Respondents were asked to rate some possible items on job related sources of motivation and satisfaction from strongly disagree, not sure, agree, to strongly agree in section B. Interviewees were assured of anonymity and note taking during the interview was kept to minimum to give respondents ample time to respond to the items.

3.7 Piloting of the Instrument

Prior to the proposed study the instrument were piloted in two schools which were not included in the study. This enabled the researcher make decisions about the instruments’ validity and reliability.

3.7.1 Validity

Validity shows how accurately the data obtained in the study represent the variables, (Mugenda & Mugenda, 2003). The instrument was evaluated for content validity that is the extent to which the questionnaire contents which include the use of appropriate vocabulary, sentence structure and whether the questions are suitable for the intended respondents. According to Huck (2000), content validity is done by expert judgment. To assess the validity of instruments, the results of the pilot study
was analyzed and used to modify and remove ambiguous items on the instrument used in the study.

3.7.2 Reliability

The reliability of the research instrument involved administration of the same instrument twice to the same group of sampled subjects. Even though it is impossible to calculate reliability exactly, the study assessed the reliability by having two independent education administration scholars weigh the items of the research instruments used to determine consistency. The score from each judge were then compared by assigning each test an item score on a scale from 1 to 10. Next, a calculation of correlation between the two ratings was done to determine the level of reliability. A score of 0.784 was obtained and was deemed to be sufficient for the study.

3.8 Data Collection Procedure

The researcher acquired a letter of introduction from the university, a research permit from the Ministry of Education and written authority from the District Education Officer, Masimba District. The researcher then visited schools, introduced himself to the head teachers and explained the purpose of the study. The researcher then presented the questionnaire to the teachers, taking time to explain the questionnaire’s contents and suggesting the expected time of completion. At the time of collecting the questionnaire, the researcher responded to the issues that required confirmation in a face-to-face dialogue.
3.9 Data Analysis and Presentation

First, data collected using the questionnaires was coded, assigned labels to variables categories and entered into the computer. The researcher used the Statistical Package of Social Sciences (SPSS version 11.5). Frequency tables, percentage, and pie charts were used to present the findings obtained from the analysis.
CHAPTER FOUR
PRESENTATION OF FINDINGS INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter deals with the presentation, analysis and discussion of data and findings of the study. The purpose of the study was to investigate the relationship between teachers’ levels of motivation and students’ achievement in Masimba Division and to propose measures to ensure that teachers are adequately motivated. The analysis and discussions are guided by the following research objectives: determine the level of teachers’ motivation in secondary schools in Masimba Division; determine the relationship between teachers’ level of motivation and their students’ performance in K.C.S.E exams; and identify interventions that can motivate teachers for higher academic output of their students.

4.1 Background Information

Responses from teachers were analyzed on the basis of their background information. This section focuses on gender, age, years of experience, highest qualification and the enrolments in schools.

4.1.1 Teachers by Gender

This section presents findings on the gender of the respondents. The purpose was to establish whether the teachers’ gender has influence on the level of motivation. Table 4.1 presents the findings.
Table 4.1: Gender Analysis

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44</td>
<td>77.2</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>22.8</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100</td>
</tr>
</tbody>
</table>

4.1.2 Age

The respondents were asked to indicate their ages. Figure 4.1 presents the findings.

Figure 4.1: Age of the Respondents

As shown in Figure 4.1, majority of the respondents were 30-39 years (43.9%), followed by those who were less than 30 years (38.6%), then by those who were 40-49 years (15.9%) and finally those who were more than 50 years old (1.8%).
4.1.3  Years of Service by the Teachers

The teachers were asked to indicate the numbers of years of service in current respective schools. The results are shown in table 4.2.

Table 4.2: Years of Service by the Teachers

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 Years</td>
<td>21</td>
<td>36.8</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>16</td>
<td>28.1</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>14</td>
<td>24.6</td>
</tr>
<tr>
<td>16-20 Years</td>
<td>5</td>
<td>8.8</td>
</tr>
<tr>
<td>21-25 years</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.2, 36.8% of the teachers had served for between 1-5 years followed by 28.1% who had served for a period of between 6-10 years, 24.6% had served for between 11-15 years, and finally 10.6% had 16-20 years and above of service.

4.2  Level of Teachers’ Motivation in Secondary Schools

In a bid to establish the extent of teacher’s motivation in secondary schools, the respondents were asked to respond to questions on their level of motivation. They were provided with 8 statements and asked to provide their opinion on a five-response option ranging from ‘strongly agree’ to ‘strongly disagree.’ Table 4.4 summarizes the results.
### Table 4.3: The Extent of Motivation

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's easy to get teaching post</td>
<td>18.2%</td>
<td>23.6%</td>
<td>18.2%</td>
<td>34.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Teaching offers more opportunities for continuing education</td>
<td>12.5%</td>
<td>-</td>
<td>8.8%</td>
<td>31.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Desire to help others</td>
<td>5.3%</td>
<td>-</td>
<td>7.0%</td>
<td>49.1%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Desire to teach subject(s) I like</td>
<td>8.8%</td>
<td>22.8%</td>
<td>3.5%</td>
<td>24.6%</td>
<td>40.4%</td>
</tr>
<tr>
<td>I like to do special jobs to help my school</td>
<td>1.8%</td>
<td>10.9%</td>
<td>18.2%</td>
<td>47.3%</td>
<td>21.8%</td>
</tr>
<tr>
<td>My salary is reasonable for the amount of work I do</td>
<td>71.9%</td>
<td>7.0%</td>
<td>-</td>
<td>21.1%</td>
<td>-</td>
</tr>
<tr>
<td>Opportunities for professional growth are important</td>
<td>1.8%</td>
<td>12.3%</td>
<td>7.0%</td>
<td>19.3%</td>
<td>59.6%</td>
</tr>
<tr>
<td>Teaching job requires too much time</td>
<td>-</td>
<td>10.5%</td>
<td>3.5%</td>
<td>52.6%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

**KEY**

SD = Strongly Disagree  
D = Disagree  
U = Undecided  
A = Agree  
SA = Strongly Agree

These findings revealed four major reasons why teachers may choose a teaching profession and remain in the service. These are: ‘it’s easy to get a teaching post,’ ‘because teaching offers more opportunities for continuing education,’ ‘desire to help others’ and ‘desire to teach subject(s) I like.’ A good number of the teachers (78.9%) strongly disagreed that their salaries were reasonable enough for the work. Thus, the implication is that the salaries paid were a demotivation factor. According to Karugu (1980) educationists in Kenya should plan the maintenance of their employee satisfaction by minimizing dissatisfaction among them.
4.2.1 Motivation on Teaching

To assess teachers’ motivation for teaching, the respondents were asked to respond to four statements soliciting their opinions. The results are summarized in Tables 4.5.

Table 4.4: Motivation on Teaching

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching is a secure job</td>
<td>28.1%</td>
<td>7.0%</td>
<td>12.3%</td>
<td>47.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Policies of my school system allow me to do my job effectively</td>
<td>36.8%</td>
<td>12.3%</td>
<td>1.8%</td>
<td>31.6%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Wasting time at work makes me feel uncomfortable</td>
<td>16.1%</td>
<td>-</td>
<td>7.0%</td>
<td>46.1%</td>
<td>30.4%</td>
</tr>
<tr>
<td>Positive aspect about teaching outweigh the negative</td>
<td>26.3%</td>
<td>10.5%</td>
<td>5.3%</td>
<td>33.3%</td>
<td>24.6%</td>
</tr>
</tbody>
</table>

**KEY:** SD = Strongly Disagree  D = Disagree  U = Undecided  A = Agree  SA = Strongly Agree

Majority of the teachers (52.7%) indicated that they were motivated by the fact that teaching is a secure job. The study further revealed that 76.5% of the teachers acknowledged that time wasting at work make them feel uncomfortable and unmotivated to work.
4.3 Relationship Between Teacher’s Motivation and Student’s Performance

Regarding the relationship between teachers’ motivation and students’ performance, five items were included in the questionnaire. The results are summarized in Table 4.6 below:

Table 4.5: Teachers’ Motivation and Students Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students load is reasonable</td>
<td>8.8%</td>
<td>22.8%</td>
<td>3.5%</td>
<td>24.6%</td>
<td>40.4%</td>
</tr>
<tr>
<td>Best thing about teaching is to see the students learn</td>
<td>26.9%</td>
<td>17.3%</td>
<td>1.9%</td>
<td>15.4%</td>
<td>38.5%</td>
</tr>
<tr>
<td>I would like my students to learn more</td>
<td>3.5%</td>
<td>1.8%</td>
<td>-</td>
<td>49.1%</td>
<td>45.6%</td>
</tr>
<tr>
<td>I like to spend a lot of energy to make my work interesting</td>
<td>12.3%</td>
<td>19.3%</td>
<td>1.8%</td>
<td>45.6%</td>
<td>21.1%</td>
</tr>
<tr>
<td>I like to supervise extra-curriculum activities</td>
<td>10.7%</td>
<td>1.8%</td>
<td>10.7%</td>
<td>66.1%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

KEY: SD = Strongly Disagree D = Disagree U = Undecided A = Agree SA = Strongly Agree

From the Table, 65% of teachers received their motivation from a reasonable students load. This is related to proper attention to students, hence improved performance. A majority of the teachers (94.7%) got motivated when they saw students learn more. Lukami (1982) observes that schools where head teachers and faculty have little dedication to their work, students tend to grow a negative attitude towards schooling.
4.4 The Activities Leading to Teachers’ Motivation and Job Satisfaction

In a bid to determine which activities motivate teachers and lead to their job satisfaction, teachers were asked to respond to four items. Table 4.8 presents the findings.

Table 4.6: Activities

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should be paid on experience</td>
<td>21.1%</td>
<td>28.1%</td>
<td>3.5%</td>
<td>36.8%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Teachers who can be depended upon to do a good job teaching</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>43.9%</td>
<td>56.1%</td>
</tr>
<tr>
<td>I am satisfied with my salary</td>
<td>56.2%</td>
<td>24.6%</td>
<td>5.3%</td>
<td>14.0%</td>
<td>3.5%</td>
</tr>
<tr>
<td>I plan to stay in teaching</td>
<td>24.6%</td>
<td>8.8%</td>
<td>15.8%</td>
<td>47.4%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

KEY: SD= Strongly Disagree D= Disagree U = Undecided A =Agree SA = Strongly Agree

Interestingly all the respondents felt that they could be depended upon to do a good job. A sizeable number, 80.8%, strongly disagreed that teachers’ salaries were satisfactory.

4.4.1 Motivating Factors

In a bid to establish motivating factors for teachers, a five point scale was developed and teachers asked to indicate the degree to which the following items served as motivating factors. The responses were as presented in Table 4.10.
Majority of the teachers (77.2%) were highly motivated by being recognized, 75.5% of by a potential for professional growth in school, and 84.1% by a good internal relationship with their colleagues. Other major factor the led to motivation was job security. The study also revealed that 69.7% of the teachers were motivated by developing good interpersonal relationship with the students. This could have positive implications for students’ performances as teachers could increase their effort to assist the students.

Table 4.7: Motivating Factors

<table>
<thead>
<tr>
<th>Statement</th>
<th>HU</th>
<th>U</th>
<th>N</th>
<th>M</th>
<th>HM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>5.3%</td>
<td>3.5%</td>
<td>14.0%</td>
<td>24.6%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Potential for professional growth</td>
<td>-</td>
<td>7.0%</td>
<td>17.5%</td>
<td>31.6%</td>
<td>43.9%</td>
</tr>
<tr>
<td>Supervision</td>
<td>7.0%</td>
<td>45.6%</td>
<td>15.8%</td>
<td>28.1%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Internal relationship with colleagues</td>
<td>-</td>
<td>1.8%</td>
<td>14.0%</td>
<td>35.1%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Salaries</td>
<td>26.3%</td>
<td>8.8%</td>
<td>8.8%</td>
<td>22.8%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Working Condition</td>
<td>5.4%</td>
<td>14.3%</td>
<td>28.6%</td>
<td>12.5%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Responsibility</td>
<td>3.6%</td>
<td>10.7%</td>
<td>32.1%</td>
<td>25.0%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Job security</td>
<td>-</td>
<td>5.6%</td>
<td>11.1%</td>
<td>35.2%</td>
<td>48.1%</td>
</tr>
</tbody>
</table>

**KEY:** HU = Highly Un-motivating  U = Un-motivating  N = Neutral  M = Motivating  HM = Highly Motivating.
4.4.1 Satisfaction with the Job

In a bid to establish the level of satisfaction with teaching, the respondents were asked to respond to four items ranking their level of satisfaction. Figure 4.3 presents the findings.

**Figure 4.2: Satisfaction of Teachers**

![Bar chart showing satisfaction levels](chart.png)

In what appears like high level of dissatisfaction with teaching as a profession, majority 64.9% of the teachers informed the study that they would have changed their careers if they had the opportunity to start a new career. This implies that the levels and the extent of dissatisfaction hence low motivation in the District were very high which calls for the need for intervention.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
This chapter presents summary of the study, summary of key findings, conclusions and recommendations of the study.

5.1 Summary of the Study
The study was based on the following objectives:

i. To determine the level of teachers’ motivation in secondary schools in Masimba Division;

ii. To determine the relationship between teachers’ level of motivation and their students’ performance in K.C.S.E exams; and

iii. To identify interventions that can motivate teachers for higher academic output of their students.

5.2 Summary of Findings
5.2.1 Level of Teachers’ Motivation in Secondary Schools
A majority 64.9% of the teachers indicated that they would have changed their careers if they had the opportunity to start a new career. Further, there were four major reasons why teachers may choose a teaching profession and remain in the service. These are: ‘it’s easy to get a teaching post,’ ‘because teaching offers more opportunities for continuing education,’ ‘desire to help others’ and ‘desire to teach subject(s) I like.’ A good number of the teachers (78.9%) strongly disagreed that their salaries were reasonable enough for the work. Teachers were motivated by receiving support from the entire staff in doing their work. Majority of the teachers
(52.7%) indicated that they were motivated by the fact that teaching is a secure job. The study further revealed that 76.5% of the teachers acknowledged that time wasting at work make them feel uncomfortable and unmotivated to work.

The study found out that teachers were motivated by spending some time on regular basis for self improvement. Interestingly all the respondents felt that they could be depended upon to do a good job in teaching. However, majority of the teachers strongly disagreed that they have good working conditions. They as well strongly disagreed that teachers’ salaries were satisfactory. Secondary school principals in Kenyan schools regarded highly factors such as interpersonal relationships with peers, teachers and subordinates in their satisfier’s ladder. Principals appeared dissatisfied with the fringe benefits in their contracts. Principals in private schools were generally more satisfied than those from public schools. In what appears like high level of satisfaction with teaching as a profession, majority 64.9% informed the study that they cannot became teachers if they had the opportunity to start a new career. In conclusion, the level and the extent of demotivation in the District were very high which calls for the need for intervention. Therefore large classes where learners are crowded in the classroom cause teachers dissatisfaction.

5.2.2 Relationship Between Teachers’ Level of Motivation and Their Students’ Performance in K.C.S.E Exams

Other teachers received their motivation due to reasonable student’s load which could result to proper attention to students hence improved performance. The study further revealed that a majority of the teachers (94.7%) got motivated when they see students learn more and when students commended them as good teachers. The study further established that teachers were highly motivated by observing vast
improvement in the achievement levels of students and also motivated by being awarded a plague by students. Based on the above findings, teachers’ motivation directly influenced students’ performance. In schools where head teachers and faculty have little dedication to their work, students tend to develop a negative attitude towards schooling.

5.2.3 Interventions to Motivate Teachers for Students Higher Academic Output

Majority of the teachers (77.2%) were highly motivated by being recognized, 75.5% of by a potential for professional growth in school, and 84.1% by a good internal relationship with their colleagues. Other major factor the led to motivation was job security. The study also revealed that 69.7% of the teachers were motivated by developing good interpersonal relationship with the students. This could have positive implications for students’ performances as teachers could increase their effort to assist the students.

5.3 Conclusion

a) Teachers’ motivation in secondary schools.

Several positive experiences or motivating factors associated with the teaching profession were underscored in the discussions. Firstly, teachers explained that they enjoyed the fact that the teaching profession provided them with an opportunity to continue learning. They argued that it is only teaching which makes it possible to learn and expand one’s horizon of knowledge on a continuous basis. Secondly, teachers also underscored the fact that it was easier for teachers to pursue further studies than for people in other professions. This therefore provided them with possibilities for advancing their careers as well as the flexibility to change career.
Thirdly, teachers observed that they felt good when their job was appreciated, especially by the students they were teaching. They observed that many students appreciated their job.

b) Teachers’ level of motivation and their students’ performance

The study found that motivation was necessary for high performance of teachers and subsequent high levels of students’ academic achievement.

c) Activities that motivates teachers that lead to their job satisfaction

The study also concludes that the intrinsic motivators that encouraged teachers to work include being recognized, a potential for professional growth in school, and a good internal relationship with their colleagues and developing good interpersonal relationship with the students. Extrinsic motivators included job security and adequate pay.

5.4 Recommendations

Basing on the findings of the study, the following recommendations were made:

- The Ministry of Education should work out incentive packages to increase teachers’ motivation to teach in secondary schools. Special attention should be put at increasing teacher’s salaries because majority of them (teachers) informed the study on the inadequacy of their salary to meet their needs. Increasing teacher’s salaries will increase their morale to teach. This is because teachers must be interested in what they teach and in the children they teach. If they are not interested in the work themselves, they can never motivate the class to learn, which in turn have negative impact on students’ performance.
• Working and living conditions needs to be improved to enable teachers to live near schools. This will increase their motivation and eventually performance. The local community’s contribution in this case may be in form of provision of free labour or financial contributions towards the construction process.

• Awards could be instituted for better performance.

5.5 **Areas for Further Research**

The results of the study have revealed inadequate motivation of teachers and consequently low performance. Studies in other levels of education may be necessary to investigate the levels of motivation and their impact on learners academic output.
REFERENCES


Secondary Schools in Ife-Ijesa Zone, Osun State NIGERIA. M.A in Education Thesis. Department of Educational Foundations and Counseling, Faculty of Education, Obafemi Anolowo University, Ile-Ife Nigeria.


APPENDICES

APPENDIX I: TEACHER’S MOTIVATION QUESTIONNAIRE

PART A: Personal Information

Directions: Place a tick (✓) on the dotted line by the one response which best describes your teaching position at this time.

1. What is your gender?
   …………….. Male
   …………….. Female

2. What is your age?
   …………….. Less than 30
   …………….. 30-30
   …………….. 40-49
   …………….. More than 50

3. Are you a member of KNUT/KUPPET?
   …………….. Yes
   …………….. No

3. Including the current school year, how many years of teaching experience do you have?
   …………….. 1-5
   …………….. 6-10
   …………….. 11-15
   …………….. 16-20
   …………….. 21-25
   …………….. 26-30
   …………….. 31-35
   …………….. 36 years and more

5. Which is your highest qualification?
……………… Diploma
……………… Bachelors
……………….Masters
……………….Doctorate
6. Enrollment in your school
………………. less than 200
………………. 201-300
………………. 301-400
………………. 401-500
………………. 501-600
………………. 601-700
………………. 701 and more
7. Do you attend graduate education courses?
………………. Yes
………………. No
PART B

**Directions:** Listed below are a number of items that describe how you might feel about or react to various aspects of your job. Please use the scale to the right of each item to indicate the extent to which you agree or disagree with each item. Place a tick (✓) in the box that corresponds with the response that best describes your reactions.

**KEY:** **SD**-Strongly Disagree, **D**-Disagree, **U**-Undecided, **A**-Agree, **SA**-Strongly Agree.

<table>
<thead>
<tr>
<th>Question</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The principals for whom I have taught appreciated the effort I invested in teaching</td>
<td></td>
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<tr>
<td>2. I can reasonably expect to be dismissed if my Performance is not adequate</td>
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<tr>
<td>3. I set goals for myself and achieve them</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>4. I like my principal to recognize my accomplishment</td>
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<td></td>
<td></td>
<td></td>
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<td>5. I spend some of my free time on regular basis for self- Improvement for teaching by reading professional articles, attending workshops and meetings etc</td>
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<td>6. I have the support of the entire staff in doing my work</td>
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<td>7. I invest more hours per day in my job than do other people Whose jobs are not related to education</td>
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<td>8. I can stay in teaching as long as I want</td>
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<td>9. My students load is reasonable</td>
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<td>10. I think teachers should be paid on experience</td>
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<tr>
<td>11. One of the best things about teaching is to see the students learn</td>
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<td>12. I like my principal to ask me to do special jobs to help my school</td>
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<tr>
<td>Question</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
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<tr>
<td>13. My salary is reasonable for the amount of work I do</td>
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<tr>
<td>14. I set tough standards for myself than my principals set for me</td>
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<tr>
<td>15. My co-workers think that I am a good teacher</td>
<td></td>
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<td>16. Participating in opportunities for professional growth is Important to me</td>
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<td>17. My peers cooperate in sharing materials</td>
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<td>18. My job as a teacher requires too much of my time after the closure of the regular school day</td>
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<tr>
<td>19. Teaching is a secure profession</td>
<td></td>
<td></td>
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<tr>
<td>20. Supervising extracurricular activities is a reasonable expectation to teachers</td>
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<tr>
<td>21. My attitude towards work is to work only as hard as I have to do</td>
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<tr>
<td>22. Teaching is usually challenging</td>
<td></td>
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<tr>
<td>23. I can be depended upon to do a good job teaching</td>
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<tr>
<td>24. I would like my students to learn more</td>
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<tr>
<td>25. My students think I am a good teacher</td>
<td></td>
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<tr>
<td>26. The policies of my school system allow me to my job effectively</td>
<td></td>
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<tr>
<td>27. My peers respect my work</td>
<td></td>
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<tr>
<td>28. Being a teacher brings me respect in my community</td>
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<tr>
<td>29. Teachers have good working conditions</td>
<td></td>
<td></td>
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<tr>
<td>30. I am satisfied with my salary</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Wasting time at work makes me feel uncomfortable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>I like to supervise extra curriculum activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>I plan to stay in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>My students’ parents think I am a good teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>A career teacher schedule is the best way to provide career advancement opportunities for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>My peers and have open channels of communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>I want my principal to tell me when I need to improve my performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>I like to spend a lot of energy to make my classes interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>My principal and I have open channels of communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>Teaching is an important job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>It is important to me to have others recognize the good job I do</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>I am personally responsible for the part of the education of every student I teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>The principals I have worked for dealt fairly with teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>Positive aspects about teaching outweigh the negative aspects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>My principal values my educational opinion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PART C: Hertzberg Two Factor Theory Questionnaire

**Directions:** For each item below, please indicate your response by ticking (√) in the appropriate box.

**KEY:** VD-Very Dissatisfied, SD-Somewhat Dissatisfied, SS-Somewhat Satisfied, VS-Very Satisfied.

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Question</th>
<th>VD</th>
<th>SD</th>
<th>SS</th>
<th>VS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is your overall level of satisfaction with your job as a teacher?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>If you had the opportunity to start over in a new career, would you choose to become a teacher?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Generally speaking, do you believe the teachers with whom you work are motivated?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Question</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
<th>More than 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>How many teachers that you know or work with would you classify as unmotivated?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On the following 6 point scale, indicate the degree to which each of the following items serve as a motivating factor or an unmotivating factor for teachers.

<table>
<thead>
<tr>
<th>Question No</th>
<th>Question</th>
<th>Highly unmotivated</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a.</td>
<td>Recognition(e.g. receiving praise from, administrators, parents, students or others)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5b.</td>
<td>Potential for professional growth(e.g. possibility of improving one’s own professional skills)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5c.</td>
<td>Supervision by supervisors (e.g. overall competence by superiors)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5d.</td>
<td>Internal relationship with colleagues(e.g. interactions with other teaches)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5e.</td>
<td>Salary(e.g. financial compensation)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5f.</td>
<td>Status(e.g. professional status of teaching)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5g.</td>
<td>Interpersonal relationship with administrators(e.g. interaction with administrators)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5h.</td>
<td>Sense of achievement(e.g. experiencing success)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5i.</td>
<td>Working conditions(e.g. building conditions, amount of work, facilities available)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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</tr>
<tr>
<td>5j.</td>
<td>School policies (e.g. overall effect of the school as an organization)</td>
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</tr>
<tr>
<td>5k.</td>
<td>Teaching evaluation (e.g. appraisal of classroom instruction by evaluator)</td>
<td>1</td>
<td>2</td>
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<td>5</td>
<td>6</td>
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</tr>
<tr>
<td>5l.</td>
<td>Responsibility (e.g. autonomy, authority and responsibility for own work)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
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</tr>
<tr>
<td>5m.</td>
<td>Potential for advancement (e.g. possibility of assuming different position in the profession)</td>
<td>1</td>
<td>2</td>
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<td>6</td>
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<tr>
<td>5n.</td>
<td>Work itself (e.g. aspects associated with the task of teaching)</td>
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<td>2</td>
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<tr>
<td>5o.</td>
<td>Factors in personal life (e.g. effects in teaching on one's personal life)</td>
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<td>5</td>
<td>6</td>
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<tr>
<td>5p.</td>
<td>Interpersonal relationship with students (interaction with students)</td>
<td>1</td>
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<td>6</td>
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<tr>
<td>5q.</td>
<td>Sense of accountability (e.g. being held directly responsible for students learning)</td>
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<tr>
<td>5r.</td>
<td>Job security (e.g. tenure)</td>
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<tr>
<td>6a.</td>
<td>A onetime monetary award supplement for the step increase</td>
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<td>4</td>
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<tr>
<td>6b.</td>
<td>Being selected as “teacher of the year” in the district</td>
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<tr>
<td>6c.</td>
<td>An instrumental workshop offered by the district for a fee</td>
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<tr>
<td>6d.</td>
<td>Having students thank a teacher for aiding in the understanding of a difficult concept</td>
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<tr>
<td>6e.</td>
<td>An instrumental workshop offered and paid by the district</td>
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<tr>
<td>6f.</td>
<td>Being given the opportunity to participate in teaching projects (e.g. research curriculum developments)</td>
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<tr>
<td>6g.</td>
<td>Early retirements/contract buy out</td>
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<tr>
<td>6h.</td>
<td>Observing vast improvement in the achievement levels of one’s students since the beginning of the year</td>
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<tr>
<td>6i.</td>
<td>Being awarded a plaque by students</td>
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<tr>
<td>6j.</td>
<td>Being permitted to purchase additional equipment and supplies for the classroom</td>
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</tbody>
</table>
## APPENDIX II: BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST IN KENYA SHILLINGS</th>
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</thead>
<tbody>
<tr>
<td>Proposal Writing</td>
<td>20,000</td>
</tr>
<tr>
<td>Travel and Lunch Expenses</td>
<td>30,000</td>
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<tr>
<td>Data Analysis</td>
<td>30,000</td>
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<tr>
<td>Project Writing</td>
<td>40,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>120,000</strong></td>
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</tbody>
</table>