THE EFFECTS OF MOTIVATION ON THE PERFORMANCE OF TEACHERS
IN PRIMARY SCHOOLS IN NAIROBI
(A CASE OF LANG'ATA AND EMBAKASI DIVISION)

BY

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REG NO: D53/OL/1854/02

A Research Project Submitted in Partial Fulfillment for the
Requirement for the Award of Master of Business Administration
(HRM) of Kenyatta University.

FEBRUARY 2007
DECLARATION

I declare that this is my original work and has not been submitted for examination in any other University.

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2009/338476
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LIST OF ABBREVIATIONS USED

CMS - Colon Motivation Scale
ERS - Economic Recovery Strategy
G.O.K - Government of Kenya
ICTS - Information and Communication Technology
K.C.P.E. - Kenya Certificate of Primary Education
K.C.S.E. - Kenya Certificate of Secondary Education
KIPPRA - Kenya Institute for Public Policy Research and Analysis
KPSA - Kenya Private School Association
SPSS - Statistical Package for Social Sciences
QWL - Quality of working life
OPERATIONAL DEFINITION OF TERMS

**Development** - Is a long term educational process utilizing a systematic and organized procedure by which managerial process get conceptual and theoretical knowledge.

**Human resources management** - Technique for securing and improving an organization’s human resources to meet its present and future needs

**Job Enrichment** - The attempt to build into jobs a higher sense of challenge and achievement

**Job** - Set of tasks allocated to a particular individual.

**Leadership** - The ability to influence the behavior of others.

**Management** - A social process consisting of planning, controlling, coordinating and motivating.

**Motivation** - Used to refer to a set of processes which energizes a person’s behavior and directs him/her towards attaining a certain goal.

**Objectives** - Specific aims of a firm.

**Performance** - Results achieved against specified objectives.

**Policy** - A statement of the manner in which work activities are to be pursued.

**QWL** - Quality of working life – A systems approach to job design and enrichment

**Stakeholders** - These are persons and organizations that have an interest in the development of the town and are often affected by the deficiencies in service provision or infrastructure.

**Training** - Is a short-term process utilizing a systematic and organized procedure by which non-managerial personnel acquire technical knowledge and skills for a definite purpose.
ABSTRACT

Motivation is the term used to describe those processes, both instinctive and rational by which people seek to satisfy the basic drives perceived needs and personal goals, which trigger human behavior. The aspect of motivation in employees in general is really complex. The study was undertaken as a comparative study on the effects of motivation on teachers' performance in private primary and public primary schools in Nairobi's Langata and Embakasi divisions. The choice of the education sector and more so primary schools is deliberate since a great proportion of the country’s resources are spent on education programs.

The study adopted mostly an exploratory design to obtain primary data. A descriptive study was also conducted with the researcher obtaining secondary data from existing sources in the library, the internet and in journals. The target population of the study was all the schools in Embakasi and Langata divisions. The sample for the study was drawn by stratified random sampling and consisted of a total of 40 schools, 20 of the them private and the other 20 public. Data was analyzed using descriptive statistics and with the help of the SPSS computer package, the data was presented in charts, tables, line graphs, bar graphs and cross tabulations.
CHAPTER ONE

1.0 INTRODUCTION

The demand for education has grown so rapidly that almost no country rich or poor can provide it to the satisfaction that students and their families would want. In many developing countries, public education system has suffered in recent decades from severe fiscal constraints and loss of internal efficiency thus creating opportunities for the private sector. In Kenya, human resource development is at the heat of the Economic Recovery Strategy (ERS) to level the playing field and provide opportunities for all Kenyans to fully participate in employment and wealth creation.

According to the ERS (2003), education is an important exit route from poverty. Education improves people’s ability to take advantage of the opportunities that can improve their well – being as individuals and be able to participate more effectively in community and markets. The government of Kenya considers education, particularly primary education a top priority. The introduction of free primary education in 2003 resulted in an additional enrolment of 1.5 million pupils in primary schools (KIPPRA, 2004). Whereas enrolment increased in primary schools, facilities in these schools have not been increased or improved raising the issue of the quality of education provided.

The demand for education at all levels in Kenya far outstrips the supply capacity of the public school system. At the primary level, free primary education introduced in 2003 is likely to worsen the problem of excess demand for education especially at levels above primary education.
This has given rise to the demand of private education and enrollment in these institutions has been rising rapidly. There are now over 600 private schools in Kenya including twelve universities and numerous secondary and post secondary vocational and technical schools. The performance of private schools has been better than that of public schools in the last 5 years in Kenya Certificate of Primary Education (Oluoch, 2004). The significant determinants of performance include: intelligence quotient of pupils, students discipline, teachers and students’ motivation (Maundu et al, 1980). It is therefore important to understand what motivates teachers to perform highly and produce good results.

It is therefore important to understand the aspect of motivation of employees as they are the backbone of organizations. Motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations survive, they also make them more productive. To be effective, managers, administrators and directors need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex because what motivates employees changes constantly (Bowen and Radhakrishna, 1991). For example research suggests that as employees income increases money becomes less of a motivator. Also as employees get older, interesting work becomes more motivating (Korach, 1987). The motivation of teachers has become an interestingly important issue, given their responsibility to provide effective teaching to students. Mettler (1992) argues that satisfied teachers are generally more productive, ultimately producing motivated students and increase students achievements.
The current research therefore focused on what motivates teachers in private primary schools to perform better than those in public primary schools at the national examinations (KCPE). Given the importance associated with education in poverty eradication, it was important to find out whether motivational factors of teachers contribute to good performance.

1.1 BACKGROUND OF THE STUDY

The future of every country depends more than anything else on the rapid and effective development of its system of education (Todaro, 1997). Hopes of achieving standards of living and even establishing independence in viable form seem to depend upon the ability of each country to train men and women at all levels, (Burns, 1983). After political independence in 1963, in an attempt to foster economic development, Kenya opted to lay more emphasis on formal education as the key to economic, social and political development (Republic of Kenya, 1964). The government realized the need to invest in education as a way of bringing both private and social returns.

Kenya invests in education because of the belief that an educated, skilled labour force is a necessary condition for sustained economic growth in terms of its productivity, (Meir, 1965). In this case education is seen as a tool to equip the citizens with capacities of higher productivity. People with improved skills and knowledge gained through education are likely to disengage themselves from the traditional methods of production.
Kenya's educational system is so much examination oriented that right from the primary school the pupil is made to understand that success only comes when one is able to competitively pass well in all national examinations (Bett, 1986). This is evident from the present system of education, 8 years of primary education, 4 years of secondary education and a minimum of 4 years at the university (8 – 4 – 4). This system was designed in such a way that there are two major national examinations that student should pass in order to proceed to the university. The first examination is done at the end of the 8 years of primary education called the Kenya Certificate to Primary Education (KCPE) and the next one is done at the end of form four called Kenya Certificate of Secondary education (KCSE). In most Kenyan schools the students are drilled to pass examinations as it is the only criterion for selection to jobs, courses of further studies or vocational training (Eshiwani, 1983).

1.2 STATEMENT OF THE PROBLEM

Although studies done on secondary schools reveal that factors such as textbooks, teachers qualification and students background affect performance in examinations, little has been done on the motivational styles on teachers in private primary schools (Nderitu, 1999). The current research will find out what motivates teachers and administrators/managers of private primary schools to produce good results at the KCPE Examination compared to their counterparts in the public primary schools. The comparison will be aimed at determining factors that motivate teachers in these different school set ups.
Examination results in the last five years indicate that most schools that led in KCPE performance were from private schools (Oluoch, 2004). The significant determinants of performance include: Intelligence, quotient of pupils, student’s discipline, teachers qualifications, anxiety level of pupils as they sit for national examinations and teachers’ and students’ motivation (Fraser 1959; Canth 1975; Maundu 1980, Bli, Denth, Fliver and Young 1984). In addition to this, it is usually the pride of most head teachers in both public and private schools when their institutions are ranked highly in national examinations because this increases their chances of promotion. For school entrepreneurs high ranking will attract more students to their school and therefore increase their profits. It is therefore pertinent to understand the attributes that are associated with high performance.

1.3 OBJECTIVES OF THE STUDY

1. To determine the relationship between teaching and learning and their effects on students’ performance at KCPE.

2. To determine whether motivation methods used in private schools vary from those used in public schools.

3. To determine the relationship between teacher’s academic qualifications and their motivation.

4. To identify the reasons for good academic performance at KCPE examination.
1.4 RESEARCH QUESTIONS

1. To what extent does teaching and learning facilities contribute to performance at KCPE?

2. Does teacher motivation methods used in private schools vary from those used in public schools?

3. Do teachers' academic qualifications determine their level of motivation?

4. What reasons contribute to good academic performance at KCPE examination?

1.5 SIGNIFICANCE OF THE STUDY

It is hoped that the study will be significant and useful to:-

i. The ministry of Education to utilize the findings to eliminate factors that contribute to poor performance especially in the public primary schools.

ii. Manpower planner when deciding on the areas on which to lay more emphasis when training the teachers.

iii. The prospective owner manager / director of school and the advisors for self-assessment as owners’ managers of schools. This may further help them to understand the different views expressed by the teachers as their source of motivation. These views would go along way in not only looking at their salaries and working conditions, but also their social environment and team work in setting of the goals and objectives in the schools.

iv. The society to understand the contribution made by these teachers and therefore be part and parcel of raising their social and economic status, of the teachers by recognizing their role in the national development and therefore be at the forefront
in enhancing ways through which attractive conditions of service can be provided to the teachers.

v. To the scholars, researchers and organizations who might have an interest in developing the research area further.
2.0 INTRODUCTION

Education is an indispensable tool for integrating both the able and less privileged individuals into the society. Education enlightens, liberates and prepares one for useful living. According to Kinross (1998), “the strongest weapon on which the world can wield against poverty and hunger and the most powerful tool for world peace is education”.

2.1 THEORIES OF MOTIVATION: CONTENT, PROCESS AND REINFORCEMENT

Theories of motivation may be categorized into three groups – content, process and reinforcement theories. The content approach to motivation is concerned with the needs and aspirations of individuals and the value, which they place on these factors. Assumption is made that workers will use the work situation as a basis for achieving their objectives, work then becomes motive – laden.

Content theorists assume that there is a level of ordering values – what workers consider important, e.g. money, car, safety, friends – some given a higher priority than others. Theorists claim that basic personal needs have psychological and social – economic bases. Because of the drive to satisfy these needs work motivation becomes possible.
Process Theories of Motivation are concerned not only with the things which motivate workers but also with ways in which individuals might be motivated. Much consideration is given to the question of how motivation might be generated, directed and sustained.

Process theories acknowledge that individuals’ expectations of subsequent outcome determine their behavior (this is the concept of expectancy). Managers should, therefore create the conditions, which promote motivation eliminating those under which it might cease to exist.

Reinforcement or behavior modification theory does not take account of the process or needs factors of motivation, but is based on the law of effect. This suggests that behaviors may be repeated if they result in rewarding consequences and will be avoided if the consequences are unpleasant.

**CONTENT OR HUMAN NEEDS THEORIES**

Among the people who have contributed to this set or theories are F. W. Tailor, Maslow and Hertzberg. This set of theories is concerned with individuals’ goals, what they are, their level of importance to individual workers and why they might at all be of importance to them. It emphasizes an understanding of the factors, which contribute to these needs, and what happens when they are satisfied.
Abraham Maslow suggested that human needs appear in stages (hierarchical) – the satisfaction of one set of needs making way for others. According to Maslow, basic physiological needs will modify the individual’s behaviors in such a way that these needs are satisfied. However, once they are satisfied, then the second set of needs take hold and the individual will be motivated towards seeking to satisfy a second set of needs. When these are satisfied then the third set of needs comes into focus, in which case the individual aspires to satisfy these needs, whether through the work situation or otherwise.

This situation continues until the highest level of needs is brought in to focus.

The most basic needs according to Maslow are physiological – associated with human survival – and include food, shelter, water and other elements necessary for biological functioning of the body. Safety needs, the second in the hierarchy, include security, both physical, such as health and safety at work, and psychological, for example secure employment.

Social needs, the second in the hierarchy, include security, both physical, such as health and safety at work, and psychological, for example, secure employment. Social needs represent the other rung on the hierarchy and suggest that individuals have an inherent desire for affiliation with other humans. Therefore, they might need to associate with other individuals or group to whom / which they can relate. Love, an implicit aspect of this set of needs, represents the need for individuals to love and be loved. Esteem needs are fourth. At this level, Maslow suggests, the individual needs of self – respect and self
esteem and to be independent and free. Included also, is a level of esteem and respect from others. This element of theory might be facilitated through efforts designed to improve the degree to provide that people have in their work. Workers need to positively identify with the products of their work. In practical terms, they cannot develop such pride or have their work admired by others if they are unable to make a higher level of contribution. It is only at this stage, the theory suggests, that motivation can be effective – a factor the Hertzberg supports. Manager’s provision of positive feedback on the process, progress and quality of their work also facilitate this level of needs.

Self actualization is at the top of the hierarchy. This is the highest set of needs, representing the ultimate level of accomplishment for an individual within the workplace. It represents the manifestation of individual’s fantasies and creative desires within the workplace. This is the point at which the individuals can give of his/ her best and can be recognized and appreciated for the high level contribution that he/she can make.

Let us assume that workers join an organization with the expectation of satisfying their physiological needs nut experience unexpected achievement, making a significant contribution to the direction of that entity. This contribution might be made through their significant contribution to organizational decision –making. This is a representation of self – actualization – creating excitement as a result of this unexpected but welcome occurrence. The activities that constitute ‘excitement’ for workers depend on the type of work that individuals undertake and their level of aspiration. For example, a fire fighter
might experience self – actualization through the staging of a dangerous but successful rescue – one that is enhanced by a rapid adrenalin flow.

In essence we go through life seeking to satisfy these needs, starting at the bottom to working our way up. When a lower level of need is sufficiently satisfied we will need to satisfy the next higher level of need. To motivate people therefore, you must offer them the opportunity to satisfy their current level of needs. Once a need is satisfied it will no longer act as a strong motivator only unsatisfied needs motivate a person.

According to Hertzberg, there are two different sets of factors affecting motivation at work. Some set of factors if absent cause dissatisfaction. These related to the job environment / the content in which the job was performed and thus extrinsic to job itself, e.g. the quality of supervision or level of pay. Hertzberg labeled these as the hygiene or maintenance factors. This second set of factors if present, lead to feelings of satisfaction. These relate to the job itself, for example its complexity or importance which Hertzberg named the motivators or growth factors.

To motivate the teachers management must enrich the content of the work they ask them to do, building into tasks for example greater levels of responsibility and the opportunity to learn their new skills, in advocating for making work more interesting, and improving the quality of the work experience for the individual. Teachers management must endeavor to provide conducive environment for motivation.

Hertzberg's Two Factor Theory

![Diagram of Herzberg's Two Factor Theory]

- **Content of the Job** - What you ask me to do at work.
  - Intrinsic motivators.

- **Job Environment** - The condition in which you expect me to work
  - Extrinsic
  - Hygiene factors
2:1:3 Taylor and Motivation

Taylor and others connected with the scientific management (year) proposed that money should be given to workers as an incentive to work. Taylor proposed that the piecework system, as was in practice at the time, was unsatisfactory in that there was a maximum earning level, after which earnings would be reduced. The suggestion which was greatly upheld both by workers and managers was that there should not be any ceiling on earnings and that workers should be given additional incentives for productivity. For example, if the enterprise was successful the individuals should be given a wage increase.

A United Kingdom based study by Dawson and Bowey (1986), was conducted between 1977 and 1978. This was about the same time that Locke’s study, mentioned earlier. They found that of the sixty-three organizations studied; only a few had reduced the cost per unit of production as a result of introducing incentive schemes. Less than half had increased their output. The research findings provide an interesting cultural contrast between United States and Britain. However, a noteworthy point made by Bowey is that management’s motive for introducing the incentive schemes was not really to improve productivity but as a means of giving some level of wage increase to workers at a time when there was a national pay restraint.

2.2 PROCESS OR HOW THEORIES

This set of theories is concerned with how the process of motivation really works. There are three popular theories, which are connected, with how workers are motivated. These include Equity Goal-setting and Expectancy.
2:2:1 Equity Theory

Equity theory suggests that individuals contribute to the work situation proportionately to how they benefit from it. Equity relates not only to workers’ mental and physical exertion, but also to experience, skill, education, training and development.

It holds that individuals will consider these factors in relation to wages or salary they receive from their organizations. If this theory is sound, then one will expect to receive improved remuneration with a positive change in these characteristics.

Another aspect of the equality theory is the worker’s pay in relation to others for the same type of work. In other words, if two people are performing identical tasks, then they expect to receive similar reward for the work they do. This is so regardless of any perceived non-productivity related difference such as gender and ethnicity. There is, however, a difference in reward if there is a marked difference in their output. This suggests that the quality of the output might be different and measurable. One current application of this aspect of the theory is Performance Related Pay (PRP) and productivity bonuses. Equity, in this regard, does not mean equality but rather inequality.

2:2:2 Goal Setting Theory

The goal setting theory is based on the idea that if an individual has goals he / she will make an effort to achieve them. The behavior of those with set goals is in direct contrast to the behavior of individuals without specific goals. Work goals are important in that workers have something to aspire towards. The more difficult goal the more effort the
individual will put into work. This theory suggests that management might set goals for workers, the achievement of which should be rewarded. The difficulty of management to impose goals on workers is not overlooked. The non-acceptance of goals might relate to a number of factors including the level of trust and equality.

2:2:3 Expectancy Theory

The expectancy theory, first proposed by Vroom, hinges on the concepts of valence (which is the value placed on a particular reward) and expectance (the worker’s assumption of the extent to which a behavioral pattern will generate the type and level of reward necessary to satisfy his/her needs. This means that the worker behaves in ways, which are compatible with goal achievement. Behavior is therefore calculated against the likely reward and its value in relation to desired goal.

2:2:4 Reinforcement Theory

This theory relates to the physical effects of reward and punishment. The concept of socialization is fundamental to an understanding of the way in which this type of motivation is said to operate.

The individual is rewarded for desirable behavior, which after some time becomes an internalized entity. He/she is then able to exhibit the desirable behavior without expecting to be rewarded. Conversely, an instance of undesirable behavior is negatively rewarded or punished. This punishment serves as a deterrent. When done over a period of time for the same behavioral pattern, is thought to result in the desired behavioral modification.
Supporters of this theory assert that the individual continues to make attempts to desist from the undesirable behavior. His / her behavior will, later, exclude all those behavior patterns, which had been negatively reinforced. Chief among the protagonists of this theory is B. F Skinner.

The importance of education cannot be underestimated especially from since it is considered an agent of success in life. In a developing country like Kenya where employment opportunities continue to diminish, the importance of good performance cannot be ignored. This is because performance is a determinant on who should take up the available opportunities in the job market. The demand for education at all levels in Kenya far outstrips the supply capacity of the public school system. At the primary level, free primary education introduced in 2003 has worsened the problem of excess demand for coeducation especially at all levels above primary education (KIPPRA 2004).

Kenya's Education system is in a state of flux as it struggles to regain credibility in the face of severe funding constraints. On the one hand, the Government has failed to cope well with the funding and policy demands necessary for the provision of a working education system. On the other hand, the public stands at the cross roads of whether to continue relying on the weakening public education or to invest in alternatives private education solutions. This situation has been exacerbated by irrational budgetary allocation's resource inefficiencies a rapid population growth, escalating poverty and emergence of needs such as the introduction of Information and Communication
Technology (ICTS) in education, (Ngambi, 2004). Kenya has a fairly liberal and robust Private Education that has a free hand in all aspects of management.

Private education in Kenya has been motivated by a number of factors outlined in previous studies these include the following:-

i. Population growth and fiscal constraints faced by the public sector. Effective demand for schooling substantially exceeds supply. The gap will certainly widen because of high population growth rate, government’s fiscal difficulties and civil service inefficiency, which prevent the public sector from providing the quality of education demanded especially in this era of free primary education.

ii. Tapping the huge amount of foreign exchange spent abroad on education. It has been noted that Kenya spends about Kshs 40 billion each year to pay for Kenyans students studying abroad. The private investors have realized there is a lot of potential in the sector and this can be achieved through the development of more quality learning institutions in the country.

iii. Better image of private schools: although some Kenya’s public school performance is excellent the highest individual score examinations have in recent years been attained by private school students. Equally important is the perception among parents and students that private schools provide better quality education and are more efficiently managed than public schools.

According to the “Kenya Private Schools Association” Article III, some of its objectives are:-

i. To partner with the Government in providing Quality Education for All.
ii. To establish sound, co-operation and regular liaison with the Ministry of Education or any such Ministry as may from time to time be dealing with matters of education in the Republic of Kenya.

iii. To promote and maintain high professional standards of conduct in teaching and management in privately owned Learning Institutions.

For the public schools, the Government has devolved overall management powers to boards elected by stakeholders. Politicization of education, all the same, poses a risk as education is a highly sensitive sector. In particular, it is the massive politicization of education that has compromised the implementation of past education reform efforts, including the Gachathi Report (1987), the Kamunge Report (1988), the Koech Report (1999) and Ngambi (2004).

At one time, employees were considered as another input into the production of goods and services. What perhaps changed this way of thinking about employees was research, referred as the Hawthorne Studies, conducted by Elton Mayo from 1924 to 1932 (Dickson, 1973). This study found employees are not motivated solely by money and employee behavior is linked to their attitudes, (Dickson, 1973). The Hawthorne Studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bedeian, 1993).

According to Maslow, employees have five levels of needs physiological, safety, social, ego, and self – actualization (Maslow 1943). Maslow argued that lower level needs had
to be satisfied before the next higher level needs would motivate employees. Vroom’s Theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward, the less likely the employee will be motivated. Skinners Theory simply states those employees’ behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated (Skinner, 1953). Managers should positively reinforce employee behavior that lead to positive outcomes while they should negatively reinforce employee behavior that lead to negative outcomes.

Motivation has been defined as the psychological process that gives behavior purpose and direction (Kreither, 1995) a predisposition to behave in a persuasive manner to achieve specific, unmet needs (Buford, Bedeian, & Linduer, 1995); an internal drive to satisfy an unsatisfied need (Higgins, 1994); and the will to achieve (Bedeian, 1993). Motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations survive because they are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform, motivating employees is arguably complex, this is due, in part, to the fact that what motivates employees’ changes constantly (Bowen & Radhakrishn, 1991). For example research suggests that as employees income increased, money becomes less of a motivator (Korach, 1987). Also, as employees get more interesting, work becomes more of a motivator.
Figure I  Basic motivation process

Source: (Opero D. E. 2002)
2.3 EFFECTS OF SCHOOL RELATED FACTORS ON TEACHERS' MOTIVATION

Olembo (1977) noted that the quality of a head teacher in a school matters as far as students performance is concerned. On education and administration, Olembo hints that the way the head teacher structures and administers the school, his/her relationship with the school sub systems, teachers, and students has a strong effect on the teachers' motivation, which is a reflection of the teachers input. Eshiwani (1982) had similar findings that a school administration is closely related to the teachers' performance. He quotes the then Ministers of Education as having underlined the importance of sound administration as follows:- “the basic reason why some schools performed better was that while some head teachers organized the learning process for their pupils, others left performance to chance” (Standard, 29th March 1982 P. 21) This points to the importance of the head teacher being actively involved in whatever goes on in the teaching and learning process in the school. Qualification of teachers has also been identified as a crucial factor in influencing performance. Somerset (1966) noted that schools with well qualified teachers tended to be more successful. Bett (1986) carried out a study on factors affecting performance in Kericho District and his findings were that the role played by head teachers was quite crucial.

Similarly, (Eshiwani 1982, 1983), in his studies cited earlier that there is a positive relationship between student academic performance and teacher characteristics which include his/her qualifications. He further revealed in his report that the reason why so many schools perform poorly in the National Examinations is that 40 percent of teachers
in primary schools are untrained. Head teachers’ training and experience in management and his/her management style has also been cited as factors that affect performance. Heynemann and Loxthy (1983) outlined the importance of head teachers training in management techniques that are conversant with social goals, high achievement rates for pupils at the secondary school level in Egypt. They found out that head teachers who attended more training courses and had longer teaching experience before becoming heads of schools, often had their schools attaining high levels of academic achievement for their learners.

Teachers’ job satisfaction has also been cited as a factor that influences students’ achievement. Chapman (1983) reported that a high quality of professional life for the teacher contributes to an increase in student achievement. In United States there is further evidence that satisfied teachers have a positive effect on class room learning conditions (Goodlad, 1984). There seems to be no such evidence in Kenya, but it is easy to think that dissatisfied teachers do not contribute to the improvement of student learning and achievement. Teacher satisfaction is a source of motivation that sustains effort in performing the many routine and necessary tasks required of good teachers (Watson, Hatton, squires and Soliman, 1991). In their study on levels of teachers satisfaction, Reyes and Imber (1992), found that teachers who perceived their workload as unfair, tended to have higher levels of job dissatisfaction than those who perceived their workload as fair. This dissatisfaction can be perceived to be the cause of poor performance as the dissatisfied teachers do not teach well.
As pertains job satisfaction of teachers, Simmons (1970) has identified teacher satisfaction and has categorized them as content and context. Content factors relate to the teaching process itself (e.g. achievement in teaching, the nature of the work itself and recognition while context factors relate to the job situation (e.g. interpersonal relations, school policy, salary etc.). The context serves only to reduce pain in the lower order needs areas (e.g. physiological and safety) and cannot lead to satisfaction. The content aspects correspond to esteem and self – actualization which are at the top of Maslow’s hierarchy (Maslow, 1954). Those factors that are content – Centered (i.e. intrinsic aspects of teaching) contribute most powerfully to satisfaction.

2.4 THE EFFECT OF NON – SCHOOL FACTORS ON THE TEACHERS’ JOB SATISFACTION

These are the factors that are normally external to school control like home environment, parental level of education and parental participation in school activities. The importance of home environment is supported by Talcott in Banks (1976). Partons (1999) argues that the family exerts a profound influence on response of the child to the school. From this contention, Partons holds that we should attempt to describe the family environment which is mostly likely to encourage a favourable or non favourable response to school academic performance, and thus teachers’ job satisfaction.

Children from good socio – economic backgrounds tend to perform better in school as a result of good parents educational standards, high incomes, their proximity to urban areas
where best schools are found, their parents’ willingness to help them in school work, giving incentives in terms of presents and their ability to buy supplementary books, Kinyanjui, (1981). All these activities by parents which are a function of socio-economic status, put children from good backgrounds at a better position compared to those from a poor socio-economic backgrounds. Kinyanjui (1979), also asserts that limited income among lower class families tends to restrict the provision of school books and other necessary materials that ensure good performance and school attendance. Sewell and Hausel in Avoles (1986), had similar findings on socio-economic background. In their study of education, occupation and earnings in the United States, they found a set of socio-psychological factors school grades, parental and teacher encouragement on education, influence the academic achievement of its children, which also influences the motivation of teachers.

Avalos (1986) in his study on teaching children of the poor explained that incomes among lower class families restrict provision of tuition fees, school books and other material inputs necessary to ensure good performance. This was consistent with another study by Caldas and Bankston III (1997). They found out that of the great number of inputs used to estimate learning effects, learner social economic status stands very significant. They also noted that poor family background had a significant effect on learner academic achievement particularly in a situation where the learners come from different backgrounds. Most private schools are dominated by children from well to do families.
Parental involvement in the student's work has also been identified as a factor that affects students' performance which affects the teachers' morale to work. In a study done on 106 stands 7 school children in Nairobi, Kapila (1976) reported a positive association between parent's participation in the child's school work and academic performance. Okumu (1995) in her study with standard 7 pupils in the slums of Nairobi also reported similar findings. She used the questionnaire method to measure parental involvement with the children's work. She analysed her data using both descriptive (percentages) and influential statistics (Chi - square) her findings indicated that there was a strong relationship between parental involvement with their children's work and their performance in K.C.P.E.

Osire (1983) and Bali, et al, (1984) found no relationship between academic performance and parental involvement. In his study, Osire attributed low and negative co - relations to the possibility that too much encouragement given by some parents cause worry and anxiety to the child which consequently may lead to poor performance. This was contrary to Okumu's findings. The other conflicting findings reported in a study by Bali et al (1984) was conducted in 571 Kenyan Standard seven from 4 different regions (Nairobi, Kiambu, Mombasa, Kwale, Kisumu, and Meru) Low and negative relationships between parents support and interest, and pupil's performance in the K.C.P.E and K.C.E were reported in the study. Follow - up studies by Rees also shows similar results to Bali et al (1984). Okwir – Akana (1983) however found a positive relationship between students' performance and parental encouragement.
In a study by Comes and Haynes (1991) parental participation in a child’s education was found to be essential for effective learning and teaching. They characterized school as providing learners with opportunities for positive interactions with adults (teachers) and other school children that would transfer to the learner’s home life and other learning environments. Parental participation has also been stressed upon by Griffin (1996). He pointed out that parents’ involvement is an important element in learner academic achievement and that this is consistently calculated with the learner test performance. This relationship was observed even when the school level variables like class size, school student population, qualifications and experience were controlled. Achievement motivation has also been attributed to school achievement. Okumu (1995) in his study with 251 standard seven pupils from 4 primary schools as reported earlier showed that there was a significant relationship between pupils’ achievement motivation and pupils’ attitudes towards school. Their attitudes determined their performance in the examinations.

2.5 EFFECTS OF MOTIVATIONAL FACTORS ON ACADEMIC PERFORMANCE

Motivation has been defined as:- The Psychological process that gives behavior purpose and direction (Kreither, 1995). A predisposition to behave in a purposive manner to achieve specific unmet needs (Bufford Bedeian, and Lindner, 1995) an internal drive to satisfy an unsatisfied needs (Higgins, 1994) and the will to achieve (Bedeian, 1993). Sociologist Richard Ingersoll (1999) believes that retention of quality teachers has had less attention than the push to fill demands. Turnover comprises 50 to 75 percent of total
new demand (Berry et al, 1998). Most reform efforts are still increased - supply - type approaches, when you could also be decreasing demand by dealing with turnover, says Ingersoll (Archer, 1999) Frustrated educators working in school systems with few supports are drawn to the private sector where salaries are significantly higher and overall working conditions better.

According to Ingersoll, 6 percent of teachers leave the profession within their first five years. Colon (1991), also carried out a study on Puerto Rican students on factors influencing motivation towards academic achievement. His sample comprised 95 Puerto Rican high school students. Colon achievement scale was used to measure the student’s perception of their level of achievement and a colon motivation scale (CMS) was used to measure the students perception of their level of motivation: Pearson product moment correlation (0.05 level of significance) revealed a positive relationship between motivation and achievement and a varied relationship between self - concept and motivation towards academic achievement. A t - test indicated that a positive relationship existed between student’s perception of parents level of Education, motivation and achievement.

Successful schools have been quoted as ones which have an academic emphasis. Academic goals are clearly stated, there is a certain degree of structure and there are high achievement expectation (Goodlad, 1984). Effective schools are also characterized by regularly assigned and graded homework and by having a high proportion of time devoted to active teaching (Dworetzy, 1984). They also have a system of checks to make
certain that teachers are following the intended practices of the school (Onston & Smith, in Dworetzy 1984). All these factors listed for the effective schools ensure that both teachers and students are motivated and therefore strive to achieve high performance in examinations.

Feedback of results have also been identified as playing a major role in performance (Davies, 1986). Feedback not only provides the learner with information concerning his performance but also serves as a reward, providing an extremely strong incentive to conserve a task since it relates to the distance between a present standard and goal or objective. Teachers' expectations of a student's potential can also be a very powerful factor influencing the motivation to continue to study. Davies (1986) argues that with respect to his or examination performance, a student will or a student's potential can also be a very powerful factor influencing the motivation to continue to study.

Davies (1986) argues that with respect to his or examination performance, a student will very often fulfill the expectations of his teacher, tending to do well if the teachers expectations are high and optimistic, and tending to do badly if they are low and pessimistic. Other motivational strategies cited by Davies include a happy and secure emotional climate created through satisfying, consistent, harmonious relationships and interesting meaningful projects. This climate has a direct impact on the motivation of teachers and therefore their productivity in the classroom situation.
2.6 SUMMARY OF LITERATURE REVIEW

There is sufficient evidence to suggest that school and non-school related variables have an important role to play in determining teacher motivation which has a direct impact on determining students’ performance. The studies done reveal that factors that affect performance in examinations include teaching and learning facilities, teacher characteristics such as qualification and experiences, Socio-economic background of the students and motivational factors.

Motivation, a human behavior is of particular interest to educationists, especially as a component of learning (Kivulo 1998). Learning is evident in change in behavior in educational institutions, good performance is concerned to be as a result of learning. The literature review indicates that motivational styles boost both the teachers and students’ morale thereby contributing to improved performance. Motivation is a source of good performance and should therefore not be ignored.

Influencing the motivation to continue to study, Davies (1986) argues that with respect to his or examination performance, a student will very often fulfill the expectations of his teacher tending to do well. If the teachers’ expectations are high and optimistic, and tending to do badly if they are low and pessimistic. Other motivational strategies cited by Davies include a happy and secure emotional climate created through satisfying, consistent, harmonious relationships and interesting meaningful projects, reinforcement, praise and criticism, recognition of students and competition among students.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 INTRODUCTION
This chapter described the research design variables, the population and the sample, the research instruments, sampling procedures, data collection and the data analysis procedure.

3.1 THE TARGET POPULATION
The population of interest comprised ten (10) public primary and ten (10) private primary schools, selected randomly in both Embakasi and Langata divisions in Nairobi Province. According to the data in the ministry of education, the population size for the schools in the two divisions is 58.

3.2 SAMPLE
The individuals selected represented the large group. The study covered Nairobi due to the high number of private schools most of which excel in the national examinations.

The total number of schools used in the sample was twenty schools (20). The teachers used for the sample were eighty (80) in total, whereas the managers / head teachers were twenty (20).

This gave a total of 100 respondents in the two divisions which according to the researcher was the representative group enabled her gain information about a population.
3.3 SAMPLING TECHNIQUES

The study adopted simple random sampling. The researcher visited the school office and requested to be given the list of teachers in the school where she / he gave a number to every teacher and then placed the numbers in a container and then pick any number at random. The teachers corresponding to the numbers picked were included in the sample. 4 teachers and 1 manager / head teacher were the focus sample in all the twenty schools giving a total of 100 respondents.

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL</th>
<th>HEAD TEACHERS</th>
<th>TEACHERS</th>
<th>TOTAL NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>PUBLIC</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

3.4 DATA COLLECTION

Primary data was collected through the use of a questionnaire that contained both open and closed – ended questions. Most of the data was collected during schools – terms when schools were on session enabling the researcher get access to the respondents. The questionnaire was administered on a face to face basis. Field notes on qualitative information during the interview were also being taken.
3.5 DATA ANALYSIS AND TECHNIQUES

Both quantitative and qualitative data analysis techniques were employed in the current study. The quantitative data collected was coded, analyzed and presented in a suitable format. The qualitative data gathered from the head teachers/managers was used to compliment the quantitative data from the teachers. To permit quantitative analysis data was converted to numerical codes representing attributes of measurements of variables, i.e. coding. Completed questionnaires were edited for completeness and consistency. Data was tabulated and classified into sub samples according to common characteristics. Responses were coded to facilitate basic statistical analysis and descriptive statistics. Tables, frequencies percentages and graphs were used to present the data. Open ended questions were coded by grouping responses according to recurring themes and SPSS was used to analyze data.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter presents the analysis of the collected data and discusses the findings of the study on the effects of motivation on teacher’s performance in private and public schools in Nairobi, a case study of Lang’ata and Embakasi divisions.

4.1 An overview

The data was collected by administering questionnaires to head teachers and teachers of private and public primary school in Lang’ata and Embakasi divisions. A total of 98 questionnaires were positively filled and returned. This consisted of 20, filled by head teachers and 78 filled by teachers.

4.1.1 Type of school

Table 4.1.1

<table>
<thead>
<tr>
<th>The type of the school?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Private</td>
<td>12</td>
<td>60.0</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Public</td>
<td>8</td>
<td>40.0</td>
<td>40.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As shown in the table, 50% of the respondents were of either sex.

4.1.3 Duration of service as head

Table 4.1.3

<table>
<thead>
<tr>
<th>How many years have you served as a head teacher?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 1 year</td>
<td>2</td>
<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>1-3 years</td>
<td>7</td>
<td>35.0</td>
<td>35.0</td>
<td>45.0</td>
</tr>
<tr>
<td>4-6 years</td>
<td>5</td>
<td>25.0</td>
<td>25.0</td>
<td>70.0</td>
</tr>
<tr>
<td>7-9 years</td>
<td>3</td>
<td>15.0</td>
<td>15.0</td>
<td>85.0</td>
</tr>
<tr>
<td>Over 9 years</td>
<td>3</td>
<td>15.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Most of the respondents (35.0% and 25.0%), said they had been heads for between 1-3 years and 4-6 years respectively. 15.0% had been heads for 7-9 years or over 9 years. Only 10% had served in the same capacity for less than one year.

4.1.4 Academic qualifications

Table 4.1.4

<table>
<thead>
<tr>
<th>What is your highest academic qualification?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>B.Ed</td>
</tr>
<tr>
<td>Diploma</td>
</tr>
<tr>
<td>S1</td>
</tr>
<tr>
<td>P1</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Most of the respondents (40.0%) said they were SI holders, whereas 30.0% were holders of P1 certificate. 20.0% were diploma holders. Only 10.0% were B.ed holders.

4.1.5 Academic qualifications of staff

Table 4.1.5 Academic qualifications of staff

<table>
<thead>
<tr>
<th>Ranking</th>
<th>M.ed</th>
<th>B.ed</th>
<th>B.A</th>
<th>Diploma</th>
<th>S1</th>
<th>P1</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>100</td>
<td>70</td>
<td>90</td>
<td>75</td>
<td>50</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td>5-10</td>
<td>30</td>
<td>10</td>
<td>25</td>
<td>45</td>
<td>25</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>10-20</td>
<td>5</td>
<td>40</td>
<td>10</td>
<td></td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>20 and Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table all the respondents (100%) said they had (0-5) staff with M.ed qualifications in their schools. 70.0% said they had 0-5 staff with B.ed qualification whereas 30.0% had between 5-10 staff with B.ed qualification. Those respondents 0-5 staff with B.A qualification was 90.0%, while those having 5-10 staff were with the same qualifications were 10.0%. Whereas 75% of the respondents had 0-5 staff with diploma qualification 25.0% had between 5-10.
4.1.6 Condition of facilities

Table 4.1.6

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Library</th>
<th>Classes</th>
<th>School transport</th>
<th>Parents interactive meetings</th>
<th>Sports facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>55</td>
<td>75</td>
<td>25</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>Fair</td>
<td>40</td>
<td>20</td>
<td>60</td>
<td>20</td>
<td>55</td>
</tr>
<tr>
<td>Poor</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
Most of the respondents (55.0%) described the conditions of their schools library as good, 40% as fair whereas 5.0% described it as poor. A majority of 75.0% respondents rated their schools classes/classroom as good, 20.0% as fair whereas rated as poor.

A majority of 60.0% respondents rated the condition of their schools transport as fair, and 15.0% as poor. 25.0% of them rated the conditions as good.

Regarding the parents interactive meetings, a big majority of the respondents (80.0%) rated it as good while 20.0% considered it fair. Sports facilities were rated as good, fair and poor by 30%, 55%, and 15% of the respondents respectively.
Table 4.1.7 Reward for good performance

Table 4.1.7

Do you reward teachers for good performance in examinations?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All the respondents (100%) admitted that their schools reward teachers for good performance in examinations. This was mostly in private schools than in public schools.

4.1.8 School motto

Table 4.1.8

Do you have a school motto?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All the respondents (100%) said that they have school motto indicating the organizations or schools are having a good working policy and well focused and educated employees.

4.1.9 Frequency of staff meetings

Table 4.1.9

How often do you hold staff meetings?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Monthly</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
All the respondents (100%) said they hold staff meetings on monthly basis justifying that these head teachers are very determined and well trained in decision making.

4.1.10 Conflict solutions

Table 4.1.10

<table>
<thead>
<tr>
<th>How do you solve conflicts in the school between teachers and students, students and students and teachers and the administration?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

As shown in the table, a big majority of the respondents (75.0%) said they solve conflicts by counseling the concerned parties. This is the new leadership style for resolution of conflicting issues.
4.1.11 Teachers and administering decisions

Table 4.1.11

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Always</td>
<td>11</td>
<td>55.0</td>
<td>55.0</td>
<td>55.0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>45.0</td>
<td>45.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1.11

How often do you consult teachers in making administrative decision that affect them?

Most of the respondents (55.0%) said they always consulted teachers in making decisions. 45.0% said they consulted them only sometimes.
A very big majority of the respondents (95.0%) said their teachers taught only subjects they are best in. The other 5.0% said it was so to a very small extent. The negligible number is attributed to public primary schools.
4.2 TEACHERS

4.2.1 Type of school

Table 4.2.1

<table>
<thead>
<tr>
<th>The type of the school?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>30</td>
<td>38.5</td>
<td>38.5</td>
<td>38.5</td>
</tr>
<tr>
<td>Public</td>
<td>48</td>
<td>61.5</td>
<td>61.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2.1

As shown in the figure and table, a total of 78 questionnaires were filled by teachers, 38.5% of them from private and 61.5 from public primary schools.

4.2.2 Gender

Table 4.2.2

<table>
<thead>
<tr>
<th>Gender of the respondents?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>36</td>
<td>46.2</td>
<td>46.2</td>
<td>46.2</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>53.8</td>
<td>53.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Majority of the respondents teachers (53.8%) were females, while 46.2% were males.

### 4.2.3 Academic qualifications

#### Table 4.2.3

<table>
<thead>
<tr>
<th>What is your highest academic qualification?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Most of the respondents (52.6%) were P1 holders. 25.6% were S1 holders whereas 17.9% were diploma holders. Only 3.8% were B.Ed holders. The private schools tend to employ even graduate teachers as opposed to public primary schools.
Figure 4.2.3

What is your highest academic qualification?

<table>
<thead>
<tr>
<th>Variables</th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
</tr>
<tr>
<td>SL</td>
<td>30</td>
</tr>
<tr>
<td>PI</td>
<td>40</td>
</tr>
</tbody>
</table>

4.2.4 Teaching experience

Table 4.2.4

<table>
<thead>
<tr>
<th>How many years of teaching experience do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Most of the respondents (44.9%) had between 4-6 years of teaching experience. 25.6% and 24.4% had 1-3 years and 7-9 years teaching experience respectively.
4.2.4 How many years of teaching experience do you have?

![Chart showing years of teaching experience]

<table>
<thead>
<tr>
<th>Valid Percentage</th>
<th>Less than 1 Year</th>
<th>1-3 Years</th>
<th>4-6 Years</th>
<th>7-9 Years</th>
<th>Over 9 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Percent</td>
<td>22</td>
<td>35</td>
<td>15</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>28.2</td>
<td>44.9</td>
<td>19.2</td>
<td>7.7</td>
<td></td>
</tr>
<tr>
<td>Cumulative Percent</td>
<td>28.2</td>
<td>73.1</td>
<td>92.3</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Valid %

Less than 1 Year
1-3 Years
4-6 Years
7-9 Years
Over 9 Years

4.2.5 Lessons per week

Table 4.2.5

| What is the average number of lesson that you teach in your school per week? |
|-----------------|-----------------|-----------------|-----------------|
| Frequency       | Percent         | Valid Percent   | Cumulative Percent |
| Valid Less than 10 | 22              | 28.2            | 28.2            |
| 10-15           | 35              | 44.9            | 44.9            |
| 16-20           | 15              | 19.2            | 19.2            |
| Over 20         | 6               | 7.7             | 7.7             |
| Total           | 78              | 100.0           | 100.0           |

Most of the respondents (44.9%) said they had an average of between 10-15 lessons per week. 28.2% of them had less than 10% less per week whereas 19.2% had between 16-20 lessons per week. 7.7% of the respondents had over 20 lessons.
Figure 4.2.5

What is the average number of lesson that you teach in your school per week?

4.2.6 Relevant in-service courses

Table 4.2.6

How many times have you attended in-service courses related to your teaching?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Not attended</td>
<td>26</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Between 1 and 2 times</td>
<td>38</td>
<td>48.7</td>
<td>82.1</td>
</tr>
<tr>
<td></td>
<td>Over 2 times</td>
<td>14</td>
<td>17.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 4.2.6

How many times have you attended in-service courses related to your teaching?

- Not attended: 33%
- Between 1 and 2 times: 18%
- Over 2 times: 49%

Whereas 33.3% of the respondents had not attended any in-service courses related to their teaching, 48.7% had attended once or twice. 17.9% however, had attended such courses for more than two times.

4.2.7 Adequacy of teaching aids

Table 4.2.7

<table>
<thead>
<tr>
<th>Adequacy</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>43</td>
<td>55.1</td>
<td>55.8</td>
<td>55.8</td>
</tr>
<tr>
<td>Inadequate</td>
<td>21</td>
<td>26.9</td>
<td>27.3</td>
<td>83.1</td>
</tr>
<tr>
<td>Not applicable</td>
<td>13</td>
<td>16.7</td>
<td>16.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>98.7</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>1.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table, teaching aids were rated as adequate (55.8%) or inadequate (27.3%).
4.2.7 Indicate the adequacy of teaching aids for the subject(s) you teach in your school?

4.2.8 Reward for good performance in examinations

Table 4.2.8

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>52</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>26</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Majority of the respondents (66.7%) admitted they were rewarded when their students performed well in examinations. 33.3% said they were not rewarded.

4.2.8 Sufficiency of textbooks

Table 4.2.8

<table>
<thead>
<tr>
<th>Do you have sufficient textbook for your subjects?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>32</td>
<td>41.0</td>
<td>41.6</td>
<td>41.6</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>57.7</td>
<td>58.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>98.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Whereas only 41.6% of the respondents admitted they had sufficient text books for their subjects, 58.4% said they had not. This is the cause of poor performance, much more in public schools.

4.2.9 Teaching extra hours

Table 4.2.9

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>51</td>
<td>65.4</td>
<td>65.4</td>
<td>65.4</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>34.6</td>
<td>34.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Most of the respondents (65.4%) admitted teaching extra hours, while 34.6% did not. This depends on so many issues thus the number doesn’t matter.
Do you teach extra hours in this school e.g. evening, weekends?

- Yes
- No

4.2.10 Compulsory extra teaching

Table 4.2.10

<table>
<thead>
<tr>
<th>Is it compulsory?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>17</td>
<td>21.8</td>
<td>22.4</td>
<td>22.4</td>
</tr>
<tr>
<td>No</td>
<td>59</td>
<td>75.6</td>
<td>77.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>97.4</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>2</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Only 22.4% of the respondents that teaching for extra hours in their school was compulsory. The majority of them (77.6%) said it was not compulsory.
4.2.11 Supervision, job security

Table 4.2.11

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Teachers generally like to reschedule their own work and make job related decisions with minimum supervision?</th>
<th>Job security is important to teachers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>47.4359</td>
<td>67.94872</td>
</tr>
<tr>
<td>Agree</td>
<td>28.20513</td>
<td>30.76923</td>
</tr>
<tr>
<td>Somewhat Agree</td>
<td>12.82051</td>
<td>1.282051</td>
</tr>
<tr>
<td>Disagree</td>
<td>11.53846</td>
<td>55</td>
</tr>
</tbody>
</table>

Regarding the opinion that teachers generally like to reschedule their own work and make job related decisions with minimum supervision, 47.4% of the respondents strongly agreed, 28.2% agreed, 12.8% agreed somewhat whereas 11.5% did not agree.

However, with regard to importance of job security to teachers, all the respondents agreed with a majority of 67.9% agreeing strongly, 30.7% agreeing and only 1.28 agreeing somewhat.
Figure 4.2.11

- Teachers generally like to reschedule their own work and make job related decisions with minimum supervision?

- Job security is important to teachers?

4.2.12 Problems

Table 4.2.12

<table>
<thead>
<tr>
<th>What does the headteacher do if he discovers that teachers have problems in school for example, coming late or not teaching?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Percent</td>
</tr>
<tr>
<td>Valid Percent</td>
</tr>
<tr>
<td>Cumulative Percent</td>
</tr>
</tbody>
</table>

In cases of problems like lateness by teachers, 65.4% of the respondents said the head teacher held dialogue, while 21.8% said he/she warned the teacher. However, 9.0% of the
respondents said the head dismissed the teacher in such cases, whereas 3.8% said the head teacher deals with the cases in other ways.

Figure 4.2.12

What does the head teacher do if he discovers that teachers have problems in school for example, coming late or not teaching?

<table>
<thead>
<tr>
<th>Variables</th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dismisses the teacher</td>
<td>10.2</td>
</tr>
<tr>
<td>Warn the teacher</td>
<td>44.9</td>
</tr>
<tr>
<td>Hold dialogue</td>
<td>27.0</td>
</tr>
<tr>
<td>Others</td>
<td>17.9</td>
</tr>
</tbody>
</table>

4.2.13 Head and teacher failures

Table 4.2.13

<table>
<thead>
<tr>
<th>What in your opinion should the head do if he or she discovers that the teacher has failed in his or her duties?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>Warn the teacher</td>
</tr>
<tr>
<td>Advice the teacher</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

When the head discovers that a teacher has failed in his/her duties, 52.6% of the respondents were of the opinion that the head should advice the teacher. 44.9% felt that
he/she should warn the teacher whereas 2.6% opined that he/she should dismiss the teacher.

Figure 4.2.13

What in your opinion should the head do if he or she discovers that the teacher has failed in his or her duties?

Variables

<table>
<thead>
<tr>
<th>Valid %</th>
<th>Dismisses the teacher</th>
<th>Warn the teacher</th>
<th>Advice the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>30</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.3 QUALITATIVE ANALYSIS

The issue of attendance to meetings was studied. The meetings were more frequent in private schools than the public ones. They also seemed to be somehow oriented to the school guidelines in private rather than in public schools.

The study also revealed that communication is also not given a free hand hence a demotivated workforce in these schools.
Teachers in public primary schools do not go for training services due to the claim that the government does not have money or rather fail to provide money for the same.

Extra hours of teaching are a common thing in the schools as the teachers need to earn extra money. However in private schools teachers tend to teach for more hours since the work under the particular schools terms and thus tend to work extra time.

Most of the private schools have got highly clean facilities and comparatively high standards of cleanliness. This tends to create a conducive learning environment and therefore lead to good performance by the students. The students from these private schools tend to pass examinations very highly compared to the fellows in public schools.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 FINDINGS AND CONCLUSIONS

From the data analysis, it can therefore be summarized that private primary school teachers in Embakasi Division are highly motivated as compared to public primary school teachers. This is somehow a representation of the situation in the whole country.

It is worth noting that public primary school teachers have lots of experience but not motivated. This contributes to the kind of exodus to private primary schools.

Private schools, do offer highly lucrative services like good classrooms, library, transport than public schools, at the same time, at private schools, there is a much more interaction of parents. They also provide adequate sporting facilities. These are the key motivating sources in private schools as compared to public schools.

Private schools seemingly employ more women than in public comparatively, these are highly qualified women and even, at times they employ even men, at times they employ even graduates. These people are happy due to the high level of motivation.

In public schools, however much one works hard, there is very poor reward systems, sometimes not at all.
Both dialogue and counseling for the students are somehow being applied much better in private than in public schools. This assists in good decision making.

In private schools, the teachers have four lessons per week and more so, they have a right of choice of what to teach in relation to their specializations. They have adequate teaching aids. It is due to this that they can go for extra teaching while in public schools it has to be somehow compulsory.

Punishment by the head of institutions is done with utmost due care to motivate and encourage teachers to continue with his/her work.

5.2 RECOMMENDATIONS

- Public primary schools need to motivate their teachers on the following:
  - Provide adequate teaching facilities like a good and well stocked library, good classrooms, transport facilities and provide time for parents to meet teachers and interact freely.
  - There should be a well balanced gender system in employment, to avoid dominancy in gender matters.
  - Public primary should use private ones as their role models like, in terms of reward system for good work done. They should also employ qualified teachers to avoid uncalled for conflicts. This enhances dialogue and a long way in providing counseling facilities.
  - Teachers should be given a chance to make their own choices in subjects taught, this yields efficiency and effectiveness.
- Teachers in both schools should be taken for constant training on different issues affecting school's performance.

- Job security be promoted in public primary just as it is in private ones. This improves motivation.

- There should be a general environmental cleanliness to boost morale of their colleagues.

- Payment and compensation to the organizations payment policies.

5.3 LIMITATIONS OF THE STUDY

The aspect of motivation in employees in general is really complex. The Hawthorne studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bederah, 1993). In studying such a complicated aspect of motivation amongst teachers, the research focused on both the private primary and public primary schools with specific focus on the teachers and administrators of these two school set ups.

The study was carried out on a selected number of private primary schools and public schools in Nairobi Province. It paid attention to two divisions Embakasi and Langata, the number of the schools was 20 from the private schools and 20 from public schools.
5.4 SUGGESTIONS FOR FURTHER RESEARCH

The study was undertaken as a comparative study on the effects of motivation on teachers' performance in private primary and public primary schools in Nairobi. The choice of Nairobi was necessitated by the limitations mentioned above. However, the study would have been more conclusive if it was undertaken in the whole country, Kenya. The researcher would therefore like to make some suggestions on possible areas that need further research. These areas are:

- The study of motivation among the non-teaching staff in public primary schools in Kenya.


- The role of head teacher in teachers' motivation in schools. A case study of public primary schools in Nairobi.
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QUESTIONNAIRE

HEAD TEACHERS QUESTIONNAIRE ON EFFECTS OF MOTIVATION ON TEACHERS PERFORMANCE

PART A

SECTION I

INSTRUCTIONS

Two types of questions are given in this questionnaire: structured questions and unstructured questions.

In the unstructured questions, write your answers in the blank spaces provided. In the structured questions, several answers are given. Please tick the choice you have made.

1. Name of your school

2. How long have you served as a head teacher?
   - Under 1 year
   - 1 – 3 years
   - 4 – 6 years
   - 7 – 9 years
   - Over 9 years

3. What is your highest academic achievement?
   - B. Ed.
   - Diploma
4. How many teachers have attained the following qualifications in your school?

M. Ed

B. Ed.

B. A

Diploma in Education

SI

P1

Other (Please Specify)

5. What were the minimum and maximum KCPE Mock grades in the last five (5) years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Please indicate the number of students who had the following grades in KCPE for the five years indicated.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>450 AND ABOVE</th>
<th>400 - 450</th>
<th>350 - 400</th>
<th>300 - 350</th>
<th>250 - 300</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
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<td></td>
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<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
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<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Please indicate the presence and condition of the following school facilities:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PRESENT</th>
<th>ABSENT</th>
<th>CONDITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>GOOD 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAIR 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>POOR 1</td>
</tr>
</tbody>
</table>

| Library             |         |        |           |
| Classes             |         |        |           |
| Sports Facilities   |         |        |           |
| School Transport    |         |        |           |
| Parents Interactive Meetings | |        |           |
8. Do you reward teachers for good performance in examinations?

Yes [ ]

No [ ]

If yes, how do you reward them?

________________________________________________________________________
________________________________________________________________________

9 (a) Your school is rated high in academic performance, in your view, what are the factors that have contributed to the good performance of your school?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(b) Having discussed the success factors, could you explain what hurts the performance of your school?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10 (a) Do you have a school motto? Yes / No

If yes, what is the motto?
(b) How do you undertake to entrench the motto in the activities of both staff and pupils to make it more than just a statement? Explain.

11(a) What in your view as an administrator / head teacher motivates teachers to have good performance especially at the KCPE examination?

(b) How is creativity and experimentation encouraged in the school for both staff and pupils? Please explain.

(c) (i) When new changes have to be introduced, how do you go about them? Kindly explain.
(ii) What do you have to say about ‘drilling’ in examinations?


12. How often do you hold staff meetings?

Weekly  

Monthly  

Termly  

Yearly  

Any other (please specify)  


13. How do you solve conflicts in the school between teachers and students, students and students and teachers and administration?

Through dialogue  

Counseling of the concerned parties  

Other ways (Please specify)  


14. How often do you consult teachers in making administrative decisions that affect them.

Always  

72
15. Do teachers teach what they are best in, in terms of subjects?

- Not at all
- To a very small extent
- To a large extent
- Always

QUESTIONNAIRE ON EFFECTS OF MOTIVATION ON TEACHERS PERFORMANCE

INSTRUCTIONS

Two types of questions are given in this questionnaire: Structured and unstructured. In the structured questions, several answers are given. Please tick the choice you have made in the unstructured questions, write your answers in the blank spaces provided.

PART I

PERSONAL DATA

1. What is your gender?

- Male
- Female

2. What is your highest academic achievement?

- B. Ed
3. How many years of teaching experience do you have?

<table>
<thead>
<tr>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
</tr>
<tr>
<td>1 - 3 years</td>
</tr>
<tr>
<td>4 - 6 years</td>
</tr>
<tr>
<td>7 - 9 years</td>
</tr>
<tr>
<td>Over 9 years</td>
</tr>
</tbody>
</table>

4. What is the average number of lessons that you teach in your school per week?

<table>
<thead>
<tr>
<th>Lessons per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10</td>
</tr>
<tr>
<td>10 - 15</td>
</tr>
<tr>
<td>16 - 20</td>
</tr>
<tr>
<td>Over 20</td>
</tr>
</tbody>
</table>

5. How many times have you attended in-service courses related to your teaching?

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not attended</td>
</tr>
<tr>
<td>Between 1 and 2 times</td>
</tr>
<tr>
<td>Over 2 years</td>
</tr>
</tbody>
</table>

6. Indicate the adequacy of teaching aids for the subject(s) you teach in your school.

<table>
<thead>
<tr>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
</tr>
</tbody>
</table>

7. (a) Are you rewarded for making your students achieve high marks in the examinations?
   Yes [ ]
   No [ ]

   (b) If yes, how are you rewarded?

8. Do you have sufficient textbooks for your subjects?
   Yes [ ]
   No [ ]

9. (a) Do you teach extra hours in this school? E.g evenings, weekends?
   Yes [ ]
   No [ ]

   (b) Is it compulsory?
   Yes [ ]
   No [ ]

10. Teachers generally like to schedule their own work and make job related decisions with minimum supervision.
    Strongly Agree [ ]
    Agree [ ]
    Somewhat Agree [ ]
    Disagree [ ]
11. Job security is important to teachers.

- Strongly Agree
- Agree
- Some what Agree
- Some what Disagree
- Disagree

12. What does the head teacher do if he discovers that teachers have problems in school for example, coming late or not teaching?

- Dismisses the teacher
- Warn the teacher
- Ignore the problem
- Hold dialogue
- Others (Please specify)

13. What in your opinion should the head teacher do if he/she discovers that a teacher has failed in his/her duties?

- Dismiss the teacher
- Warn the teacher
- Ignore the problem
- Advice the teacher
- Others (Please specify)

Thank You