AN INVESTIGATION OF THE FACTORS THAT DEMOTIVATE SECONDARY SCHOOL TEACHERS IN WORK PERFORMANCE WITH REFERENCE TO WAJIR DISTRICT

BY:-

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DECLARATION

This project is my original work and has not been presented for a degree in any other university or any other award.

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Date 22/08/05

I confirm that the project was carried out by the candidate under my supervision and has been submitted for examination with my approval as the supervisor.

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DEDICATION

This project is dedicated to my mother, brothers and sisters and friends who have helped me in my academic pursuit.
ACKNOWLEDGEMENTS

My special thanks go to my supervisor Dr. Mark Ogutu of Kenyatta University, the teachers of Secondary schools from Wajir District, my colleagues in this programme. Continued thanks goes to my family who are always supportive of my studies.
ABSTRACT

An important characteristic of developing countries is the demand for secondary education. After independence, the Kenyan government has tried to eliminate ignorance, poverty and diseases. The Kenyan Ministry of Education has made a specific effort to put more secondary schools both in rural and urban areas. She has also tried to reduce the school fees so that education can be accessible to both poor and rich people alike. She has also provided schools with teachers and sometimes bursary to the poor.

This effort has been paralleled by a remarkable drive from the people of Kenya to build local secondary schools without government financial assistance. Some of these schools are private run on commercial basis, but the most significant schools are the Harambee Schools funded by self-help groups in many parts of the country. Development of Arid and Semi-arid lands (ASALS) has been the priority in the Economic Recovery strategy for wealth and Employment creation (ERS) in recognition of the important contribution these areas can make to national development. This is because ASALs form 80% of the country’s landmass and are occupied by 25% of the country population.

They also contribute 10% of the country’s GDP, 70% of our livestock and account for more than 80% of eco-tourism interests in the country. Several programmes and project have already been identified and given priority for implementation in the above region during the year 2004-2007. Education is one of the project communities in ASALs districts have lagged behind in education and training due to a number of
factors, in particular limited facilities such as quality institutions, water and other infrastructure.

The ASALs have the lowest gross enrolment (GER) and net enrolment (NER) ratios in Kenya. Northeastern province has a GER of 15.9 and NER of 13.7 which means that more than 80 of school age children and youth are not in school. Only 60,817 pupils were in primary schools by the end of 2003 out of the targeted 381,328. Access, quality and relevant are further constrained by vast distances and the migratory nomadic lifestyles of the Pastoralist ASAL communities. It is therefore, critical to expand and improve the provision of education and training in these areas in order to reduce the historical and current inequalities. This is done though innovative integrated and localized interventions.
TABLE OF CONTENTS

Declaration................................................................. ii
Dedication ................................................................ iii
Acknowledgement ......................................................... iv
Abstract ........................................................................ v

Chapter One: Introduction
1.1 Background of the study ............................................. 1
1.2 Statement of the Problem ............................................. 4
1.3 Purpose and objectives of the study ............................... 6
1.4 Research Questions ................................................... 6
1.5 Significant of the study ................................................. 7
1.6 Scope and Limitation of the study ................................. 8
1.7 Operational definition of Significant terms ..................... 9

Chapter Two: Literature Review
2.1 Introduction .............................................................. 10
2.2 Review of literature .................................................. 10
2.3 Summary .................................................................. 28

Chapter Three: Methodology
3.1 Introduction .............................................................. 29
3.2 Research Design ....................................................... 29
3.3 Population and Area of Study ....................................... 29
3.4 Sampling Technique .................................................. 30
3.5 Research instrumentation ............................................ 31
3.5.1 Piloting ................................................................. 31
3.5.2 Validity ................................................................. 31
3.6 Data collection .......................................................... 31
3.7 Data analysis and presentation ...................................... 32

Chapter Four: Data Analysis and interpretation
4.0 Introduction .............................................................. 33
4.1 Overview of Data Collected and Analyzed ..................... 33
4.2 Gender ..............................................................................................................33
4.3 The Status of the School ..................................................................................34
4.4 Type of the School ............................................................................................35
4.5 Duration of Service ...........................................................................................36
4.6 Duration of Service in another School ............................................................37
4.7 Mode of Employment .........................................................................................38
4.8 Academic Qualification .....................................................................................39
4.9 Conduction of Exams in School ........................................................................40
4.10 Consultation between the Administration and the Parents on Students
    Performance .......................................................................................................41
4.11 Parents Concerns on Students Performance ....................................................42
4.12 Meeting with Other Heads of Departments in Other School .............................43
4.13 Relationship between Other Members of the Departments .............................44
4.14 How the Relationship affect performance .........................................................45
4.15 Environmental Condition ................................................................................46
4.16 Distances between the School and the Head Quarters of TSC ............................47
4.17 Official Communication ....................................................................................47
4.18 Work Performance ...........................................................................................48
4.19 Qualitative data analysis ..................................................................................49

Chapter Five: Summary, Conclusions and Recommendations ......................57
5.1 Introduction ......................................................................................................57
5.2 Summary and Conclusions ..............................................................................57
5.3 Limitations of the Study ..................................................................................61
5.4 Recommendations .........................................................................................62
5.5 Suggestions for further Research ................................................................. 63

Time Frame ........................................................................................................ 64
Budget Approximation ......................................................................................... 65
References ........................................................................................................... 66
Appendices ........................................................................................................... 67
CHAPTER ONE

1.0 Introduction

This chapter introduces the study by looking at its background and stating the problem. It further examines the purpose and objectives of the study, research questions, significance of the study, scope and limitation of the study. Operational definition of significant terms concludes the chapter.

1.1 Background of the Study.

After independence, African parents applied pressure on government to expand provision of formal education. Parents who had obtained primary level schooling set secondary education as the minimum qualification for their children and parents with secondary level demanded university education for their children. Since the 1960s, education at all levels has been rapidly expanded, particularly in densely settled agricultural areas. On the other hand, African pastoral societies in Semi-arid and arid areas have lagged behind in the schools participation and performance.

Pastoral societies of Northern Kenyan and the Rift Valley were the most educationally disadvantaged in the country. The Borana, Rendile and Somali of North Eastern province ranked last in school participation (2%); followed by the Turkana, Samburu, Maasai and various Kalenjin groups (Pokot, Marakwet) residing in the Rift valley (39%). The schools participation rates of both provinces were below the national average (58%) and much below that of the educationally advantaged central (94%) and western (71%) provinces (Ominde Report II, 1965)
The first post-independence education commission (Ominde Report 1964-1965) endorsed the ultimate goals of universal primary education. It urged the government to concentrate on achieving a more equitable distribution of educational opportunities beginning with the lower levels of schooling. The commission made several recommendations concerning primary education in arid and semi arid areas. “The main effort of the government should be directed towards raising the level of enrolment in those areas in which the percentage falls seriously short of the national average (57.7 in 1964). These are Tana River, Garissa, Wajir, Mandera, Isiolo, Marsabit, Narok Olkejuondo, Turkana, Samburu and West Pokot (Ominde, 1965).

These districts make up the bulk of the land of Kenya with this in mind; the report recommended that the government should increase the amount of grants to such areas “while reducing it in the favored districts “(Ominde 1965 page 9)

Wajir district has been performing very poorly in the form four exams, than any other district in Kenya up to 90% of those who sit the Kenya Certificate of Secondary Education in North Eastern province and the upper Eastern districts of Isiolo, Marsabit and Moyale score grade D+ (The standard newspaper, school and career, May 12,2005 page 6.)

To achieve success in any organization there is undisputed need to keep a highly productive and motivated work force as productivity and motivation are closely linked. Motivation is either a management activity, or sometimes that managers do to induce others to act in a way. Producing results desired by the organization. It’s also a psychological concept, which is internal mental state of a person relating to the initiation, direction, persistence and termination of behaviour (Tosi and Carroll 1982)
According to Steyn (1995), motivated employees are always looking for better ways of doing their jobs, are usually concerned about quality and are more productive than the lethargic ones.

Human motives are based on felt needs. Whether consciously and sub-consciously. The needs vary in intensity and over time among different individuals. Hence one of the greatest problem that managers encounters is determining what employees really mean in relation to what they say and do. An individual brings into an organization certain needs that are translated into wants which may include opportunities for growth and advancement, need for job security and good working conditions. The individuals involved in any enterprise differ in the needs and objectives that are especially important to them. The purpose of management is to help the workers see that they can satisfy their own needs and utilize their potential, while at the same time contributing to the aims of an enterprise. Within this situation the organization must try to provide a climate where the worker is motivated in a way that serves both him/her and the organization interests.

According to Weihrich and Koontz (1993), motivation is linked to satisfaction. Motivation is the drive and effort to satisfy a want, and satisfaction is the contentment experienced when a want is satisfied. It is possible for a person to a higher job satisfaction but low level of motivation for the job, and the reverse may be true. Probably then, those with high motivation and low job satisfaction are destined to look for other positions. Likewise, people who find their positions rewarding but are not motivated will in all probability rummage around for other careers.
The education sector is a ‘doing’ sector, at times referred to as the ‘problem sector’ holding brief to seven million Kenya Youths in Primary, Secondary and tertiary institutions. Further, the Kenya government spends approximately 40% of her recurrent expenditure on education (Republic of Kenya, 2000) underscoring the sectors importance. The resources available within the education service fall into three categories: Manpower, money and material. The human resource is the most important of these as the effective use of the others depend on the skills and performance of the individual within the education system. Maintaining a motivated work force in this sector is then paramount. Persistent general apathy to duty, excessive part leave and sick off to create a breather in their daily routine, lack of enough facilities, lack of concern by parents to their students performance in school, poor performance by students are thought of them as an expression of lack of motivation to them, although a relatively qualified and highly motivated staff force is a prerequisite for the promotion of high achievement in the school goals.

The question of what motivates the workers to perform effectively is not an easy one to answer (Dessler, 1994). The difficulty here is that the researchers involved have had to make assumptions about the motives for behaviour that they have observed or recorded. Thus, there has always been an element of subjectivity, in any judgment made about motivation (Cole, 1997) However, motivation forms the basis for the goals that people as employees seek to satisfy in the work place (Schiffman and Kanik, 1996, Chung, 1977). It is therefore right to deduce that motivation is a common denominator that links together the attainment of both individual and organizational goals.
1.2 Statement of the problem

The reason for undertaking this study of the factors that demotivate secondary teachers in their work performance with reference to Wajir district arose after a preliminary observation indicated that teachers absent themselves from school with or without permission, others leave teaching and join other sector such as Non–governmental organizations and overall poor performance by students in form four exams.

A highly motivated person works hard at a job, unmotivated person does not. A manager leads through motivation does so by creating conditions under which subordinate and other people with whom she or he works feel inspired to work hard. Obviously a highly motivated workforce is indispensable if high performance outcome are to be consistently achieved in organization. Effort is very variable. In the individual performance equation according to Tillery (1994), it states Performance = Ability x Support x Effort.

A good manager makes sure that all jobs are staffed with capable people. A good manager makes sure that capable people are well supported as they apply their talents in daily tasks. And a good manager also knows that even people with ability and support must be willing to exert the necessary effort in order to meet high performance objectives. This manager accordingly, leads through motivation and builds a positive work environment that really “turns people on” to their work.

Tillery (1994), postulates that motivation is the set of forces that initiate behaviors and determine its, form, direction, intensity and durations. Knowledge of motivation helps managers to understand human nature, which is central to accomplishing the goals of the
organizations. Knowledge of why a person works hard helps managers design a reward system, which will lead to increased productivity and quality.

The study attempted to explain the factors that demotivate the secondary school teachers in work performance with reference to Wajir district due to the fact that there is chronic absenteeism, labor turn over and poor performance by students in form four exams.

1.3 Purpose and Objectives of the Study

This was to investigate the factors demotivating secondary school teachers

The Specific objectives include

1. To find the extent to which demotivation affect the student performance in form four exams.

2. To determine the extent to which parents concern may improve the teacher's motivation.

3. To find the impact of unavailability of facilities on teachers motivation.

4. To recommend the way to overcome the teachers demotivation

1.4 Research Questions

In order to achieve the stated objectives the researcher was guided by the following questions:

1. Does teachers demotivation affect the student's performance?

2. Can parents concern improve the teacher's motivation?

3. Does unavailability of facilities affect teachers' motivation?

4. How can teacher's demotivation be overcome?
1.5 Significance of the Study

The findings of the study are going to be useful to the following:

The study is attempting to establish the work demotivation factors in secondary schools. Establishing this, even if only for a small group, will help administrators in their effort towards motivating the teaching staff.

The study is going to provide information to parents on the factors demotivating secondary school teachers. The findings of this study will also contribute knowledge to students on the factors that demotivate teachers in Kenya.

1.6 Scope of the Study.

The study attempted to investigate the factors that demotivate secondary school teachers in work performance with reference to Wajir district. The study was carried out in eight secondary schools in Wajir district North Eastern province.

1.7 Operational Definition of Significant Terms

De-motivation – cause to lose motivation: discourage

Motivation: - refers to the drive and efforts to satisfy a want or a goal .It is the drive towards an outcome already experienced.

Public School: - a school developed and maintained by public funds forms the government, parents and communities (Kamunge 1988). In Kenya (a) maintained (b) assisted and (c) Harambee schools are included under this category of school system.
Chapter 2 relates to literature review according to objectives.

Chapter 3 deals with methods used in data collection, interpretation and analysis.

Chapter 4 takes into account of the results of the project and discussion.

Chapter 5 deals with summary implications, conclusions and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chief purpose of this chapter is to show how the problem under investigation relates to previous research, literature, conference and report through the mass media.

2.2 Review of Literature

Hodgetts (1997) gives the nature of motivation as a psychological process through which unsatisfied want or needs lead to drives that are aimed at goals or incentives. The three basic elements in the process are needs, drives and goals attainment. A person with an unsatisfied need will undertake goal directed behaviour to satisfy the need. A simple example is a person working to earn money so that she or he can put a down payment on a house. This individual will be motivated or driven to earn this money as quickly as possible and might look for overtime work or a second job to supplement her or his regular salary. Once the down payment is made, the person then might drop the overtime or second job and not be as driven as before. The individual also might have another goal, such as a new car and the process would begin anew.

The Universalist assumption of motivation is that the process (not content) is universal. All people are motivated to pursue goals they value - what the work-motivation theorists call goals “with” high valence “or “preference”. Although the process is universal however, the specific content and goals that are pursued will be influenced by culture. For example, one recent analysis suggests that the key incentives for many United States workers is money, for Japanese employees, it may be respect and power and for Latin American workers, it may be an array of factors including family considerations, respect, job status, and a good personal
life. Simply put motivation differs across cultures. Adler sums up the case against universality of motivation as follows; (Hodgets. 1997)

"Unfortunately Americans as well as non-American managers have tended to treat American theories as the best or only way to understand motivation. They are neither American motivation theories although assumed to be universal, have failed to provide consistently useful explanations outside the United States. Managers must therefore guard against imposing domestic American theories on their multinational business practices.

In the United States personal achievement is an important need, and individual success through promotions and more money may be an important goal. In China, however group affiliation is an important need and harmony becomes an important goal. Therefore the ways to motivate United States employees may be quite different from those used on Chinese workers. The motivational process is the same, but the needs and goals are different because of differences between the two cultures. This conclusion recently was demonstrated in a study by Welsh, Luthans and Summer that examined the value of extrinsic rewards, behavioral management, and participative techniques among Russian factory workers. The first two motivational approaches worked well to increase worker performance, but the third not. The researchers noted that this study provides at least beginning evidence that United States based behavioral theories and techniques may be helpful in meeting performance challenges facing human resources management in rapidly changing and different cultural environment. They found that two behavioral techniques- administering desirable extrinsic rewards to employees contingent upon improved performance and providing social reinforcement and feedback for functional behaviors and correct feedback for dysfunctional behaviors- significantly improved Russian factories workers performance.
Hodgetts (1997), argues that work-motivation theories can be broken down into two general categories: content and process. Content theories explain work motivation in terms of what arouses energizers or initiates employee behavior. Process theories of workers motivation explain how employee behavior is initiated, redirected and halted. Most research in international Human resource management has been content-oriented, because these theories examines motivations in more general terms and are more useful in creating a composite picture of employee motivation in a particular country or region. Process theories are more sophisticated and tend to focus on individual behaviors in specific setting.

The Nature of Motivation

The Hierarchy of Needs Theory

Maslow's hierarchy of needs has received a great deal of attention from international management researchers who have attempted to identify its value in understanding employee motivation throughout the world.

The Maslow Theory

Maslow postulated that everyone has five basic needs, which constitute a need hierarchy. In ascending order beginning with the most basic, they are physiological, safety social esteem and self-actualization needs.

Figure 2.1: Maslow's Need Hierarchy

![Maslow's Need Hierarchy Diagram](source: Maslow, (1954))
Figure 2.2 illustrates this hierarchy. Physiological needs consists of food, clothing, shelter and other basic physical needs. Maslow contended that if someone were deprived of all need satisfaction the individual’s drive to satisfy these physiological needs will be greater than the drive to satisfy any other need. Applied to work motivation, these physiological need often are satisfied through the wages and salaries paid by the organization (Maslow 1943).

Safety needs include; the desire for security, stability and absence of pain. Organizations typically help personnel to satisfy these needs through safety programs and equipment and by providing security through medical insurance, unemployment and retirement plans and similar benefits.

Social needs include the need to interact and affiliate with others and the need to feel wanted by others. This desire for “belongings” often is satisfied on the job through social interaction within the work group in which people give and receive friendship. Besides the formally assigned work groups, the formation of informal groups and acquaintanceships also is typical.

Esteem needs involve the needs for power and status. These results in individuals needing to feel important and receive recognition from others. Promotions, awards and feedback from the boss lead to feelings of self-confidence, prestige and self-importance.

Self-actualization needs are desires to reach one’s full potential becoming everything that one is capable of becoming. Although less is known about this highest-level need, most closely associated would be the ideas concerning human potential. In the organization, this may not
be a promotion but instead may involve mastering one’s environment as well as setting and achieving attainable goals (Maslow 1943).

Maslow’s theory translated over the years includes a number of basic assumptions. One is that lower-level needs become motivators. A second is that once a need is satisfied, it no longer serves as a motivator. A third is that there are more ways to satisfy higher level than lower-level needs. Some of these assumptions came from Maslow’s original work, some from others’ work, and some have been modified by Maslow. These assumptions have much of the teachers’ research on the theory.

Republic of Kenya Report of the civil salaries committee (1985) refer to the ‘teaching service’ as personnel employed by the teachers service commission (TSC) in government aided or assisted schools, teachers training colleges, the Kenya and Mombasa Polytechnics and the Kenya Institute of Education those serving in the TSC secretariat and TSC commissioners.

In paragraphs 292 - 310 of the Waruhiu Reports it was proposed that in line with the overall objective aimed at bringing about closer co-ordination and harmonization of the country’s public service commission (PSC) should come under the umbrella of the Public Service Commission (PSC). In paragraph 40 of sessional paper No. 10 of 1980 the government accepted the proposals in the paragraphs above together with related recommendations that:-

(i) The teachers service commission Act be repealed and functions of TSC rested in the expanded public service commission.
(ii) The graduate /approved teachers scale be segmented to facilitate promotion form one segment to another.

It was submitted by TSC that trained graduate teachers were at a disadvantages in entering the service at Job group “H” compared to such professionals as Engineers, Agricultural officer, Quantity surveyors, economists etc. who join the service at job group “J” a grade higher than that of a graduate teacher (Republic of Kenya: Report of the civil service salaries review committee 1985).

Representations were made to this committee that promotional opportunities in the classroom were limited and that many teachers on promotion to higher posts are transferred to Headquarters. We are of the opinion that good teachers should be promoted to higher grades in the field without having to be transferred from teaching in the classroom to administrative positions (Republic of Kenya: Report of the civil service salaries review committee 1985).

Similarly, the practice of concentrating senior and experienced educational administration in this headquarters leaves relatively inexperienced staff in the field. For example, a good headmaster need not be transferred on promotion to administrative job. In our view properly worked out schemes of service could enable such a headmaster to be promoted to a higher grade whilst he remains a headmaster.

In chapter V on the civil services salaries review committee 1985 there is the recommendation on increase in civil service salaries. Teachers’ salary increases have been considered on the same basis as for the civil servants. It was recommended that there should be a corresponding increase of salaries for the teaching service. (Republic of Kenya 1985)
The government has continued to rely heavily on untrained teachers and in the view of the commission it will take along time before there are sufficient numbers of trained teachers in the country. The Waruhiu Committee in recognition of this fact recommended the addition of one incremental salary point of untrained teachers of East African certificate of Education certificate of Education standard and above. Since the untrained teachers have and will continue to contribute a great deal to the teaching service, they recommend five incremental salary points for the untrained teachers (Republic of Kenya, 1985).

The party-recommend that allowances shown below which are applicable in the civil service should be paid to the teaching service at the recommended rates.

(a) Accommodation allowance
(b) Hotel allowance
(c) Subsistence allowance when traveling on duty outside Kenya
(d) Motor vehicle allowance
(e) Reimbursement of the cost of safari outfit
(f) Acting allowance
(g) Special duty allowance
(h) Hardship allowance

Additional responsibility allowance was first introduced in 1964 following the implementation of the Pratt salary review. Under this allowance Headmasters, or Head of Departments and other Heads of teaching institutions are paid an allowance in addition to their basic salary for undertaking additional responsibilities. Payments depend on such factors as the number of streams, classes or forms in a school and whether a school is a day or boarding.
It was brought to the attention of the Ramtu party 1985 that Kenya government has ratified the International Labor Organization (ILO) convention No 140 on paid education leave to its employees' respect of training at any level, general social and civil education, including the acquisition improvement and adaptation of occupational skills and the promotion of appropriate continued education and training.

It also recommended that hardship allowance should be paid to all officers working in a designated "Hardship "areas that are rates of hardship allowance be increased.

In paragraph 301 of Kenya civil Service Review Committee Report (1979-1980). It is clear that only a small number of graduate teachers can hope to be appointed headmasters of schools. A new graduate teacher thus sees no clear promotional prospect for which he should strive, a situation which tends to stifle initiative and innovation in teaching, and leads to frustration. The committee considers this to be one of the major causes of frustrations amongst graduate teachers, which results in the large number of this cadre of teachers seeking employment outside the teaching service as soon as the opportunity arises. The committee has therefore recommended that although the structure of grading of teachers designed by the Ndegwa Commission be retained, the graduate/approved teacher scale be segmented so that promotion from one segment to another is possible in the same manner that civil servants can be promoted form one job group to another.

Bartz, (1984) argues that since the historic Brown V. Topeka Board of Education decision in 1954, schools have been undergoing changes designed to facilitate both the academic achievement of minority children as well as cross-racial and cross-ethnic interpersonal acceptance. Given the importance of achieving equality of educational opportunity for all and of diminishing inter-group hostility and prejudice, it is not surprising that school change has
been a priority issue for educators and government officials. Form the work of educators and researchers; it might seem that many of the parameters that could improve the education system would have been discovered. Unfortunately, for a number of reasons, relatively little progress has been made.

Stahl (1995) asks a question what is the role of the system in determining performance? Processes are grouped activities that take an input, add value to it, and provide an output to an internal or external customer. Systems are collections of processes and resources. Noting that systems are the responsibility of management, Deming estimated that 94% of problems are caused by the system. To achieve the best performance form motivated employees, management must provide a consistent system that allows them to perform at a high level.

One of the functions of management is to design and improve the system that employees operate. Management is the creation and continuous improvement of organizational systems that when used by organizational members lead to increased value for the customers, of its products or services. For employees to perform well, managers need to design stable processes with the right activities and the right resources at the right time. Part of the systems management work is the design and consistent operation of rewards and incentives systems tied to desired behaviour. These systems reinforce motivation and channel motivated behaviour in the desired directions.

Thomas. (1990) argues that motivation is an attempt to explain why certain behaviors occur and become predominant the scope of theorizing can be as broad as the differences among theoreticians in psychology. These differences of opinion range with attitudes towards the nature of human-kind and the bases of learning, growth and thinking. Common to most
theories of motivation are a number of premises, namely that humans begin life with a plastic
a moratorium and that this can be shaped by events both intrinsic and extrinsic to the
individual. Disagreement tends to center on the relative importance of each of the influencing
factors (such as preconceived dispositions), intrinsic factors (such as expectations, hopes and
challenges), and extrinsic reinforcing or punitive event, and their interactions.

Day, (1990) postulates that no current theory of motivation is able to explain and, what is
more important predict the behaviour of an individual consistently. At best, theories predict
group behaviour at some level of probability and at worst, weave fanciful theories, replete
with exotic hypothetical constructs to explain past behaviour. Most of the current theories
tend to be versions of an approach which argues that two opposing forces inhere in an
individual’s life and interact to motivate the person. The first is the force towards equilibrium
(stability), homeostasis, constancy, congruity, balance, (consonance). The second force-one
much harder to identity- appears to be one that drives the individual to seek change dis-
equilibrium (uncertainty, excitement, activity). The variations in descriptions, bases for, and
explanation of this second motivational force are greater and lead to more controversy. Thus
it will be possible to subscribe to a theory that suggested that this force was innate.

Berlyne, (1963) postulated a motivation that drives individuals to react to environments
moderately high in uncertainty with approach and exploratory behaviour. He called this drive
an exploratory drive and the state curiosity. Thus, he argued that curiosity is a state of
tension induced by an environment high in uncertainty and response conflict that leads to
many possible forms of exploration.

Environmental factors that induce curiosity, he held, were those high in collative variability-
such variables as incongruity, novelty, complexity, difficulty, contradiction which require the
individual to collate or compare either different parts of an incoming stimulus or an incoming stimulus with memory traces of previous stimuli, where a mismatch occurs, response conflict and uncertainty are produced and tension induced. The mechanisms of the process reside mainly in the "reticular activating system" of the brain, but also in other physiological and biochemical processes similar in nature to Pavlov's orienting reflex. (Berlyne, 1963).

The affect associated with curious state is held to be mixed for some degree of anxiety is considered to be present in the excitement. Thus positive affects linked with approach tendencies, are encountered by negative affects, linked with withdrawal and avoidance tendencies. The relationship between the two is best expressed in a graph first expounded by Berlyne in which he argued that the two tendencies interact to produce the "wundt curve".

![Figure 2.2 The interaction of curiosity and anxiety to produce a "Wundt" curve](image)

Source (Hunt, 1971, Day 1981)

Variations of this approach have been expounded by a number of psychologists, but the main features are similar that moderate discrepancies in the environment lead to approach and
exploration, but extreme discrepancies lead to withdrawal and avoidance [Hunt, 1971. Day1981].

Of interest to education is the notion that collative variability not only induces a motivation to explore (curiosity) but also induces a motivation towards those features in the environment, which are high in collative variability. Thus, if some aspects of the environment is novel or complex, the individual will be attracted to it rather than to other parts of the environment, and will explore it until uncertainty has been reduced. Clearly, the goal of the exploration is information acquisition and the result is learning.

Educators who are interested in promoting learning in student are therefore instructed to manipulate the level of collative variability in the environment of their classrooms to facilitate curiosity and exploration. Thus educators could introduce a novel topic with incongruities and contradictions and then encourage students to explore the nature of the topic as to reduce the tension aroused within them (Day and Berlyne 1971.Day 1981).

McClelland’s Need for Achievement Theory

Curiosity has also been studied as a personality variable, for it is clear that people vary in their willingness to tolerate or react favorably towards situation fraught with uncertainty. Highly curious students would be expected to prefer less structured environment while student of low in curiosity would be expected to work best in situations where instruction is clear, precise and unambiguous.

Achievement motivation, while curiosity can be considered an immediate, autotellic motivation because it is immediately reinforcing and the reinforcement lies in the interaction
between person and task (in uncertainty reduction). Achievement motivation can be considered an extended person-intrinsic motivation because its reinforcement is delayed and arises from an interaction with the person. This motivation is a pattern of planning of action, and of feelings connected with striving to achieve some internalized standard of excellence as contrasted, for example, with power or friendship (Vidler 1977, p.67)

Early interest by McClelland in the 1950s was directed towards broad questions such as how need for achievement is reflected in society and how political growth of a nation. Thus the need to achieve that becomes part of an individual's personality and affects that person's behaviour in every facet of life including education. Individual with a high need for achievement are people interested in excellence for its own sake rather than for the extrinsic reward it can bring such as money, or prestige. They prefer situations in which their personal responsibility affects the outcome. They tend to prefer to control their destinies and to make independent judgment based on their own evaluations and experience. They choose challenging goals (McClelland 1958) and prefer delayed, larger reward to immediate smaller reward.

Educationally, work in need for achievement and achievement has also been sparse and only moderately successful. It was demonstrated that under some circumstances high needs for achievement people will persist longer at a challenging task (unless alternative tasks becomes more challenging. Challenge, especially that of marks or grades in school has been investigated: but since the need for achievement is considered to be an intrinsic motivator and independent of external reinforces such as grades and prizes, it cannot be expected that there should be a high correlation between it and school achievement. Yet a number of students have found support for this position (McClelland 1958).
Anxiety as a person intrinsic motivation is frequently viewed as ego threatening. It is felt by many physiologists (Spiel Berger et al. 1981) to reflect a condition where in a person perceives a threat to his or her ego rather than a physical danger. This reflects the notion that people can punish themselves for failure to prepare adequately as well rewards themselves for achievement. Such anxiety can be pervasive and can affect an individual's behaviour across many facets of life.

In 1959 Robert W White published a paper which he felt had grown out of his grave discontent with psychological theories in which the person was treated as the result of the influence acting upon him, rather than as an effective agent in events. White argued that the motivation to become competent or effective in dealing with the environment is a biological drive that leads to such behaviors as grasping and exploring, crawling and walking attention an perception, language and thinking and manipulating and changing the environment. He argued that this motivation leads to behaviour that is directed, selective and persistent. Thus competence motivation acts to drive an individual to take the initiative and acts on the environment. This theory could therefore be termed proactive, person intrinsic, and extended overtime.

White (1959) argued that competence motivation, although genetically disposed, grows with learning and achievement. The infants' first interaction with its environment, if rewarded with success will become strong and endure. Exploration is also manifested with positive effect and leads to positive self-regard and confidence. Confidence leads to continued engagement in exploration which, when successful, continues to enhance positive self-regard in some way. The concept is similar to that of curiosity in that tasks may be reinforced, but in
other ways it is similar to need achievement in that an individual becomes his or her own reward agent, signaling successful interactions with the universe, evaluating his or her performance and enhancing self-esteem.

Individual who explores and is rewarded for that exploration by understanding, learning, and feelings of mastery will become inner directed, independent, and continue to strive towards competence. Such individuals becomes intrinsically motivated (Hunt, 1971, Day 1981)

Extrinsic motivation inheres when the source of reward or punishment lies external to the individual and in the control of other people who determines the appropriateness of the behaviour of the individual. People are motivated to maximize satisfaction and minimize dissatisfaction; when they obtain satisfaction form others those others become agents of control (Berlyne, 1963).

The nature of the reward or punishment may vary greatly, including verbal statement of praise or contempt, physical rewards or punishment or signs of approval or disapproval (such as diplomas, licenses and parking tickets). All of these motivate because they serve to initiate or terminate some behaviour, change its frequency of occurrence, cause it to intensify or weaken and hopefully direct it towards some satisfying goal (Berlyne 1963).

McClelland, (1958) Portends that behaviour modification is the best known , immediate reactive extrinsic motivation, and it application in the educational milieu has been researched thoroughly. Behaviour modification allows the teachers to respond with immediate and appropriate feedback to students in order to shape acceptable behaviors of student. A teacher should recognize that behavior modification acts in both directions. That
is, while the teacher is controlling and shaping the students, they are also controlling the teacher. Efficient learning by students will induce teachers to teach rapidly and focus on the task, while evoking positive regard for the class and feelings of satisfaction and well being in the teachers.

Social Learning Theory.

Schermerborn, (1993) argues that motivation is the outcome of a complex process of social learning that is, the learning achieved by people as they behave and interact with others in their social environment. This suggests that people “learn” to work hard-or not to work hard-by thinking about and responding to what happens to them in the work place. Key concerns are individual needs available rewards and reinforcements. Actual job experiences, satisfaction achieved, and what others are doing.

Three components of social learning theory

- Symbolic process: The use of language, verbal and non-verbal and other forms of imagery to guide and support individuals work behaviour.
- Vicarious learning process: The use of observation learning where in “modeling” expose people to desirable direction in individual behaviors.
- Self-control processes. The use of self-mediated performance objectives and rewards to reinforce individuals work behaviors.

Alderfer’s ERG Theory

Schermerborn (1993) explains that Alderfer’s ERG theory collapses Maslow’s five needs categories into three;

Existence needs; Desire for physiological and material well being

Relatedness need: Desire for satisfying interpersonal relationship.

Growth needs; Desire for continued psychological growth and development.
He does not assume that lower-level needs must be satisfied before higher-level needs become activated (Maslow's progression principle). In ERG theory, any or all of these three types of needs can influence individual behaviour at a given time. Alderfer does not assume that once satisfied needs lose their motivation impact (Maslow's deficit principle). ERG theory contains a unique "frustration regression" principle. This means that an already satisfied lower-level need can become reactivated and influence behaviour when a higher-level need cannot be satisfied.

Hodgetts (1997) argued that the Hertzberg theory (The two factors theory of motivation holds that two sets of factors influence job satisfaction; hygiene factors and motivators). The data from this theory developed were collected through a critical incident methodology that asked the respondents to answer two basic types of questions (i) when did you feel particularly good about your job? And (ii) when did you feel exceptionally bad about your job content and included factors such as achievement, recognition, responsibility, advancement, and the work itself. Hertzberg called these job-content factors motivator. Responses to the second question related to job content and included factors such as salary, interpersonal relations, technical supervision, working conditions and company policies and administration. Hertzberg called these job content variable hygiene factors.

The two factors theory also holds that these two sets of factors relate to employee satisfaction. This relationship is more complex than the tradition view that the employees are either satisfied or dissatisfied, according to the two theory, if hygiene factors are not taken care of or are deficient, there will be dissatisfaction. Importantly, however, if hygiene factors are taken care of, there may be no dissatisfaction, but there also may not be satisfaction. Only
by providing the motivation will there be satisfaction. In short, hygiene factors help to prevent dissatisfaction. (Thus the term “hygiene” as it is used in the health field), but only motivators lead to satisfaction. Therefore, according to this theory, motivating human resources must include recognition, a chance to achieve and grow, advancement and interesting work. It’s important to note that Hertzberg’s Theory has been criticized by some organizational behavior academic. One criticism surrounds the classification of money as a hygiene factor and not as a motivator. There is no universal agreement on this point for some groups, such as the blue-collar workers, or those for whom money is important for psychological reasons, such as a score-keeping method for their power and achievement needs.

A second line of criticism is whether Herzberg has developed a total theory of motivation. Some argue that his findings actually support a theory of job satisfaction. In other words, if a company gives its people motivators they will be satisfied, and if the hygiene factors are deficient they may be dissatisfied.
Summary
Motivational theories have proliferated in the last few decades to the point where any attempt at an overview must per force omit many of them. Most theories tend to deal with narrow aspects of behaviors such as exploration, achievement and persistence of a task. They also tend to be descriptive and exploratory, rather than predictive; when predication is attempted, it is usually presented as a probability of occurrence by some of a large number of individuals.
Since motivation has also the inference of causality, one specific theory need not be adopted over another. Rather a person should be acquainted with a large number of theories and try to choose the most relevant for specific situations. However, it is important to note that the adoption of a theory shapes a person’s behaviour. If for example a teacher assumes that curiosity induction is most appropriate in a classroom, that teacher will adopt a teaching format designed to manipulate the uncertainty level in the students. The teacher using curiosity of the teaching style will act on the environment directly and thus on the students indirectly. A teacher adopting an extrinsic motivational theory of learning on the other hand will punish or reward student directly for their efforts.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter is designed to determine procedures and strategies used in the study. Research design, locale, target population, the sample and sampling procedures, data collection, data analysis and presentation.

3.2 Research Design
The research used descriptive survey research design where the major concern was to describe precisely the factors that demonstrate secondary school teachers with reference to Wajir District. According to Lockesh (1984) descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible draw valid general conclusions form the facts discovered, as with the demotivation information, which can be analyzed. Patterns extracted and comparisons made (Bell, 1973) hence its choice for this study. Verma and Beard (1981) assert that surveys provide information about population variables, for instance when data on head teachers or subject teachers opinion (Like the teachers demotivation) on a variety of educational issues are sought. The methods are non-experimental as they deal with relations among un-manipulated variables.

3.3 Population and area of study.
The population of study consisted only secondary school teachers in Wajir District. It consisted 60 teachers sampled from different secondary schools. The choice of the district was influenced by the limitations in time, effort, and funds. Also this population is the one which is on the ground and know why their work sometimes is not motivating. Kerlinger (1973) observes that a researcher should be familiar with the research locale a factor that also

3.4 Sampling Techniques

According to Gay (1992), a researcher selects a sample due to various limitations that may not allow researching the whole population. He identifies probability sampling as the best form of sampling as it allows all members of the population to have an equal and unbiased chance of appearing in the sample. Random sampling a form of probability sampling was used as follows.

(a) Schools: - A list of schools was obtained from the District Education office, Wajir, after which the schools will be divided into three strata: Boys, Girls and Mixed. Two boys school was selected, one girls school and one mixed school hence a total five schools

(b) Teachers: - Initial visits were made to sampled schools to book appointments and to develop rapport with both administration and the teachers. Form each sampled schools stratified sampling was used to represent each of the 12 subjects taught. This gave 60 teachers but because of gender equality all female teachers were sampled.
3.5 Research Instrumentation

The study utilized one set of questionnaire. According to Gay (1992) a questionnaire can be effectively used to explore attribute issues. Questionnaires were administered to teachers of the district under study. The questionnaires were structured and had both open ended and closed ended. Many of them were closed ended so that quantitative data can be obtained.

3.5.1 Piloting

Piloting had been conducted to determine the reliability and validity of the instrument. The piloting helped to modify and remove any ambiguous items of the instrument. Blank spaces, inaccurate responses or inconsistencies indicated weaknesses, which needed to be reviewed after piloting (Mulasa, 1990). This helped to enhance face and construct validity. Five teachers were studied. Gay (1992) identified testing as a major threat to reliability.

3.5.2 Validity

Since the version of the questionnaire was used; there was need to test it for its validity. Instrumentation is a major threat to internal validity of any research instrument (Gay 1992). Face validity was established by removing questions seemed ambiguous or too lengthy, while construct was done by reviewing questions that seem repetitive or whose answers seemed too obvious, following the piloting results.

3.6 Data collection

Primary and secondary data collection was applied. The primary instrument of the study in collecting data was semi-structured questionnaire, which was administered by the researcher personally accompanied by observation and personal interview. Secondary data was obtained from existing literature.
3.7 Data Analysis and presentation

This study has generated both qualitative and quantitative data; hence both descriptive and inferential statistics in the statistical packages for social sciences (SPSS) were used to analyze the data obtained. As Onyango (2001) observes, the SPSS packages is known for its ability to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient.

The data from the teachers questionnaire was edited, coded, tabulated and analyzed using descriptive statistics such as frequencies and percentages. Tables graphs and charts were used. Data was then interpreted conclusions made and then recommendations.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter presents the analysis of data collected, and discusses the findings of the study on the factors that demotivate the secondary school teachers in work performance with specific reference to Wajir district.

4.1 Overview of Data Collected and Analyzed

Out of the 60 questionnaires that were distributed 34 were returned. This represents a response rate of 56.6%, which is considered significant enough to provide a basis for valid and reliable conclusions with regard to the factors that demotivate secondary school teachers in work performance with reference to Wajir district.

4.2 Gender

Table 4.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>23</td>
<td>67.6</td>
<td>67.6</td>
<td>67.6</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>32.4</td>
<td>32.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2

Gender

- Male: 68%
- Female: 32%
Out of the 34 respondents, 23 of them (67.6%) were males while the remaining 11 were females. 31 are from public schools, and only 2 i.e. 5.9% are from private schools. (Table 4.3)

4.3 The Status of the School

Table 4.3

<table>
<thead>
<tr>
<th>Status of the School?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Public</td>
<td>31</td>
<td>91.2</td>
<td>93.9</td>
<td>93.9</td>
</tr>
<tr>
<td>Valid Private</td>
<td>2</td>
<td>5.9</td>
<td>6.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>97.1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The analysis above shows that most of the respondents were from public schools indicating that not so many people are willing to invest in education, may be due to the harsh climatic conditions in Wajir which may be unattractive for private education providers in the District.
4.4 Type of the School

Table 4.4

<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 Boy</td>
<td>218</td>
<td>61.8</td>
<td>61.8</td>
<td>85.3</td>
</tr>
<tr>
<td>Girl</td>
<td>8</td>
<td>23.5</td>
<td>23.5</td>
<td>23.5</td>
</tr>
<tr>
<td>Mixed</td>
<td>5</td>
<td>14.7</td>
<td>14.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.4

As shown in the table, 61.8% of the schools are boy’s schools, 23.5% are girl’s schools while 14.7% are mixed schools. This means that there are more boys in school than girls and therefore the need to promote girl child education in the District.
### 4.5 Duration of Service

#### Table 4.5

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>6</td>
<td>17.6</td>
<td>17.6</td>
<td>17.6</td>
</tr>
<tr>
<td>Above 2-5 years</td>
<td>23</td>
<td>67.6</td>
<td>67.6</td>
<td>85.3</td>
</tr>
<tr>
<td>Above 5 years</td>
<td>5</td>
<td>14.7</td>
<td>14.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Most of the teachers (67.6%) had taught in their respective schools for periods ranging between 2-5 years. Only 14.7% had taught in their schools for more than five years. The other 17.6% had been in their schools for less than one year.

#### Figure 4.5

**How long have been in the School?**

- □ Less than one year
- □ Above 2-5 years
- □ Above 5 years
4.6 Duration of Service in another School

Table 4.6

<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>27</td>
<td>79.4</td>
<td>79.4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>20.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in the table 4.6, most of the teachers (79.4%) had previously taught in other schools. This shows that there is staff movement from one school to another and thus the staffs do not just stay in one station for long.

Figure 4.6

Have you taught in another School before?
4.7 Mode of Employment

Table 4.7

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Service Commission</td>
<td>32</td>
<td>94.1</td>
<td>94.1</td>
<td>94.1</td>
</tr>
<tr>
<td>Board of Governors</td>
<td>2</td>
<td>5.9</td>
<td>5.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Majority of the teachers i.e. 94.1% are employees of the teacher's service commission, only 5.9% are employed by the board of governors. This shows that the teachers service commission takes care of the district by posting teachers to work there.

Figure 4.7

Are you a Teacher Service Commission or Board of Governors Employee?
4.8 Academic Qualification

Table 4.8

<table>
<thead>
<tr>
<th>Valid</th>
<th>Diploma</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University</td>
<td></td>
<td>19</td>
<td>55.9</td>
<td>55.9</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td></td>
<td>3</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The above analysis shows that 55.9% of the teachers had undergraduate degrees, while 35.3% are diploma holders. Postgraduate degree holders are only 8.8%. This shows that a majority of the teachers in the district are graduates.

Figure 4.8

What is your highest Academic Achievement?
4.9 Conduction of Exams in School

Table 4.9

<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 Once a term</td>
<td>2</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Twice a term</td>
<td>7</td>
<td>20.6</td>
<td>20.6</td>
<td>26.5</td>
</tr>
<tr>
<td>Thrice a term</td>
<td>25</td>
<td>73.5</td>
<td>73.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

A big majority of the teachers (73.5%) conducted exams thrice in a term, while 20.6% conducted exams twice in a term. The other 5.9% conducted exams only once in a term. This indicates that the students are well evaluated.

Figure 4.9

How often do you Conduct Exams in your Field of Study?

- Once a term: 6%
- Twice a term: 21%
- Thrice a term: 73%
4.10 Consultation between the Administration and the Parents on Students Performance

Table 4.10

<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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not even once</td>
<td>8</td>
<td>23.5</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Less once</td>
<td>23</td>
<td>67.6</td>
<td>71.9</td>
<td>96.9</td>
</tr>
<tr>
<td>Frequently</td>
<td>1</td>
<td>2.9</td>
<td>3.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>94.1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With regard to consultation of the parents with the teachers on the student’s performance, 71.9% of the teachers said parents only consulted once in a year, 25% said parents never consulted at all. Only 3.1% said parents consulted frequently.

Figure 4.10

How often do the Parents consult with your Office on the Students Performance?
4.11 Parents Concerns on Students Performance

Table 4.11

<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</td>
<td>Yes</td>
<td>3</td>
<td>8.8</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>30</td>
<td>88.2</td>
<td>90.9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>33</td>
<td>97.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>34</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.11

90% of the teachers were thus not satisfied with the parents concern about their students (children) performance only 9.1% were satisfied (table 4.11). The analysis goes to show that there is some sort of dissatisfaction in the teachers on the parent’s involvement in their children’s academic affairs.
4.12 Meeting with Other Heads of Departments in Other School Such As Nairobi

Table 4.12

How often do you Meet with other Heads of Departments in other Schools such as Nairobi to Discuss Academic issues?

<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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not even a single day</td>
<td>30</td>
<td>88.2</td>
<td>88.2</td>
<td>88.2</td>
</tr>
<tr>
<td>Very often</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>91.2</td>
</tr>
<tr>
<td>Less oftenly</td>
<td>3</td>
<td>8.8</td>
<td>8.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.12

How often do you meet with other Heads of Departments in other Schools such as Nairobi to Discuss Academic issues?

The study identified that 88.2% of the respondents did not meet at all with the departmental heads from other school to discuss academic issues. 2.9% of them said they met only school departmental heads very often, while 8.8% less often. His shows a lack of good management practices by the departmental heads.
4.13 Relationship between Other Members of the Departments

Table 4.13

<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 Cordial</td>
<td>25</td>
<td>73.5</td>
<td>73.5</td>
<td>73.5</td>
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<td>76.5</td>
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<td>Needs improvement</td>
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Figure 4.13

How can you Rate your Relationship with other Members of Departments?

Most of the respondents 73.5% described their relationship with other members of departments as cordial, 2.9% as poor, while 23.5% of them said their relationship needs improvement.
4.14 How the Relationship affect performance

Table 4.14

<table>
<thead>
<tr>
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<tr>
<td>Valid Negatively</td>
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From the above analysis, 75.8% of the respondents said that their relationship positively affected their performance positively while the other 24.2% were affected negatively as shown in the figure above.
4.15 Environmental Condition

Table 4.15

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</table>

Figure 4.15

While 40.6% of the respondents found their working environment encouraging to work, 59.4% of them did not find theirs encouraging. As shown in the table above (table 4.16)
4.16 Distances between the School and the Head Quarters of TSC

Table 4.16

<table>
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All the respondents 100% said that their schools are over 300kms away from Nairobi, the TSC head quarters. This shows that the TSC should have branches in the districts country wide including Wajir.

4.17 Official Communication

Table 4.17

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Only 40% of them got their official communication in time. The other 60% did not get theirs in time as shown in the table above.
4.18 Work Performance

Table 4.18

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</thead>
<tbody>
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<td>72.7</td>
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<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
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</tbody>
</table>

Among those who did not get their official communication in time 72.7% said it affected their work performance. However, 27.3% of them said that it did not affect their performance. This is presented in the figure below.
4.19 Qualitative data analysis

Information was sought from the respondents on the factors that motivate them towards their work and majority of them talked about the pay, appreciation by the administration, some hardworking students, few supporting parents, and allowances such as hardship although below the expectation as the place is usually extremely disadvantaged than other districts, others noted that teaching is a calling (noble profession) hence self-motivating, transport from working place to homes although not reliable, frequent holiday breaks. Some said to get a job nowadays is extremely hard and console themselves by saying any work is work, some students encouraged some teachers through appreciation and showing a bit of interest even if the teacher at times felt discouraged, some administration and colleagues encourage one another at work.

People are motivated by different things such as once they achieve their targets others are motivated through new discoveries especially cultural and religion, meeting new people and
new friends in a new environment with new experiences. When facilities and equipments are right there and functioning.

When the head teacher is able to communicate with a clear mind on specific set goals, which are achievable, when there are some rewards after achieving the set goals, which are material or monetary. Students discipline once its high motivates the teachers, field of specialization hence motivates the teachers, on time payment from the employer, appreciation for any value added to these students, not being supervised or being followed around transparency in resource distribution for example appointments, because all animals are equal, equality in terms of gender, race, religion, profession and status, chances of promotion to high grades such as to become a deputy, head of department etc, a scheme of service for the teachers, teamwork in school, improved performance by the students, proximity to the family, support from the local community, the innocence and need for education of the people, the poverty index of the community and the only way is help through education, helping the community to achieve what other parts of the world children are receiving through education, the learners are respectful to their teachers, extra work done is rewarded, support from the family, teachers guide and counsel one another in times of problems; teaching is a calling and helps some teachers to achieve their self actualization curiosity to know why these students perform badly unlike other parts of the country.

The researcher asked the respondents to give their personal opinions on what demotivates them in their work performance and this was the response. Some students are not ready to work hard. They are lazy and want everything to be done by teachers. There was evidence that the students admitted to Form one had very low marks and this makes the work of the teachers hard. Communication at primary level was done through vernacular hence poor
foundation and this affects the performance both in internal and external examinations. Lack of enough facilities such as textbooks, laboratory equipment, poor working facilities such as duplicating machines, which make the administration of exams very hard, discourages the teachers.

Administrators sometimes do not offer support especially in situations where the issue of money is raised such as buying teaching materials or taking students for field study. Poor performance by students in Form four demotivates the teachers in that they have given them all that they do require but the outcome (performance) is very poor hence provoking the Ministry of Education and the community to be on the teachers’ necks.

Teachers feel that the pay is not enough for the work they perform. Extra lessons should be paid for (rewarded). Distance of some schools is very far from where teachers stay. This sometimes discourages them. Environmental factors such as temperature are problems whereby there are no proper toilets and the buckets are used which are not emptied frequently making the air pollution extremely worse. Also the disposal is very poor. Hard water is a problem causing health problems such as urine tract infection due to excessive sweating leaving salt in the body.

The students have to be followed to hand in their assignments and this frustrates the efforts of the teachers. Sometimes the teachers lack support from the administration. Sometimes in the discipline causes and other activities which can help the students such as the games. Parents were reported as being lacking commitment and concern of the students by asking the teachers concerned on the progress of their children. Some of them keep the students at home.
even after the schools open and once they bring them back the parents are on the defensive side of their children.

Teachers noted that teaching is not really challenging after teaching the same concepts year in year out and the students do not have a positive attitude towards the education.

Some subjects for example home science requires some facilities which the same schools do not have and the teachers concerned feels frustrated since they do not achieve their targets.

Parents are cited as uncooperative for example now and then they feel that they have to see their children especially in boarding schools and this interferes with the work of the teacher on duty. Sometimes the parents don’t understand that this has an effect on the students who are not visited regularly.

Majority of the students have poor entry behaviour in the Form one and this makes the work of the teacher very hard. This is reflected in the poor performance in the classes and in the Form four final exams.

There was a feeling that some of the appointments and promotions are politically based to balance the different clans. Some who are qualified feel short changed and this affects their work performance and others result to absenteeism and unsupportive to the administration.

The employer sometimes demotivates the teachers by making it mandatory to stay in one station for five years before the transfer. Even after five years its not a must that one will get a transfer. This lowers the motivation of those above the statutory five years.
Vernacular speaking mixed with vulgar words discourages the teachers as the students are supposed to be well behaved. Some of the students are very rude to their teachers and this makes the relationship to be severed.

The community attitude towards education demotivates the teachers in that they lay more stress on religion making education to take a back seat. Apart from a few luminaries the district do not have educationist which act as the role model for education. Also the social life between the locals and non-locals is not conducive whereby they don’t exchange pleasantries like other districts freely. It seems they are cautious or mistrust one another. The respondents felt that the schools some are very far from the residential areas and this makes the free interaction between teachers and students impossible hence discouraging those who would like to assist.

Recognition for extra duties motivates the teachers but once not recognized they feel frustrated and stressed and all the same have low opinion on their work. Some respondents are demotivated by political interferences as they perform their duties by some members of the board. Parents teachers association who majority are semi-illiterate on the educational matters and the system of running a school. This makes the concerned teachers not to have a free hand in their areas of specialization working through fear and cohesion.

Poor roads network and the distance to Wajir discourages those who are not from the locality and at times inconveniences both. During the rainy season the roads are impassable and this increases the fare and at the same time makes impossible to get the essential commodities such as foodstuff. This makes the prices to skyrocket the most of the people hate.
Most of the parents do not have formal education and it becomes very hard to socialize or inform them about the students’ performance for those with interest. This communication barrier discourages the teachers as they might be forced to look for an interpreter hence consuming time and exposing the discussion to unwanted parties.

Some of the respondents felt that this workload is too heavy and considering the excessive temperatures it becomes too tiring by the end of the day. As a result of this workload they felt that they need to be enumerated better than what the employer is offering currently.

Some respondents are shortchanged by the fact that there is no possibility of moving higher the ladder for non-locals. Positions such as deputies and heads are preserved for the locals.

The respondents were quick to note that some administrators are rigid and uncooperative and they don’t involve the teachers in decision-making. They use the military style whereas the modern management system of administration is team building, which puts the organizations very high.

Respondents who would like to further their training such as attending evening and weekend courses are disadvantaged. There are no openings and this makes them to feel left out by their fellow teachers in other parts of the country where such courses are offered.

The researcher observed that the teachers have problems with students when trying to explain to them things due to the students having extreme poor foundation on the medium of instruction and especially English. Students are not able to express themselves fully and this discourages the teacher.
Some teachers felt that there are a lot of responsibilities to be achieved within a set deadline. This makes them feel harassed as they would like to be left on their own to do their work at their own pace. This demotivates them, as they have to work under stress and unbearable extreme temperatures. Those in positions felt shortchanged, as there are no responsibility allowance and other benefits such as staff houses. This makes them to feel that the job or position does not have the status its supposed to have.

There was the opinion that some of the administrators hold the opinion that the teachers are there to work and work without them setting an example. “He who wears the shoe knows where it pinches” when it comes to blame the teachers of not performing there are at the front line. This discourages the teachers from volunteering to do the work. To make the matters worse those whose subjects drop they are warned with letters, which demotivates them the more.

The respondents felt that empty words or promises made to them by administrators do not serve any purpose such as we are going to look into that problem next time e.g. lack of facilities or textbooks. They felt that actions speak louder than words.

Some of the respondents felt discouraged when culture is brought in the working environment such as Somalis are referred to as slaves. This demotivates them all the more.

Those in positions use force or power and assume that the respondents ideas do not hold water. This makes the situation worse as they (respondents) feel they are co-exceed what they know its their duty.
The society especially the boys harass the female teachers who are non-locals through steaming and abusing them. Even if the parents are around they take no action to these youngsters and this discourage the teachers.

Some respondents are discouraged by other teachers on whatever they try to achieve. They feel short changed hence making their work unachievable due to the hostile environment of their colleagues as they are seen as impostors to win favours from the authority.

The shift of blame or pointing an accusing finger to a colleague discourages others. Once a respondent starts something and backfires its blamed on him or her.

Nomadism and tribal clashes demotivates some of the teachers in that once this occurs everyone is threatened. Students, parents and teachers are part of the community and this extends even to schools. This discourages even those who are not directly involved.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of what has been found as far as the demotivating factors are concerned. It also tries to put forward implications, conclusions and also recommends on what should be done.

5.2 Summary and Conclusions

The researcher after data collection and analysis found that the teachers are demotivated by a number of factors. Poor performance by students in internal and external exams, poor concern of parents on students performance, poor entry points in Form one, lack of enough facilities such as text books, laboratory equipment, working in one station for too long, nomadism and tribal clashes, excessive temperatures, poor sanitation, exorbitant prices of commodities, lack of vital food stuffs such as green vegetables, lack of staff houses, lack of exposure by the students, hostile community with negative attitude and especially to non-locals, working conditions are poor and poor discipline from students and the community and especially use of vulgar language which is un-ethical, political interference on appointments and biasness on promotions. Distance from the school to the employer headquarters and poor road network among others.

From the above demotivators the work relationships and performance will be too far below the expectations and the students will suffer in the final process. Some of the demotivators which come from the administration type of management should be modified to be in line with the global systems. Teamwork should be encouraged and also administrators should
make sure that the teachers' welfare has been considered. Poor performance can be contributed to poor motivation of the employees and teachers are no exception.

The study embarked on revealed that teachers in Wajir District are demotivated by a number of factors and this makes the work performance very difficult hence lowering the educational standards of the place. This will see the teachers leaving the employment to look for greener pastures, absenteeism, laxity in duty, looking for transfers now and then, collision with the administrators and this entire have an impact on the students performance.

The study revealed that there a lot of demotivators in the teachers work performance such as poor performance by students in internal and external exams. Poor concern of parents on students' performance act as a demotivating factor as the parents should be at the front line in supporting education. Poor entry points in Form one has made the teachers work still hard and demotivating as the students have a very poor background academically. Lack of enough facilities such as the textbooks is a serious factor, which discourage the teachers to reach their set goals working in one station for too long without transfer for those who want it discourage most of the teachers.

Nomadism and clashes affects the continuation of the students learning hence affecting the performance which later demotivate the teachers. Once the issue of security is raised everybody would like to be secure. Excessive temperatures and related outcomes such as bleaching of the skin, poor sanitation all of these affect the teachers motivation.

Despite the demotivating factor affecting the teachers in this work performance there are a few motivators. In any working organization there are problems, which are faced by the employees and employers alike. Many of the teachers get psychological motivation, which
drives them to goal attainment. The three basic elements are the needs, drives and goal attainment. A person with unsatisfied need will undertake goal directed behavior to satisfy the need. All people are motivated to pursue goals they value—what the work motivation theorists call goals “with” high valence or “preference”. Although the process is universal however, the specific content and goals that are pursued will be influenced by culture. For example, one recent analysis suggests that the key incentives for many United States workers is money, for Japanese employees it may be respect and power and for Latin American workers it may be an array of factors including family considerations, respect, job status and a good personal life. These also are some of the factors that motivate the teachers despite the demotivators. Simply put, motivation differs across culture.

Many of the workers are motivated by extrinsic rewards to employees contingent upon improved performance and providing social reinforcement and feedback for functional behaviors and correct feedback for dysfunctional behaviors significantly improved Russian factories workers performance.

As Maslow postulated that there are five basic needs, which constitute a need hierarchy, the teachers interviewed put a lot of emphasis on them. Physiological needs such as food, clothing, shelter and other basic physical needs motivate the teachers. As Maslow contented that if someone were deprived of all need satisfaction the individuals drive to satisfy these psychological needs will be greater than the drive to satisfy any other need. Applied to work motivation, these psychological need often are satisfied through the wages and salaries paid by the organization and that why most of the respondents said they are motivated by the pay.
Safety needs were included, which are the desire for security, stability and absence of pain. Organizations typically help personnel to satisfy these needs through safety programs and equipment and by providing security through medical insurance, unemployment and retirement plans and similar benefits.

In their work the teachers opinion was that they are motivated by the need to interact and affiliate with others and the need to feel wanted by others. This desire for "belonginess" often is satisfied on the job through social interaction within the work group in which people give and receive friendship. Besides the formally assigned work groups, the formation of informal groups and acquaintanceships also is typical.

Esteem needs featured so much which involve the needs for power and status. These result in individuals needing to feel important and receive recognition from others. Promotions rewards and feedback from the boss lead to feelings of self-confidence, prestige and self-importance.

Self-actualization by some of the respondents was noted. These are desires to reach one's full potential becoming everything that one is capable of becoming. Although less is known about this highest level need, most closely associated would be the ideas concerning human potential. In the organization, this may not be a promotion but instead may involve mastering ones environment as well s setting and achieving attainable goals.

From the research some of the demotivating factors are created by nature and the human beings can only try to modify the situation. Excessive temperatures are provided by nature
and the schools can only improve these by providing a good working relationships, which is modified through dialogue and through recognition of what the teachers do.

Most of the de-motivating factors are solved through the human intervention as most of them are extrinsic such as the rewards, pay, allowances etc. the intrinsic ones are also much easier as they only need the human intervention to create an atmosphere for them to be natured.

It has been found that if the teachers are de-motivated the students are the ones to lose. Such an atmosphere should be curbed all the way, through providing the necessary facilities. Parents should show much concern on the performance of their children by paying school fees on time, consulting with the teachers among others.

5.3 Limitations of the Study

The researcher however, encountered some challenges and limitations in the course of carrying out this study:

Due to a busy schedule at the researcher’s work place and the short time allocated for this exercise, the researcher found it hard to study a bigger sample. The researcher however, selected a representative sample, as well as, hiring an assistant to assist in data collection so as to beat the deadline provided.

Lack of adequate funds was a limitation. Since this project was self-sponsored, the researcher considered a small scope for the study. The researcher used his own personal savings for the task.
Lacks of co-operation – some respondents were not willing to answer the questionnaires. The researcher accompanied each questionnaire with a cover letter informing the respondent that the research was for academic purposes only and that the information given was to be treated with utmost confidentiality.

Climatic conditions in Wajir are harsh and the researcher had difficulty collection data from one school to the other. This was overcome by the researcher hiring research assistant who assisted on data collection.

5.4 Recommendations

It was revealed that there are demotivating factors on the teachers work performance. This study therefore saw the need to improve the teachers' motivation in the workers performance.

Students should be encouraged to work harder so that they can improve the final grades which can then boost the teachers' morale. Parents should take the initiative to show a lot of concern on students performance through paying the fees on time and consulting with the teachers as oftenly as possible. This boosts the teachers' morale.

Students with good marks should be admitted to improve the grades. Good and enough facilities should be provided in good time and at the right place. The employer should honor the contract whereby once a teacher finishes the mandatory years one can go for transfer if willing.
The government should put in place security measures to reduce the clanism and tribal wars. For the excessive temperatures the teachers can be motivated through being rewarded well, reduced stress by the administrators etc and consider the teachers as human beings.

Since the teachers are different and have different motivational need the administrators and the employer should be guided by the Maslow hierarchy of heads and try to balance the five levels that is Physiological, safety, social, esteem and self actualization. Also they (employer and administrators) should provide a good working atmosphere for the enjoyment of the hierarchy of needs. The latter should know that once a need is satisfied it no longer becomes a motivating factor. The government should pay a lot of attention to the district and make the place habitable by providing the basic facilities such as sanitation, roads and water.

5.5 Suggestions for further Research

This study attempted to look at the factors that demotivate secondary school teachers in work performance in Wajir District. In the course of the study, issues that made further research emerged. The following are some;

1. How the low motivation levels amongst the teachers has affected the working of the non-teaching staff.

2. Assessment of the qualifications and training of the schools management team, and whether this has a relationship with their management styles. Have this affected the morale of teachers?

However, despite the above and in view of the limitations encountered during the course of this study, other researches into this area concerning all the secondary schools should be undertaken so as to improve the recommendations arising from this study, to facilitate motivation of the teachers.
REFERENCES


Wajir District Education Board, *Free Primary Education Publicity week 28th July, 2003 to 1st August 2003*
# APPENDIX I

## Data Presentation

Data collected will be presented through tables and chart.

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<td>12</td>
<td>1200</td>
<td>14400</td>
</tr>
<tr>
<td>Lunch</td>
<td>12</td>
<td>120</td>
<td>1440</td>
</tr>
<tr>
<td>Printing and Binding</td>
<td>6</td>
<td>800</td>
<td>4800</td>
</tr>
<tr>
<td>Contingency 10%</td>
<td></td>
<td></td>
<td>3310</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>33100</strong></td>
</tr>
</tbody>
</table>
APPENDIX III

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to collect data, which will assist in the analysis of the factors that demotivate secondary school teachers with reference to Wajir District. The information supplied will be used purely and exclusively for academic purpose and will be treated with a lot of confidentiality. Please feel free to give your answers. Your co-operation and assistance will be highly appreciated.

1(a) Name of the School _________________ Sex: male or Female

(b) Status of the school (a) Public (b) Private

c) Is it a boy / Girls school or mixed? Specify

2. In which department? e.g. science etc specify ..................

3(a) How long have you been in the school? (a) Less than one year (b) Above 2-5 years (c) Above 5 years

b) Have you taught in another school before? Yes / No.

c) Are you a Teacher Service Commission or Board of Governors employee?

d) Which is your highest academic achievement ? (a) Diploma (b) University (c) Postgraduate

4. How often do you conduct exams in your field of study? (a) Once a term (b) Twice a term (c) Thrice a term

5. Do you achieve your targets in the subject? Yes / No

6. If no what makes you think that you don’t achieve what you intend to. Rank the factors in order of priority e.g 1,2 ......

> Lack of facilities e.g. textbooks

> Poor entry point by students in form one

> Lack of concern by parents in education
70

7. How often do the parents consult with your office on the students?
   (a) Not even one  (b) Less often  (c) Frequently
8. Are you satisfied with the parents concern about the student performance? Yes / No.
9. How often do you meet with other heads of departments in other schools such as Nairobi to discuss academic issues? (a) Not even a single day (b) Very Often (c) Less often
10. What hinders you to meet them if your answer is (a) Above. Rank in order of priority e.g 1,2 ..............
    (a) Distance from here to other places
    (b) Unsupportive administration
    (c) Poor road network
    (d) Family commitments
11. How can you rate your relationship between you and other members of department? (a) Cordial (b) Poor (c) Needs improvement
12. Does the relationship affect your work positively or negatively? Specify
13. (a) Is the environment encouraging to work? Yes / No.
    (b) If no in 13 (a) above which are the discouraging factors?
14. (a) Do you get the official communication in time? Yes / No
    If No in 14 (a) above does it affect your work performance such as not getting the required materials such as textbooks in time? Yes / No.
15. As administration is dealing with people which of the following factors demotivate you? Rank them, in order of priority. eg 1, 2, 3

➢ Lack achievement in whatever you set to achieve
➢ Lack of recognition by other teachers
➢ The responsibility is too demanding
➢ The job does not have status in the school
➢ Lack of pay or allowances

16. From your opinion which factors motivate you to do the work state them.

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17. Which factors demotivate you from your work? Give your personal opinion.

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Thank you for your co-operation

Njuguna Henry