KENYATTA UNIVERSITY
INSTITUTE OF BUSINESS

PROJECT REPORT

MOTIVATIONAL FACTORS AFFECTING EMPLOYEES WORK PERFORMANCE AND PROFESSIONALISM: A CASE OF PUBLIC HIGH SCHOOL TEACHERS IN NAIROBI

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DECLARATION

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

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The project report has been submitted for examination with my approval as the University Supervisor.

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This work is dedicated to my husband and friend, Modest for his moral, spiritual and financial support and love. To my lovely children Bryan and Gloria for their patience and tolerance.

Asante Sana.
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You are all partaker in this great achievement. May God bless you all indeed.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Declaration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td>ii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Table of contents</td>
<td>iv</td>
</tr>
<tr>
<td>List of tables</td>
<td>vii</td>
</tr>
<tr>
<td>Abstract</td>
<td>viii</td>
</tr>
</tbody>
</table>

## CHAPTER ONE: INTRODUCTION

1.0. Introduction .................................................. 1

1.1 Background information .................................... 3

1.2. Statement of the problem .................................... 6

1.3. Objectives of the study .................................... 7

1.4. Research questions .......................................... 8

1.5 Justification of the study .................................. 8

1.6. Scope of the study .......................................... 10

1.8. Conceptual frame work ...................................... 11

1.9. Definition of terms ......................................... 13
CHAPTER TWO : LITERATURE REVIEW
2.0 Previous studies .................................................................................................................. 14
2.1 Foundations of motivations ................................................................................................. 23
2.2. What motivates employees............................................................................................. 24
2.3. Practical motivational factors ....................................................................................... 24
2.4. Actual motivational practices ....................................................................................... 25
2.5. Motivational factors .................................................................................................... 26

CHAPTER THREE : DESIGN AND METHODOLOGY
3.0. Introduction .................................................................................................................... 32
3.1. Research design............................................................................................................. 32
3.2. Target population ......................................................................................................... 32
3.3. Sampling strategy and frame ....................................................................................... 32
3.4. Data collection instruments ......................................................................................... 33
3.5. Pilot study ..................................................................................................................... 33
3.6. Data collection procedure ........................................................................................... 33
3.7. Data analysis and presentation ..................................................................................... 34

CHAPTER FOUR : DISCUSSION OF FINDINGS
4.0. Introduction ................................................................................................................... 34
4.1. Information on respondents.......................................................................................... 35
CHAPTER FIVE: SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.0. Summary ................................................................. 49

5.1. Conclusion implications and recommendations......................... 49

5.2. Suggestions for further research........................................ 51

Bibliography ........................................................................... 51

Appendices

1. Time schedule

2. Questionnaire for staff

3. Questionnaire for principals

4. Public high schools in Nairobi

5. Budget
LIST OF TABLES

1. Distribution of Respondents .................................................. 36
2. Work experience ................................................................. 36
3. Reasons for leaving Job ....................................................... 40
4. Responses as to what the T.S.C should do .................................. 41
5. Responses as to what the Principal should do .......................... 42
6. Reasons for low morale ......................................................... 44
7. Suggestions for increasing motivation ......................................... 45
ABSTRACT

The purpose of this research was to investigate the motivational factors that have contributed to the low work morale and unprofessional trends of public high school teachers. Through this research, it was anticipated that the recommendations made if put in place, the aforementioned problems amongst the teaching fraternity in public high schools would be minimized to acceptable levels if not eliminated.

Two categories of staff were considered in this research sample for the purposes of collecting data and comparison. The first group comprised teaching staff and the other group comprised principals from which the staff in the first group had been drawn. The total sample size of 150 teachers was selected using a combination of stratified sampling supported by a set of selection criteria and random sampling. The data from the research were generated through the use of two different questionnaires one from each of the two research groups. The research came up with several findings summarized at the end of this report.
1.0 INTRODUCTION.

Employees are the common elements and the most important resource in every institution. Through their individualized background, skills and abilities, they make things happen. They create strategies and innovations for which organizations are credited, that produce valued products and services. It is employees who can make or break an organization.

But, do employees perform to their full potential in view of their skills, abilities and capabilities? Finer (2000) notes that employee's performance level never exceeds 50% of an individual capacity to perform. They may stunt and wallow in low morale leading to poor performance and lack of professionalism, this is any organization’s worst nightmare.

What then, leads to employees' poor performance, inefficiency and lack of professionalism? Low morale as a pointer to lack of motivation is more often prevalent among employees. Perhaps it is best to understand why employees join organizations. Human beings have individual needs, drives and capabilities. They thus, join and work in organizations to satisfy their various needs. Planning and analyzing an adequate and positive response to these needs, therefore, deserves the first place in any business. The above calls for our attention in understanding the meaning, scope and utility of motivation.

Although different organizations pursue different paths towards good performance and growth, one that is not given weight is capitalizing on superior response to employees' needs. The fact is, without high gains in employees' effective performance and professionalism, organizations finally fail. Employees' productive performance and professionalism must, thus be enhanced through motivational practices totally responsive to their needs. Employees' motivation is the central and crucial factor in any business performance. When employees are motivated, their
work morale is high, this increases efficiency and productivity. Superior performance has to be supported by appropriate skills and body of knowledge. Gibbs (1994), defines professionalism as the need to be qualified, possess a specific body of knowledge, and an ethical code of conduct. Good performance and professionalism are therefore compatible. As employees perform better, the body of knowledge grows through training and experience. The sense of identity and distinctiveness also increases translating into professional growth. A profession thus entails appropriate body of knowledge set required skills, high standard of performance targets, hence professionalism. To this end, the link between performance and professionalism cannot be disputed. How employees behave at work, is not simply a result of random influences. Behaviour is caused and so is its reoccurrence.

Strides must be made to understand the motivational bases of performance and professionalism. Employees must be enticed and induced to perform in a dependable fashion that results to quality and quantity. They must be seen to employ spontaneous and innovative behaviour to work and as need arises, that corresponds to their professional standards. In view of the above, the value of motivation as an investment for individual employees and organizations is indisputable. It is only when employees' needs are met morally, emotionally and physically, that they are ready to satisfy the needs of the employer and the customer. Well-designed and individualistic motivational programmes for employees should be in place in every organization.
1.1 BACKGROUND INFORMATION

Todate education remains the most important index in measuring development of a nation (Human Development Journal 2001). Its linkage to other indicators of development like social economic status, health, mortality rate, technology and poverty reduction are clear. Education develops full potential of people to lead productive lives, in accordance to their needs and interests. It enables them to adapt to the environment. Fundamentally, education enlarges people’s choices in life through capacity building. It transforms people by making them more receptive (Ndegwa 1991).

In view of the above, the Kenya government and her people have continued to invest immensely in education. Well over 40% of the country's resources are spent on education (Economic Survey 2003) and so does a heavy load of every yearly budgetary allocation. High school education spends a substantial part of this allocation. Its importance is seen in it being the bridge between primary education and higher learning. High school education enables the young people to live and serve the society. Charged with the responsibilities of this monumental duty – teaching the young adults is the high school teacher.

The government is the employer of all public high school teachers in Kenya. Her teacher's employment arm is the Teachers Service Commission (T.S.C). T.S.C is a corporate body established in accordance to section 3 of T.S.C Act (Cap. 212). Its mandate includes all human resource practices concerning the teaching fraternity. They include employment and deployment of teachers, remuneration, performance appraisal, promotion and transfer, registration, interdiction and termination of service, advisory services and any other practices that are necessary to facilitate the teaching services in schools. The commission is guided by a code of regulations concerning the above practices.
The commission works concurrently with the Ministry of Education to ensure that high school education runs smoothly. It comprises a chairman, fourteen members nominated by the Minister of Education and a secretary. The commission also has a sizeable staff running its functions at its headquarters in Nairobi.

At the school, the commission’s agent is the principal who performs such duties as supervising teachers, enforcing disciplinary action and all other managerial duties. However, in view of the above arrangement and given that the entire teaching force is large, coupled with centralization of the commission’s activities – efficient and effective management has not been easy. To support this observation, evidence documented by the school’s inspectorate department in the Ministry of Education (2002) indicates the following.

- Many teachers report to work late and they leave before time.
- A sizeable number look for all reasons to avoid reporting on duty.
- Those who report employ time-wasting techniques.
- Most teachers use outdated teaching methods, material and aids, since refresher courses are not in place for them.
- Most teachers have not kept abreast with changing times like information technology.
- Turnover of teachers is high. Most have left or are toying with the idea of leaving the profession.
- Dissatisfaction of teachers can also be seen through the perpetual dissent displayed by their union.
- Evidently, lack of training in human resource management amongst the principals.
- Most teachers find it difficult to work without supervision from the principal. This has forced many principals to employ the concept of walking around, to ensure that work
goes on and sign in/out register. It is with the above in mind that the researcher felt most
driven to bring to light poor performance and professionalism influencing factors of
high school teachers, generate a debate on knowledge of the same and subsequently a
practical remedy, based on facts and figures from the research findings.
1.2 STATEMENT OF THE PROBLEM

Most developed countries owe their success to the quality of education and education system in place. Higher education is important, due to its being a bridge between basic primary education and higher skilled education. It is also the intermediary between childhood and adulthood. Charged with the implementation and facilitation of this role is the high school teacher.

The teacher has since ancient times been termed a catalyst of change. Her/his role in the development of human behaviour is fundamental. Students in high schools spend most of their time with teachers than their parents. The teacher is central to inculcating and modifying attitudes/values through teaching. The teacher is a role model of which students intellect and behaviour are conditioned, imitated and learnt. She is a counsel and can alter behaviour through reinforcement and motivation. The power and importance of the teacher cannot be over emphasized, no wonder every successful student is full of praise of their teacher or vise versa.

The government, which is the teacher's employer, is duty-bound to provide a good education to her citizens. To achieve this, she needs highly motivated teachers whose performance and professionalism are exemplary. The government has a responsibility of getting back her monies worth from the labour of teachers. She should, therefore, always create situations where teachers are motivated to perform fully and dispense their duties professionally. Forester (2002), states that the secrets of success, for any business is highly motivated and enthusiastic employees. They deliver both quality and quantity. However, through observations of a small sample group, low work morale and signs of unprofessional trends are evident amongst teachers. Those interviewed pointed out motivational factors as the cause. This research was proposed with a view to
investigating and signal out the motivational factors that have contributed to low work morale affecting performance and professionalism of public high school teachers.

1.3 OBJECTIVES OF THE STUDY

Given the observable symptoms indicating low work morale of most public high school teachers, the purpose of this research was to examine the factors that had negatively influenced the morale of the said human resource, with a view to generating recommendations on how the identified factors could be controlled. The research therefore sought to achieve the following general objectives;

a) To identify motivational factors that affect performance and professionalism of public high school teachers.

b) To develop guidelines that can be used to address the problem of low morale or possible remedies.

c) To inspire a series of other researches to build on the recommendations given after the research.
1.4 RESEARCH QUESTIONS

The following research questions had been formulated to guide this research.

a) Are there any poor human resource practices (favourism in promotions, recruitment, selection, remuneration, transfers, separation, supervision) negatively impacting on teachers' performance and professionalism?

b) Is lack of properly and strictly adhered to scheme of service a factor negatively impacting on performance and professionalism of teachers?

c) Are teachers welfare issues (good working environment) adequately addressed by the employer or employer's agent?

d) Are there any other factors that may be negatively reinforcing the work culture and professionalism of public high school teachers?

1.5 JUSTIFICATION OF THE STUDY

Human development is largely achievable through education. In its development plan (1997) the Kenya government advocates for the achievement of the status of a newly industrialized country by the year 2020. The poverty reduction paper (1999) sets out to enable every Kenyan to live above the poverty line by 2030. Literacy levels are to be taken as high as 95% by 2020. For all this goals to be realised, the attainment of both economic and industrial take-offs, the government in its agenda has to harness its education sector. The impact of the newly launched free primary education programme, is bound to put more pressure on teachers' performance and professionalism. This is only possible if teachers are highly motivated, to do their work well and maximize output.

This research will be of importance towards eliminating low work morale amongst teachers and unprofessional trends. Scientists and other researchers contend that among other resources,
human resources are the most unpredictable in their needs as individuals or groups. This also makes them most difficult to manage.

Studying motivational factors affecting teachers performance and professionalism, is therefore, studying their joys, challenges and frustrations. Teachers could interpret knowledge of the above as a sign of commitment and recognition by their employer, hence motivating, in itself. Knowing these factors is the only way that the government can understand and appreciate her stimulation and facilitation roles to get teachers give their best performance and conform to professionalism. Efforts to improve quality and productivity must focus on employees (Belonois 2002), Well-motivated teachers are cost-effective not only to the government but also to other stakeholders like parents and the entire society.

Since money is not the only motivator towards teacher’s performance and professionalism, the government ought to know other motivational needs of the teachers, which if improved would result in better performance and growth in their profession. Findings of this research could act as guide to existing and future manpower development, especially motivational strategies which could appropriately encourage teachers to perform highly. It is with the above background that the researcher carried out this research with a view to providing practical insights and appropriate answers to the above stated situation.

Hopefully, the research will translate into a process that meets continuous professional development needs of teachers. The researcher believes that the findings of the research project will enable the government to review her approaches to issues affecting high school teachers in order to reap sweet fruits of well-motivated and highly professional employees (teachers).
1.8 CONCEPTUAL FRAMEWORK

Why do people work? The answers could never be less diverse. Some people work to obey the commandment of the almighty, others work for fun, to live and survive, to occupy their lives and keep busy, to meet friends and socialise, for recognition and self-esteem, to develop careers and for empowerment. It is not only unfair but also illogical to expect one motivational factor to boost employees' performance across the board, employees are human beings with diverse individual needs. Thus, they expect different motivators in respect to their needs. Blunts (2000), defines motivation as a driving force or state of deficiency which inclines a person to behave in a particular manner or develop capacity for certain types of behaviour.

In view of the above definition, motivation itself becomes complex. An employer’s assumption about employees motivation depends on her perspective on motivation. Understanding why people do the things they do on the job is not an easy task for any employer. An old age question for every employer has indeed been how to motivate employees to work hard and perform to their best level hence professionalism (employees conducting their work activities in a manner that favourably reflects on their skills, knowledge and continuous growth of the said skill, knowledge gain, innovation and development integrity, competence and objective accuracy.

The employers should look at their employees carefully, seek to understand them and then put in place a well-tailored measure that meets individual motivational needs. They should also engulf policies or strategies that create conducive working environments, nurturing atmosphere for quality working life and all the nitty-gritty that motivate employees for better performance, and professionalism. Such efforts should ensure that high turnover rate, absenteeism, go-slow,
picketing, strikes, work stoppage, grumbling employees and "fence sitting employees ready to leave at the sound of a trumpet" are unheard of.

In most public high schools, teachers are silently dissatisfied and quietly a grumbling demotivated lot. They are not inwardly, outwardly or otherwise motivated to work to their full potential. Their professionalism is wanting. It does not call for a close watch to observe their low morale. Frequent absenteeism, lateness and rush, poor work ethics is a frequent phenomenon. Time-wasting techniques are clearly observable. This trend indicates that the work performance and professional motivation of most teachers is wanting and adversely affects the education sector.

On the basis of the above, the researcher proposed to investigate closely, identify and analyse the motivational factors affecting performance and professionalism of teachers, with a dire purpose of seeking knowledge on the above and igniting a genuine desire for future researches on the same. The research was done in such a way that, the performance level was to be obtained using a simple functional relationship. Performance level of employees and professionalism is a function of all human resource development programmes, motivational factors — (working environment, work objectives and targets, employees' needs, management skills and structures, compensation and reward systems). In view of the foregoing, it was envisaged that information arising from the research would be useful to the government— the Teachers Service Commission and all its management channels.
1.9 Definition of Terms

1. Expectation (Employee) - Degree to which an employee perceives their effort will enable them to successfully attain their performance goals.

2. Facilitation - the ways through which managers attempt to make easier or possible for employees to perform at a high level by providing the necessary resources.

3. Factors - The act that brings about the desired result.


5. Motivation - Moving people to exert a high degree of effort in their work.

6. Performance - The action of carrying out a certain task in a work situation.

7. Professionalism - Code of conduct filled with knowledge, theory and practice that enables one to grow and develop, in a specific field.

8. Punishment - Methods used to get employees repeat desired behaviour by providing a valued consequence.

9. Resources - aids that help in accomplishing a task at the work place.

10. She - A person in (both gender)

11. Stimulation - attempts by managers to create a situation where the employee is willing to work hard by providing rewards or delegating accountability to the employee.


CHAPTER TWO
LITERATURE REVIEW

2.0 PREVIOUS STUDIES

There are various studies that have previously been conducted as regards motivation of employees, they provide an important understanding of human behaviour and also show the factors that can help to channel such behaviour to facilitate good performance and growth in general organizational efficiency. These theories have been reviewed as follows;

(A) THE TRADITIONAL / ECONOMIC THEORY OF MOTIVATION

Taylor (1991), developed the above-mentioned theory. It was based upon the notion that people feel highly motivated when given monetary incentives. Taylor on his part argued that the then existing rewarding system were not motivating employees for high productivity. He argued that an employee in the same organization would lower productivity when he realised that he was being compensated the same as the employee with lower or less productivity. Tailor's theory got huge support from the scientific management movement at the dawn of the 19th century. Gellerman (1994), regards money as an important employee's motivator. It is a means through which employees can access other important things in life.

Through money, their children can go to school. It also determines where they live, what they eat, wear, access to social amenities and generally access to ‘good life.’ More money he felt was the only way to move employees to higher performance. This is costly. Nzuve (1999), argues that monetary incentives are not sufficient for employees' motivation. Most employees have come to take them for granted thus are neither induced nor motivated to put more effort. They
never see them beyond the subsistence level. Human beings have much more needs beyond what monetary incentives can give and provide. The opportunity for recognition, power, social status, prestige, security, belonging, growth and development in their career and good leadership are much more important than money towards good performance.

In view of the above mentioned, employees and much more public high school teachers are also motivated by other things, some of which money can provide and others which it cannot (The need for personal growth, development and sense of belonging/security). This is one of the weakest area of economic theory. Also the theory does not point out how performance or productivity standards of employees would be determined. This makes it hard to tie money with performance.

The monetary incentives should be performance contingent. Fred Luthans (1991), observes that whether employees maintain high performance depends on how they perceive consequences of their efforts. If they believe high performance will be rewarded, they will be more likely to work to achieve it. From economic perspective of motivation, different monetary incentive plans have been designed to improve employee’s performance and professional growth. These include Taylor's (1991) different piece rate plan, pay for performance plan, Emerson efficiency plan and Gontt Bonus plan. With this plan a basic pay was guaranteed, while individual efforts and efficiency were linked to additional monetary rewards.

To assume that monetary incentives are the only sources of motivation is questionable. Heller (2002, cautions that, one should think twice if he/she thinks that money is the only motivator. He is supported by Luthans (1979) who asserts that many managers wrongly assume that employee’s motivation is based entirely upon monetary motive. This makes managers fail to recognize the
complexity of human motivation. The government has genuinely tried to give teachers a salary, monetary benefits and made various increments. This has however not been enough and teachers have continued to be in low work morale.

(B) MASLOW'S THEORY OF HUMAN NEEDS

One of the most famous theorists of motivation, Maslow (1954) developed the needs hierarchy theory. In this theory Maslow contends that human needs are motivated to satisfy five types of needs organized in hierarchy. They are satisfied in a specific order from the bottom to the top. Once a need is satisfied, it is no longer a powerful motivator.

These needs are from the most basic:

1. Physiological needs – the ability to acquire food, shelter, clothing and other basics to survive.
2. Safety needs – a safe and non-threatening work environment, job security, safe work equipment and installations.
3. Social needs - contact and friendship with fellow workers, affection, social activities and opportunities to grow.
5. Self-actualization – realizing dreams, talents, full potential and reaching one’s height in one's gift.

Maslow believed that individuals could start with the lower needs and move up the need hierarchy, one level after the other. However Bateman and Zeithamly (1990) argue that it is neither practical nor logical to do that. Luthans' (1979) analysis of this theory does not agree with Maslow. He argued that Maslow formulated this theory on the basis of clinical observation and did not test it through systematic research. However Maslow's theory implies that it is not worth
trying to provide means for employees to satisfy higher needs if lower ones are not yet met or vice versa.

The lacking of this theory can however be seen in its inability to recognize that human needs may shift back and forth under different circumstances. For instance, person's behaviour may be dominated by higher order needs in good economic times and by lower physical needs in times of lack. The theory does not also take into account that it is not necessary to satisfy one need level before another emerges. Sometimes satisfying a need partially may result to another need emerging. Its possible for some needs to occur simultaneously and be satisfied so.

Managers can borrow very carefully from this theory in part, and try to satisfy as many employee needs simultaneously to improve performance and professional growth. They can create a positive reinforcers, Maslow sensitized managers on the importance of personal growth and self-actualization. According to Bateman and Zeithaml\(^3\)(1993), numerous prosperous companies worldwide including proctor and Gamble, Levi Strauss, Generic electric and Motorola have formulated personal growth awareness for their employees based on Maslow's findings which have proved very rewarding in terms of performance and professionalism. Although the TSC has catered for the lower needs of teachers, by giving them a salary, lack of higher needs - safety, social, ego and self-actualization have negatively affected teachers' morale.

C) HERZBERG'S TWO FACTOR THEORY

Herzberg (1968), further developed the Maslow's idea of hierarchy needs. He further made a distinction between lower and higher order needs. He described the lower order needs as potential dissatisfiers or hygiene factors and only the higher needs were seen as potential satisfiers or motivators. He contends that managers / employers had to get the hygiene factors,
right without which the higher order needs would have no foundation to build on. Hygiene factors refer to those factors that decrease dissatisfaction when presented to employee at an acceptable degree. They include pay, job security, supervision and working condition. The motivators are those factors that increase motivation but whose absence does not necessarily result in dissatisfaction. These include achievement, recognition, responsibility, advancement, growth and work itself. The former are important bases of building a foundation of motivation while the latter’s presence, actually motivates employees.

Rue and Bryars (1992), contented that motivation comes from the individuals and not from the manager. They argue that hygiene factors keep an individual motivated. They however contend that both hygiene and motivators must be present in order for true motivation to occur, the two factors theory can be instrumental in addressing motivation. The government (T.S.C) can use it to design jobs that centre on both factors, especially to enhance the hygiene factors that would keep teachers motivated.

D) ERG THEORY OF MOTIVATION

Clayton P. Alderfer (1972) extended and refined Maslow’s needs hierarchy on one hand, while on the other hand drawing some important differences. E – stands for existence needs which are basic and correspond to Maslow’s physiological and security needs. R – Stands for relatedness needs which involve relationships with the people (sense of belonging and esteem). G – Stands for growth needs which motivate people to productively or creatively change themselves or their environments. This theory contradicts Maslow’s, in that a frustrated individual trying to satisfy a higher level needs may regress to the preceding level. The T.S.C can use this theory to formulate compensation systems, that adequately cover physiological and relatedness needs. Teacher’s capacities should be utilized through open-line communication, systematic feedback and
developed through training and development, opportunities for promotion, an atmosphere for teamwork and co-operation.

E) THEORY X AND Y

Douglas McGregor (1967), grouped traditional motivation assumptions as theory X while its alternative model as Y. In X, McGregor advanced a string of self-conscious notions about human nature and made several assumptions, that:

- The average man is selfish, lacks ambition, dislikes responsibility and is stimulated by economic rewards.
- The ordinary man is lazy, and can only perform under close supervision.
- Employee and organizational goals are in conflict.
- The ordinary person is devoid of self-control and is under disciplined.

He however points out that a person's motivation is far too complex and cannot be explained wholly by the aforementioned simplistic assumptions. His alternative model theory Y then assumes that:

- People are not by nature passive or resistant to organization’s needs.
- Employees view work as natural as rest and play.
- Human beings will exercise self-direction and self-control if they are committed to organization’s objectives.
- The average person can learn to accept and even seek responsibility.
- The ability to make good decisions is highly dispensed through the population and it is not necessarily the sole responsibility of managers.

McGregor's assumptions in theory Y correspond to Zenith's (1969) views about human motivation and those other earlier researchers like Maslow. Their arguments have formed basic foundation for research on employees motivation. Heller (2002), concurs that any management
must encourage employees to develop their potentials from within. The T.S.C management's essential task should be to encourage teachers by creating an atmosphere that is conducive for them to direct their effort towards creativity, growth, achievement and development. This is a process of creating opportunities while eliminating every obstacle. Realizing and nurturing potentials, giving guidance and stimulating individual growth, good for overall organizational growth/corporate culture.

The economics times (1981) introduces a new view to add on McGregor's Theory X and Y. Willian Ouchi (2000), in his Z theory stipulates that organizations should develop a philosophy and value system which fosters commitment to organizational goals through the following practices.

- Long-term security of employment.
- Consensual participative decision making, standards and performance.
- Slow personnel development, evaluation and promotion.
- Implicit, informal control within a framework of explicit formalized measures.
- Generally linear and moderately specialized career paths.
- Holistic concern for the well-being of the organization, and all its members (including their families) in the widest sense. The T.S.C, besides offering permanent employment and monetary compensation to teachers, should also embrace the above factors to motivate teachers appropriately.

CONTEMPORARY THEORIES

A) ACHIEVEMENT – POWER – AFFILIATION THEORY

McClelland (1987), stated that all people have three major motives in work. These needs are power, affiliation and achievement. They differ in the degree to which they dominate people’s
behaviours in work. People are not born with these needs but may learn them through life experience. The need for achievement is characterized by orientation towards accomplishment, obsession with success and goal attainment.

The need for affiliation is characterized by a strong desire to be liked by other people and lastly the need for power manifests through a strong desire to influence or control people. Managers should thus identify these needs in their employees, and seek ways of effectively responding to them with a view to motivating them for better performance and professionalism. Such an understanding would give the T.S.C a better insight on appointments, promotions and generally a fair play in dealing with teachers.

B) GOAL SETTING THEORY

Specific goals increase performance, while challenging goals when accepted result to higher performance than easy ones. Intentions to work towards a particular goal are a major source of motivation and growth. Daft (1983), contends that employees will not be motivated if they believe they cannot perform well enough to achieve positive outcome, A consensus on goal setting should be reached, with the T.S.C. involving teachers fully in matters related to their work. A participatory approach to decision making and policies that affect teachers should also be cultivated.

C) EXPECTANCY THEORY

Vroom (1974) developed the expectancy theory, on the assertion that the tendency to act in a certain way depends on the expectation that; the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. There are three variables here.
1. Attractiveness-importance that individual employee attaches to the potential outcome or reward that goes with the achievement of that job.

2. Performance reward linkage-the degree to which the individual believes that performing at that level will lead to attainment of a particular desired outcome.

3. Effort performance linkage-the perceived probability by the individual that exerting a given amount of effort will lead to performance.

The expectancy theory recognizes that there is no universal principle that explains what can motivate everyone. However, the T.S.C. can motivate teachers by linking good performance with the reward that employees desire. They should also facilitate an atmosphere of good performance and good employee/employer relationship.

D) EQUITY THEORY

Adams (1977), focuses on individual perception of how fairly they are treated compared with others. They perceive what they get from a job situated in relation to what they put into it and they compare their input-output ratio with input - output ratio of others in the same category. If the ratio is the same, a state of equality exists. The importance of equity theory is seen in its being assertive that employees be rewarded commensurate with their level of output. However, to avoid discontent, the level of input should be defined adequately. Another strength of this theory, is that it ensures continued communication between the employee and the manager, in itself a motivational factor. This reduces misunderstanding and fosters mutual growth. The T.S.C should ensure that communication channels between her and teachers are open.
D) REINFORCEMENT THEORY

It is assumed that workers always repeat behaviour that is reinforced, than that which is ignored.

For instance, if a worker gets a salary increment due to high productivity, the assumption is that the employee will want to maintain that level hoping to get another pay increase. Reinforcement can be positive, negative or otherwise. The advocates of this theory came up with four major types of reinforcement.

(i) Positive – giving positive rewards as a result of an employee showing desired behaviours.

(ii) Negative – giving an employee an opportunity to avoid a negative consequence by showing desired behaviour.

(iii) Extinction – withdrawing previously given positive reinforcement as a result of undesirable behaviour.

(iv) Punishment – meaning to provide a negative consequence due to bad behaviour.

In view of the above, most modern organizations find it easier to apply reinforcement motivation theory, than any other theory. Teachers should be promoted or given a pay rise when good performance is exhibited.

2.1 FOUNDATIONS OF MOTIVATION

Over the years, different perspectives on motivation have evolved. Hundreds of theories have been formulated to explain human behaviour. The theories could be largely classified under macro and micro. The macro describing the nature of humans, while the micro explaining the specific behaviour like social, political and cultural factors. Cherry (2000), states that ancient philosophies Aristotle and Plato, medieval ones like Aquinas and recently Spinoza have similar views on human nature – they are rational beings, with divergent needs.
2.2 WHAT MOTIVATES EMPLOYEES/WORKERS TO WORK

Recent findings published by Hersey and Blanchard (2001) show that the following factors motivate employees. They include advancement, autonomy, caring bosses, company philosophy, fringe benefits, improved communication channels with top management / supervisors, responsibility, good working conditions, tactful disciplinary machinery, good wages, clear promotion and growth opportunities, job security and interesting work. The T.S.C. has put in place a wage system for teachers. However, absence or unsatisfactory application of the above motivational factors has negatively impacted on teachers. This has resulted to low work morale.

2.3 PRACTICAL MOTIVATIONAL FACTORS IDENTIFIED BY EMPLOYEES AT VARIOUS WORK PLACE SURVEYS

Different studies have come up with factors that motivate employees. Aldag ad Stearns (1999), summarize a review of studies that reported the effects of monetary incentives, group incentives good setting, job enrichment and participation on performance. From their review, it shows that individual incentives often work better than group incentives. Employees globally responded to motivational incentives with high performance (Jan 2003). Polarold (2002), identified and implemented various motivational aspects, which have since been a success story. They include:

a) Change in working environment:- freshly painted offices, cheerful and modern furniture / working equipment.

b) Good financial incentives.

c) Training of employees.

d) Provision of basic daily essentials.

These have led to high productivity. Goldhirsh group in America, Ricks, Ginn ad Daughtrey (2000), highlight the following factors at the top of the list of today’s worker importance. They follow as health insurance, benefits, job security, training and development and interesting
work. High income ranked low in retrospect. Aspects that further satisfy these workers include; advancement opportunities and recognition for good performance. The T.S.C. should thus envisage the above success story to motivate teachers.

2.4 ACTUAL MOTIVATIONAL PRACTICES

Thomson and Strickland (2001), recommend that to put the strategic plan in place, motivational practices ought to be in place. They advance the following aspects, in place in many world class leading firms.

a) The use of standard reward punishment mechanism, salary rise, bonuses, stock options, promotions, praise and recognition. For example at Atmars Candy Bars makers – every employee gets a 10% bonus for coming to work on time (monthly). This reduces / eliminates absenteeism and tardiness and boosts workers' productivity.

b) In many Japanese companies, employees meet regularly to have inspirational/motivational aspects and chat corporate litany.

c) Wal-mart stores (USA) have designed a set of incentives and rewards that induce people to do the very things needed to meet performance targets.

Peters and Waterman noted that one of the most untapped motivational factors is the creation of company or corporate culture. Culture that is ‘unashamed’ inspire employees to perform well. This includes.

(i) The belief in being the best employer employee and job.

(ii) Belief in superior quality and service.

Signs of motivation.

Simpson (1995) signals motivational signs manifest in employees' attitude and behaviour as.

(i) High performance.
(ii) High energy, enthusiasm and determination to succeed.

(iii) Willingness to adapt change.

(iv) Settling (not wanting to leave).

**Signs of demotivation.**

(i) Apathy and indifference to the job.

(ii) Poor record keeping and absenteeism.

(iii) Exaggeration of effects / difficulties encountered in problems, disputes and grievances.

(iv) Unjustified resistance to change.

Smith (1996), examines both the individual needs that give satisfaction at work and the human needs at work. If the degree of motivation is to be sufficient to give personal satisfaction, Smith suggests that each individual must:

(i) Feel a sense of achievement in the job they are doing.

(ii) Feel that the job is challenging, demanding the best out of them and giving them the responsibility to match their individual attributes.

(iii) Receive adequate recognition for their achievement.

(iv) Have control over aspects of their job.

(v) Feel that they as individuals, are developing and advancing in experience and ability.

Signs of demotivation are clearly present among teachers as indicated elsewhere in this document, and confirmed by the research findings. The T.S.C. should therefore seek to cultivate motivation among teachers by employing a mix of the above mentioned motivational strategies.

**2.5 GENERALLY ACCEPTED MOTIVATIONAL FACTORS**

A myriad of management writers and researchers agree unanimously that there are general factors that motivate people at work which every manager should find handy. These are ;
1. **Money and financial rewards**

   Money is a strong motivator for almost all employees. It provides for most of their basic and higher needs. Too little money demotivates powerfully.

2. **Challenging work**

   It is a source of satisfaction. The need to achieve / accomplish is a way of nurturing talent and creating responsive managers.

3. **Good working conditions**

   Working environment should be friendly. It needs to be free of stress, noise, safe, clean, tidy, well-ventilated and an all round comfortable. Work must be made natural, enjoyable and playful.

4. **Job enrichment**

   It is the process of designing jobs to make them more interesting, appealing, meaningful, rewarding and challenging. Generally it involves;

5. **Job enlargement**

   Increasing the number of activities to make work less boring and more challenging. It becomes more interesting.

6. **Job re-design**

   Restructuring a job to make it more appealing to the employee. It offers a chance to grow and satisfies.

7. **Job rotation**

   Moving people from one job to another provides a variety, experience and kills boredom.

8. **Flextime**

   Allowing workers to chose their work methods or hours of work, is giving them freedom to choose how to perform their work effectively.
9. Recognition

Employees need to feel recognized and approved with praise when they do a good job. Public praises, acknowledgements and rewards do well.

10. Job security

Employees need to feel secure in their work, fear of joblessness is demotivation. Job security includes insurance cover, pension scheme, medical benefits and permanent job opportunity.

11. Participative decision making

Involving employees in decisions that affect their work and the organization, as a whole is important. Consulting their ideas, opinions and suggestions makes them feel wanted, respected and appreciated / important. This leads to a commitment and high productivity.

12. Responsibility and power

Prospects of gaining both respects and power are very motivating. Promotions and delegations of important work to employees by managers is very fulfilling.

13. Status

This can be done through allocating job positions, business cards, good offices and company cars / transport.

14. Personal growth

Opportunities for growth, training and development, workshops are very motivating.

15. Communication

Open communication channels to employees are very important, listening to employees views and talking to them humanly motivates them so much.

16. Feedback

Knowing how one is performing is important. This could be enhanced through performance appraisals and quick response. It counters both strengths and weaknesses, and shows both care and commitment on the part of the employer.
20 Total quality management

This is the process whereby the management enters into a coalition with employees to continually contribute towards quality and high performance, identifying the cost of non-conformity. Poor quality is not only harmful to employer but, also to employees it yields poor returns which reflect badly on both the employer and employee. Harnessing men, machines, methods and materials through healthy communication, retraining and development, teamwork through quality circles, regular meetings of employees to identify, analyse, prioritize and solve problems affecting performance is highly motivating.

In summary, the compensation system for teachers should be improved, so that it does not continue to demotivate them. The T.S.C should also involve teachers in re-designing their work, so as to set performance standards that are acceptable and challenging to them. Working environment and conditions should also be improved. In totality, the above mentioned motivational aspects should be put in place.

CONCLUSION

Researchers in the field of motivation by consensus, agree that motivation plays an important role in the productivity and professionalism of employees. The basic principle of motivation is that the people do what they expect to be rewarded for doing. Whereas there may be no single ‘best practice’ concerning motivation to which all organizations should aspire, there are issues of importance of which managers should focus on, which include; a set of complementary motivational practices that could result in productivity and improve quality of the service, in regard to organizational goal and mission. This include effective and appropriate management infrastructure, training and development policy that do not disillusion employees, high work involvement especially in goal setting and decision-making. Employees must feel valued, part
and parcel of the organization. Some feeling of ownership on the part of employees must prevail. Conducive leadership style, that stimulates employees' performance should be put in place. Good employee relations, that foster informal and interpersonal groups at work should also be at play.

Good compensatory schemes and also good salaries must be in place. Work must be as much fun as play. Actions to satisfy employees' needs, increase quality of work life must be tied to every HR practice in the organization. However motivating employees is not easy due to divergent individual needs. All the same managers should have basic principles of motivation and factors that motivate people. Bryan (2003) summarily contends that motivation is crucial to every organization that seeks to effectively succeed. ‘Motivated employees are something that some organizations have and many others wish to have’. Motivated employees are pivotal to success and a goose that lays golden eggs. Motivation is the wide scope, and all-round scope of the totality of effective human resource system which stands to be continuously improved. The T.S.C should embrace the above. Bellois (2003), carefully cautions that “when you ride a horse, go steady, when you ride people go easy”.
CHAPTER THREE
DESIGN AND METHODOLOGY

3.0 INTRODUCTION

3.1 RESEARCH DESIGN

In this project the research design adopted was descriptive.

3.2 TARGET POPULATION

In this research, the target population comprised all teachers in Public High Schools within Nairobi. A list of these schools was obtained from the Nairobi Provincial Director of Education in the Ministry of Education.

3.3 SAMPLING STRATEGY AND FRAME

There are forty two public High Schools in Nairobi province. They are classified into three major categories; National, Provincial, and District schools in regard to size and facilities. The researcher used these three categories as strata and randomly sampled 12 schools, four from each category, National schools averagely have 60 teachers, Provincial schools 40 and District schools 25 (Appendix 4). The researcher used a simple random sampling to achieve 18 respondents from each of the national schools, 12 from each of the provincial schools and 8 or 7 alternatively from each district schools. Each principal head in the twelve schools was a respondent. The researcher sampled a total of 150 respondents for the purpose of this research project and she believes was a true representative sample.
3.4 DATA COLLECTION INSTRUMENTS

The research used a combination of structured and semi-structured questionnaires. Two types of the same were prepared, one for the principals and the other for teachers. The purpose here was to draw two perspectives in the measurement of similar factors. The questionnaires covered various aspects of the research questions. They were typed and sufficient spaces left in questions where respondents required to give explanatory answers.

3.5 PILOT STUDY

Prior to the main research, a pilot study to verify the instruments for data collection of this study was undertaken. It was done at Starehe Boys' School. The school had been chosen because it is a national school with a large base of teachers (The government has a uniform policy for most human resource practices relating to teachers). The main importance of the pilot study was to find out if;

(a) The questionnaire covered all intended dimensions of the research.

(b) All questions were clear and unambiguous.

(c) The space allowed for the answers was adequate.

In response to the above, modification and adjustments were made where necessary.

3.6 DATA COLLECTION PROCEDURE

A 2-day preliminary survey in all selected schools was undertaken, to identify the place, research assistants, and make necessary arrangements with the administration for actual data collection day. On the actual day, questionnaires with introduction and covering letter were distributed to subjects forming the study sample. They were distributed to respondents and collected in a span of a week.
3.7 DATA ANALYSIS AND PRESENTATION

The data collected from this research were edited, coded and tabulated. It was then organized into qualitative and quantitative data. The statistical package for social sciences (S.P.S.S) was used to analyse in addition with a use of appropriate statistical tools, which include descriptive statistics such as proportions, frequencies and percentages. The results are presented in the next chapter and form the basis on which recommendations and suggestions have been made.
CHAPTER FOUR

DISCUSSION OF FINDINGS

4.0. INTRODUCTION

This chapter presents the data analysis, their interpretations and the main findings of the research. The responses from principals and those of teachers have been reported separately for easier comparison, discussion and comprehension. The first section reports the respondents' background in terms of gender, education, background and work experience. This is followed by a second presentation concerning the respondents' perception of their current job, in relation to motivation and also motivational human resource activities. The third part reports suggestions given by respondents as to what the principals and the Teachers Service Commissions could do, towards motivating teachers in performing their job. The last part of this chapter summarizes and discusses the main findings of this research.

4.1 INFORMATION ON RESPONDENTS

As already explained in chapter three of this report, a total of 150 candidates had been identified to form the research sample. This figure represents 25% of the total target population of about 600, 15 persons out of the 150 had been targeted to respond to the questionnaire for Principal heads while the remaining 135 were to respond to the questioners on staff. As already explained these figures had been done specifically with a view to getting a representative and specifically acceptable sample size for the purpose of this research. On the first questionnaire, all 15 candidates completed their questionnaires, while 125 candidates participated in the questionnaire for staff. The remaining 10 candidates did not hand in their completed questionnaire, or they gave information that was grossly contradicting. The researcher discarded them.
4.2 PART ONE.

TABLE 1: Distribution of respondents by gender and educational background

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Graduate</td>
<td>28</td>
<td>32.9</td>
<td>57</td>
<td>67.9</td>
<td>85</td>
<td>68</td>
</tr>
<tr>
<td>Diploma</td>
<td>24</td>
<td>60%</td>
<td>16</td>
<td>40%</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>40.2</td>
<td>73</td>
<td>59.8</td>
<td>125</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in table 1, a total of 73 females and 52 males took part in the research. This translates into a ratio of about 1.5:1 which indicates that both men and women were fairly represented.

The table also shows that majority of the candidates that took part in the research were graduate teachers with university qualification. They formed 68% while 32% held diploma qualification.

TABLE 2: Work experience

<table>
<thead>
<tr>
<th>WORK EXPERIENCE</th>
<th>NO.</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 years</td>
<td>74</td>
<td>59%</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>51</td>
<td>41%</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td>100%</td>
</tr>
</tbody>
</table>

On staff work experience (teaching), the results revealed that 59% of candidates in the research samples had worked for a duration of 5–10 years while 41% had an experience of more than 10 years.

80% of the respondents indicated that they had not enjoyed any career development opportunities besides their initial teaching experience. 20% had the opportunity to attend career
development programme of which 10% of this cohort had pursued or were pursuing masters programmes, 5% post-graduate diplomas mainly in counselling and the other 5% had done short courses in computer packages. The whole group (20%) indicated that they had or were sponsoring themselves from their own salaries under strenuous circumstances and that the employer did not support them satisfactorily.

Asked whether they enjoyed their job, 73.3% of the respondents, indicated that they did not, while the rest (26.7%) answered in the affirmative. Asked why, about 50% of those who had indicated that they were not enjoying their job, cited various frustrations at work. Next 20% cited inadequate pay and incentives. Another 20% indicated that generally promotions and related human resources practical were not done strictly on merit and satisfactorily. The last 10% cited other reasons. On appraisal, 70% of the respondents conceded that it was done seldomly, 20% indicated that it was never done, while 10% indicated that it had indeed been done but haphazardly. On whether it helped them improve on their performance, 84.8% of those whom it had been carried out either seldomly or haphazardly, indicated that it had not. While the rest 15.2% answered that it did.

When asked whether they felt motivated to report on duty the results show that 71.4% of the respondents said no while 28.6% said yes. Majority (89%) of those who said yes i.e. 28.6% indicated that what motivated them to report on duty was fear of losing their job. This compares to 11% who said that their motivation was due to such reasons as love for their job, a sense of feeling a moral responsibility and obligations to perform their duties, well as members of society as well as a great zeal to attract promotion, career development recommendation, recognition and reward. Others saw it as an activity that puts food on their table. For those who said they did not feel motivated to report to work (71.4%), 51% cited the inadequacy of a good total
compensation, incentive and reward package as the major reasons that demotivated them. Total compensation here has been used to refer to an umbrella of compensatory issues, like poor salary, unattractive benefits i.e. medical allowance, housing, insurance, educational fund, training and development avenues. Employee services, increments, growth and future prospects. 27% said that poor human resource practices such as disciplinary machinery, placement, promotion, transfers, appraisal, management style, secrecy, working conditions and mutual communication systems were the cause of their demotivation, especially by their employer.

15% cited frustrations at workplace such as undisciplined students, oppressive and witch hunting principals, unfriendly workmates, lack of good working conditions, poor sanitation, dark offices, congestions and poor furniture/infrastructure as their demotivation. Lastly, 5% accounted for other reasons which ranged from unfriendly parents, negative attitude towards the profession by the society “Nobody cared about the teachers as long as students passed” and also a feeling of being used and exploited by the employer/heavy workload. As regards absenteeism, a big number of the respondents, (80%) indicated that they had indeed been absent from duty for various reasons. The remaining 20% indicated that they had not been absent.

In a follow-up to the absenteeism trend, an overwhelming 86% of the respondents indicated that they felt low about their work, with a lower 14% answering no. The reasons given for feeling low about their work reflected those of absenteeism ranging from sickness, disinterest in work, complacency, boredom, routine, poor human resource practices, poor rewards systems, too much work, bad students, lack of growth avenues, excitement and negativity, supplementing their low salaries with other businesses. Those who did not absente themselves and did not feel low about their work, cited love for the teaching job, lack of strictness, the job catered for their
food, shelter and clothing, school fees, it was challenging and interesting, There were more benefits like house allowance and medical package.

On whether the respondents were aware of the code of regulations, a majority of them. (87.6%) answered in the affirmative while 12.4% indicated that they were not aware of it. Those who were aware of it, an overwhelming 89.5% though, indicated that they were not conversant with it. Only 10.5% of those aware of it were conversant with it. When asked whether communication channels were freely open to them, only 13.9% of the respondents answered in the affirmative. A whooping 86.1% indicated that such channels were not open to them.

The results revealed that the respondents were unanimous in their responses as to how various human resource activities were handled. An overwhelming 89% of the respondents answered that recruitment, selection, induction, recognition, promotion, compensation and staff services were handled poorly. The rest 11% indicated that these practices were done satisfactorily.

When questioned whether if given an opportunity, they would leave their job for another, majority i.e. 91% said yes, while only 9% said no. The reasons given for a yes, are indicated in table 3.
TABLE 3: Reasons for leaving job

<table>
<thead>
<tr>
<th>Reasons for leaving job</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>For greener pastures in terms of higher salary</td>
<td>20</td>
<td>17.5</td>
</tr>
<tr>
<td>Higher rate of job satisfaction, interesting and less frustration.</td>
<td>15</td>
<td>13.2</td>
</tr>
<tr>
<td>For more performance related rewards.</td>
<td>15</td>
<td>13.2</td>
</tr>
<tr>
<td>For transparent and on merit human resource practices.</td>
<td>15</td>
<td>13.2</td>
</tr>
<tr>
<td>For involvement in decision making and open communication channels.</td>
<td>20</td>
<td>17.5</td>
</tr>
<tr>
<td>Secrecy, prestige in society and status quo.</td>
<td>15</td>
<td>13.2</td>
</tr>
<tr>
<td>Friendly working conditions, facilities and terms.</td>
<td>14</td>
<td>12.2</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100</td>
</tr>
</tbody>
</table>

Of the 9% who indicated they would not leave their job, 75% said it was because they were satisfied with their current job, while the next 25% indicated that they were used to it and they preferred it more to another.
Asked what the government i.e. the Teachers Service Commission and the Principals should do to motivate teachers, various responses were given. These have been separately tabulated and presented below.

**TABLE 4**

Responses as to what the T.S.C should do

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure fair, effective and efficient human resource practices</td>
<td>25</td>
<td>20%</td>
</tr>
<tr>
<td>(recruitment selection, induction, appraisal, promotion, transfer,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disciplinary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve channels of communication, secrecy of teachers affairs</td>
<td>15</td>
<td>12%</td>
</tr>
<tr>
<td>(terms and conditions of employment out of media and public)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve the overall total compensation package (fringe benefits,</td>
<td>20</td>
<td>16%</td>
</tr>
<tr>
<td>salaries and other allowances).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create prestige in the teaching profession (corporate culture)</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>Fair treatment and good working conditions.</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>Clear-cut career path development, growth through supported training</td>
<td>10</td>
<td>12%</td>
</tr>
<tr>
<td>and development avenues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good employee services (retirement, separation counselling clinics,</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>subsidized drugs education fund, health and fitness clubs).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition (awards of merit, end-year parties and greetings).</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>Friendly management styles.</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>Retrain its staff to have good customer care/service culture. Also good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>public relations towards teachers</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>4%</td>
</tr>
</tbody>
</table>
TABLE 5

Response as to what the principals should do

<table>
<thead>
<tr>
<th>What to do</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be good leader, good managers and role models.</td>
<td>40</td>
<td>32%</td>
</tr>
<tr>
<td>Should exercise impartiality not witch hunting teachers and treat them fairly.</td>
<td>20</td>
<td>16%</td>
</tr>
<tr>
<td>Involve teachers in decisions at the school.</td>
<td>15</td>
<td>12%</td>
</tr>
<tr>
<td>Listen to teachers and understand them, ensuring good conflict resolution.</td>
<td>15</td>
<td>12%</td>
</tr>
<tr>
<td>Create good working environment and employee relations.</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>Recognize teachers heavy burden/motivate them in word or material if possible.</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>Go for refresher courses/training in human resource management</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>4%</td>
</tr>
</tbody>
</table>
A second separate questionnaire had been prepared for principals.

All the 15 questionnaires prepared were responded to. 60% of the candidates were male while 40% were female. All of them had been principal heads for over 5 years, 30% having served for between a period of 5 –10 years and the rest 70% for over 10 years. Of the 15 candidates, all had acquired university education, with only 20% having attended induction course at Kenya Education Staff Institute. The rest 80% had not attended any courses besides their degree qualification.

When asked whether they experienced problems related to teachers' performance and professionalism, all candidates (100%) responded affirmatively. Various problems were given which ranged from absenteeism, lateness, dislike for work, indiscipline, don’t care altitude to work, conflicts with colleagues / with the principal head, time wastage, unpreparedness, slowness burn out and stress, poor performances / non-conformation to official rules, procedures, ignorance and unawareness, lack of proper information, rebellion and persistent misunderstanding.

In extreme cases, dissertation of duty and alcoholism, relationships with students and prolonged sickness (on / off duty frequently ) with cases of HIV/AIDS scourge were cited. In reference to teachers' morale 67% of the candidates, indicated that the staff morale was low while the rest 33% put it as average. Asked what reasons they could give as factors influencing the staff morale of teachers, various factors were given as having accounted for the same.
TABLE 6: Reasons for low morale

<table>
<thead>
<tr>
<th>REASONS FOR LOW MORALE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational problems e.g. compensation, promotion.</td>
<td>5</td>
<td>33.3%</td>
</tr>
<tr>
<td>Unclear career development paths.</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>Poor working conditions and facilities.</td>
<td>2</td>
<td>13.3%</td>
</tr>
<tr>
<td>Indiscipline of students and poor performance.</td>
<td>2</td>
<td>13.3%</td>
</tr>
<tr>
<td>Lack of training and growth facilities.</td>
<td>3</td>
<td>20%</td>
</tr>
</tbody>
</table>

Majority (90%) of the principal heads indicated that the above factors greatly impacted on teachers' performance and professionalism, 10% of the respondents were indifferent. Asked how often the staff were appraised, 75% of the candidates answered rarely, while 25% gave a negative answer. All the candidates indicated that there was no training and development policy available for themselves nor the staff. At least not any they were aware of. On the other hand, 80% of the candidates indicated that they were rarely availed any career opportunity. The rest 20% answered that no career opportunities were availed to them at all.
Questioned for suggestions with a view to further motivating the staff, the respondents gave various suggestions.

**TABLE 7: Suggestions for increasing motivation**

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved total compensation package (pay, benefits and rewards).</td>
<td>14</td>
</tr>
<tr>
<td>Effective, fair and efficient human resource practices (recruitment, selection, promotion transfer, disciplinary for teachers).</td>
<td>14</td>
</tr>
<tr>
<td>Friendly training and career development strategy / programmes.</td>
<td>13</td>
</tr>
<tr>
<td>Motivation techniques to be incorporated in training curriculum for all heads.</td>
<td>12</td>
</tr>
<tr>
<td>Reviewed syllabus, restructured job—enlargement and enrichment.</td>
<td>14</td>
</tr>
<tr>
<td>Non-financial factors like; Good communication channels, value employees, positivity and secrecy of teachers issues.</td>
<td>13</td>
</tr>
<tr>
<td>Encouraging teamwork, propagating job security and good retirement plans.</td>
<td>14</td>
</tr>
<tr>
<td>Good working relations, employee relations and participatory management styles.</td>
<td>13</td>
</tr>
<tr>
<td>Refresher courses for the T.S.C. staff, retrain her personnel on how to handle teachers appropriately</td>
<td>13</td>
</tr>
<tr>
<td>Others</td>
<td>10</td>
</tr>
</tbody>
</table>
4.4 DISCUSSION.

Kenya anticipates to be a newly industrialized nation by 2020. The new government has put in its agenda, that as a matter of urgency, the education system/sector has to be streamlined. With the introduction of the free primary education, more loads will be placed in the hands of the public high school teacher. The high school teacher is thus paramount here. As earlier stated her central role in high school education cannot be overemphasized. The government in fact, needs highly motivated and professional teachers, to facilitate quality performance and desired high-level achievement in the education sector.

For both industrial / economic take-offs, entrepreneurial growth and poverty reduction, high school education is important. However, remarkable strides and achievements in this area can be deterred by demotivated, low performing and unprofessional teachers. Whilst it is arguable that motivation is a complex issue/phenomenon, it is never too hard to try and come up with a sumptuous mix of motivational jinx that can boost performance and professionalism of employees. It has already been established that different people work for various reasons, which could include, basic needs like to cater for food, shelter and clothing, for fun, occupation or even to be financially stable. Others work to grow professionally / careerwise.

Needless to say, the same motivator cannot work for all employees. Each human person is unique, with unique needs, wants, aspirations personality and genetical composition. What moves one person may not move the other. Not all people thus want the same things from job.
Motivation presumably should thus come from within employees. The role of management (employer) is thus to create a conducive working environment in order to enhance positive motivation of her human resource (employees). How does this, calls for careful examination of employee needs, a deliberate effort to understand this needs and thus careful responsive measures to the same. Without the above well-calculated moves, employers normally may experience bitter fruits of demotivated employees amongst them absenteeism, high turnover, poor performance, unprofessional trends and general dislike of work strikes and lockouts. As revealed by the findings, majority of high school teachers don’t care or love their work as they should. High rates of absenteeism are common. Those who report to work are rarely efficient nor effective. Most of them go to work because the jobs are a simple channel of partially meeting their financial obligations.

Those interviewed were clearly unhappy about most human resource practices especially how they are administered. There were clear indications that the overall compensation package is neither satisfactory nor pleasant. Recruitment, selection, induction, appraisal, promotion, recognition, disciplinary machinery, transfers and retirements were singled out as either opaque or unprofessional. Moreover, non-monetary but job-related incentives like training and development, career development, study leaves, health and educational funds, employee services, open and friendly management systems were found inadequate or non-existent.

It is against the above, that a clear indication comes out that the motivational requirements of teachers are not adequately met. The government must stride to attract, develop and retain high performing teachers who are highly motivated. It must put in place a realistic and attractive professional compensation package, carefully formulated models of staff recognition and other all-round motivational programmes for the aforementioned. Without the above in place, teachers
may continue to spend more time engaging in income-generating supplementation activities outside their work. The findings from the research groups both largely support the research questions earlier formulated as a basic guide for this research.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.0 SUMMARY.
This research had been designed to investigate the motivational factors affecting employees' work performance and professionalism. The target population was public high school teachers in Nairobi. The research sample involved two different but related categories of employees for the purpose of collecting balanced and representative views on the subject under research. The first group was comprised of staff while the second were principals. Data were collected using questionnaires. The results of the findings confirmed largely the information in research questions formulated earlier for the research.

5.1 CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS.
The government which is the public school teachers' employer must heed to the low morale that has engraved the teachers. There can obviously be no meaningful improvement in performance and professionalism with the sour state of affairs as indicated by the research findings. The state of demotivation implies that the government does not get her full fruits or harvest from the teachers' work. Teachers should be encouraged to work hard and perform best. The suggestion here is that the government no doubt, has to wake up to today's reality. The challenge of motivating teachers. Complex as it is, it has to do it one way or the other. In view of the above, the following recommendations have been given.

1. Total compensation
The government should put in place a total compensation package that satisfactorily meets teachers' financial needs and other money-related needs, with the view that money can buy most needs.
2. Reward systems

The government should put in place a good reward system for good performance. Such could include job enlargement, opportunities for promotion, pay increments, bonuses and luncheons to motivate them.

3. Recognition systems

The government should install a machinery to recognize teachers' good performance and boost their morale/status. Such could include end of years price vouchers, greetings cards, verbal or media praises, create awareness of teachers' importance in society which is motivational.

4. Human Resource development

Creating training and development avenues for teachers. Sponsoring them for career development so that they can perform their work better. This is also an opportunity to enhance skills and achieve greater responsibility hence motivational.

5. Employ trained managers.

Such managers will professionally deal with teachers. They should have the right handy human, technical and conceptual skills especially in relation to maintaining teachers' morale and motivating them. Providing an enabling work environment that boosts creativity and growth. The training process for these managers should be continuous to accommodate change.

6. Sound human resource practices

Establish open management styles that are not beaurecratic nor centralized. Having participatory approaches to decision making and policy regulation. Have transparent and professional recruitments, selection, promotion, appraisals, training and separation, good communication channels.
7. Employee services and working environment

She should also ensure sound employee relations and labour relations. Employees welfare services such as lunch, tea, good furniture, spacious/ventilated offices and seek to create and instill a corporate culture in the profession.

8. Information.

She should enlighten teachers on the code of regulations and ensure that they are conversant with it and deal with their issues with meaningful privacy.

SUMMARY

In summary the government should put in place a sound professional and ethical management of all teachers welfare issues that envisage all their motivational needs, with a view of adequately meeting them.

5.2 SUGGESTIONS FOR FURTHER RESEARCH.

This research looked at motivational factors affecting high schools teachers. In the cause of the research other issues that need further research emerged, such as:

- How the motivational factors, could be affecting other cadres of teachers -private schools and Primary school teachers.

Other researches should be undertaken to improve on the recommendations arising from the findings to facilitate better management of teachers’ affairs.
BIBLIOGRAPHY


Journals


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Articles


Economic times 27th June 1981.

Web.


APPENDICES.

Appendix 1 - PLAN AND SCHEDULE OF ACTIVITIES.

(a) PLAN OF ACTIVITIES.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION (Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1   Pilot study</td>
<td>One</td>
</tr>
<tr>
<td>2   Adjustments</td>
<td>One</td>
</tr>
<tr>
<td>3   Data collection</td>
<td>Four</td>
</tr>
<tr>
<td>4   Data coding</td>
<td>Four</td>
</tr>
<tr>
<td>5   Data analysis</td>
<td>Three</td>
</tr>
<tr>
<td>6   Report writing</td>
<td>Three</td>
</tr>
<tr>
<td>7   Compilation</td>
<td>Three</td>
</tr>
</tbody>
</table>

(b) Schedule of activities

<table>
<thead>
<tr>
<th>MAY</th>
<th>JUNE</th>
<th>JULY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
</tr>
<tr>
<td>2</td>
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<td>1</td>
</tr>
<tr>
<td>3</td>
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<td>3</td>
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<tr>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Some activities overlap due to the fact that they run simultaneously so as to save time.
APPENDIX 2
QUESTIONNAIRE FOR STAFF
Kindly tick in the space provided [ ] the correct answer or supply the required information. For others please specify and elaborate.

(1) Gender; Male [ ] Female [ ]

(2) Educational background
   Graduate teacher [ ] Others [ ] specify.................................

(3) Your teaching experience
   0 – 5 years [ ] 5 – 10 [ ] Others [ ] Specify ..............................

(4) (i) Besides the teaching experience what other career development opportunities have you enjoyed? specify

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(ii) If any, who sponsors you? specify

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5. Do you enjoy your job? (teaching)
   i) Yes [ ] No [ ]
   ii) Why?..........................................................................................
(6) How often are you appraised?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

(ii) Does it help you to improve in performing your tasks? Yes [ ] No. [ ]

(7) Do you feel motivated to come to work everyday?  
Yes [ ] No [ ]

Why? ........................................................................................................................................
____________________________________________________________________________________
____________________________________________________________________________________

(8) Besides your salary, what other non-monetary benefits do you enjoy from your employer? Specify

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

(9) Do you ever miss (absent) coming to work?  
Yes [ ] No [ ]

Why? ........................................................................................................................................
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
(10) Do you sometimes feel low about your work?
  Yes [ ]  No [ ]
  Give reasons
  ................................................................................................................
  ................................................................................................................
  ................................................................................................................
  ................................................................................................................
  ................................................................................................................
  ................................................................................................................

(11) What then would you like changed about your job to make it more 'interesting'?
  ................................................................................................................
  ................................................................................................................
  ................................................................................................................
  ................................................................................................................
  ................................................................................................................

(12) Are you aware of the code of regulations? Yes [ ]  No [ ]

(13) Are you conversant with it?  Yes [ ]  No [ ]

(14) Are communication channels open to you freely? Yes [ ]  No [ ]

(15) How are the following human resource activities handled?
  (i) Promotion  – Poorly [ ]  Satisfactorily [ ]
  (ii) Recognition – Poorly [ ]  Satisfactorily [ ]
  (iii) Retirement – Poorly [ ]  Satisfactorily [ ]
  (iv) Selection – Poorly [ ]  Satisfactorily [ ]
  (v) Recruitment – Poorly [ ]  Satisfactorily [ ]
  (vi) Induction – Poorly [ ]  Satisfactorily [ ]
  (vii) Compensation – Poorly [ ]  Satisfactorily [ ]
(viii) Staff services.  – Poorly [ ]  Satisfactorily [ ]

(16) Given a chance, would you leave your job for another?
Yes [ ]  No [ ]
Why? ..............................................................................................................
.....................................................................................................................
.....................................................................................................................
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.....................................................................................................................
.....................................................................................................................

(17) What in your opinion should the following do to motivate teachers in performing their job?

(i) The government (T.S.C)
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.....................................................................................................................
.....................................................................................................................
.....................................................................................................................
.....................................................................................................................
.....................................................................................................................

(ii) The principal
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.....................................................................................................................
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.....................................................................................................................
.....................................................................................................................

Thank you.
Appendix 3 - QUESTIONNAIRE FOR THE PRINCIPALS

Please kindly respond or tick appropriately to supply the required information to the best of your knowledge;

(1) Gender;  Male [ ]  Female [ ]

(2) Educational background
   Graduate [ ]  Others [ ]  Specify

(3) Working experience as a principal
   0 – 5 years [ ]  5 – 10 years [ ]  Others [ ]  Specify

(4) Have you attended other courses besides your college qualifications?
   Yes [ ]  No [ ]  Specify

(5) Do you have any knowledge on employee's motivation?

(6) Do you sometimes experience any problems related to teachers' performance and professionalism?
   Yes [ ]  No [ ]  Specify
(7) How would you rate the staff morale of your teachers?

   (i) High [ ]

   (ii) Average [ ]

   (iii) Low [ ]

(8) What reasons can you give as the factors influencing the staff morale of teachers in regard to your response above?

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(9) Do you see any relationship between these factors, teacher performance and professionalism?

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..............................................................................................................................................................

..............................................................................................................................................................

(10) How often do you appraise your staff? specify ...........................................

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..............................................................................................................................................................

..............................................................................................................................................................

..............................................................................................................................................................

..............................................................................................................................................................
(11) Do you have a training and development policy for -

(12) Yourself? Yes [ ] * No [ ]

(13) Staff? Yes [ ] No [ ]

(14) What career opportunities are availed to you by your employer?

(15) What further suggestions would you give with a view to motivating members of the staff more?

Thank you.
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aquinas High</td>
</tr>
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</tr>
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<td>Dandora high</td>
</tr>
<tr>
<td>5</td>
<td>Mutiini high</td>
</tr>
<tr>
<td>6</td>
<td>Eastleigh high</td>
</tr>
<tr>
<td>7</td>
<td>Embakasi girls</td>
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<td>8</td>
<td>Nairobi School high</td>
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<td>9</td>
<td>Highway high</td>
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<tr>
<td>10</td>
<td>Nembu high</td>
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<tr>
<td>11</td>
<td>Hospital hill</td>
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<tr>
<td>12</td>
<td>Ngara girls high</td>
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<td>13</td>
<td>Huruma high</td>
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<td>Nile road high</td>
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<td>15</td>
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<td>16</td>
<td>Ofafa Jericho high</td>
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<td>17</td>
<td>Kamukunji high</td>
</tr>
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<td>18</td>
<td>Our lady of Fatuma high</td>
</tr>
<tr>
<td>19</td>
<td>Kanoti high</td>
</tr>
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<td>20</td>
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<td>41</td>
<td>Uthiru high</td>
</tr>
<tr>
<td>42</td>
<td>Muhuri Muchiri high</td>
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Source – Provincial Director of Education Nairobi
### APPENDIX 5

**BUDGET**

<table>
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<tr>
<th>Item</th>
<th>Amount</th>
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</thead>
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<td>(i) Traveling</td>
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<tr>
<td>(ii) Pilot study</td>
<td>Kshs. 1,000</td>
</tr>
<tr>
<td>(iii) Data processing</td>
<td>Kshs. 4,000</td>
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<tr>
<td>(iv) Stationery</td>
<td>Kshs. 2,000</td>
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<td>(v) Typing and printing</td>
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<td>(vi) Printing questionnaires</td>
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<td>(vii) Research assistance</td>
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<td>(viii) Binding</td>
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<td>(ix) Cost of proposal</td>
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<tr>
<td>(x) Ten percent contingencies</td>
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<td><strong>TOTAL</strong></td>
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