AN INVESTIGATION OF FACTORS AFFECTING MOTIVATION OF TEACHERS IN PUBLIC SECONDARY SCHOOLS.  
A CASE STUDY OF NAKURU MUNICIPALITY

BY

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August, 2005
DECLARATION

This research proposal is my original work and has not been presented in any other university for any other award.

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DEDICATION

I dedicate this project to my beloved father, posthumously, my children Linda, Lawrence, Lawi, Lucas, Leonard and Linet, for their love, prayers and encouragement.

Also included are my mother, my siblings and friends for their moral support. May God shower them all with blessings.
ACKNOWLEDGEMENT

Special thanks go to my supervisor, Dr. Nelly Were Otube for her effective guidance, encouragement and advice that made this work successful. I am also grateful to the chairman and lecturers at the institute of open learning, school of Business Administration for their input towards the successful completion of my course work.

My gratitude also goes to the Municipal Education Officer (Nakuru), District Education Officer, the staffing officer and the Principals of public secondary schools in Nakuru municipality for their assistance and co-operation during the collection of data. Not to forget are my research assistants, Mr. I. Nyabuti, Mr. J Wendot and Mr. Langat who played a big role to ensure my work was done as planned.

I also owe special thanks to my children and friends who inspired me to work hard and for their encouragement. Last but not least, in a special way I must thank my secretaries for volunteering to type this work, despite their heavy load of work.

May God Bless you all abundantly.
ABSTRACT

This study sought to establish whether schools have a motivational policy, and how the policy is being implemented. It also investigated the factors that mostly affect the motivation of teachers, from which the findings and conclusions were recommended to be used by institutions so as to have a motivated teaching force. The findings will also be very useful to the Ministry of Education Science and technology (MOEST), who are responsible for ensuring that the curriculum is implemented to the expected standards. It will also absolve, the teachers in regard to poor performance. In this descriptive research study, the factors affecting motivation formed the independent variables while motivation of teachers was the dependent variable.

Data was collected using a questionnaire which was developed by the researcher and descriptive and inferential statistics were used to analyze the data, with the aid of the Statistical Package for Social Science (SPSS).

The study was carried out in Nakuru municipality and the target population was teachers in the sixteen public secondary schools within the municipality. The researcher used simple random sampling to pick 50% of teachers in each school to be the sample frame (respondents), which was used as a representative of the population.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>(ii)</td>
</tr>
<tr>
<td>Dedication</td>
<td>(iii)</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>(iv)</td>
</tr>
<tr>
<td>Abstract</td>
<td>(v)</td>
</tr>
<tr>
<td>Table of contents</td>
<td>(vi)</td>
</tr>
<tr>
<td>List of tables</td>
<td>(viii)</td>
</tr>
<tr>
<td>List of figures</td>
<td>(ix)</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>(x)</td>
</tr>
</tbody>
</table>

CHAPTER ONE

1.0 INTRODUCTION ........................................... 1

1.1 Background to the Study ................................ 1

1.2 Statement of the Problem ................................ 3

1.3 Research Objectives .................................... 4

1.4 Research Questions ..................................... 4

1.5 Significance of the Study .............................. 4

1.6 The Scope of the Study .................................. 7

CHAPTER TWO

2.0 LITERATURE REVIEW ....................................... 8

2.1 Introduction ........................................... 8

2.2 A Review on the Theories of Motivation .................. 8

2.3 Review of Some Motivational Factors under Investigation 12

2.4 Past Studies Done on Motivation of Teachers .......... 17

2.5 The Conceptual Frame Work ................................ 19

2.6 Summary .................................................. 20

CHAPTER THREE

3.0 RESEARCH METHODOLOGY .................................... 22

3.1 Research Design ......................................... 22

3.2 Target Population ....................................... 22

3.3 Sampling Procedures ..................................... 23
3.4 Data Collection Procedure ................................................................. 23
3.5 Data Analysis .................................................................................. 24

CHAPTER FOUR ....................................................................................... 25
4.0 DATA ANALYSIS AND INTERPRETATION ........................................ 25
4.1 Introduction .................................................................................... 25
4.2 An Overview of Data Collected and Analyzed ..................................... 25

CHAPTER FIVE .......................................................................................... 44
5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ............. 44
5.1 Introduction ..................................................................................... 44
5.2 Summary and Conclusions ............................................................... 44
5.3 Recommendations .......................................................................... 47
5.4 Limitations of the Study .................................................................. 48
5.5 Suggestions for further Research ....................................................... 48

References ........................................................................................... 50
APPENDIX I List of public secondary schools .......................................... 52
APPENDIX II Draft work plan ................................................................. 53
APPENDIX III Budget approximation ..................................................... 54
APPENDIX IV Sample questionnaire ....................................................... 55
<table>
<thead>
<tr>
<th>TABLE</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Distribution of the Population</td>
<td>23</td>
</tr>
<tr>
<td>4.3</td>
<td>Gender of Respondents</td>
<td>25</td>
</tr>
<tr>
<td>4.4</td>
<td>Education Level of Respondents</td>
<td>26</td>
</tr>
<tr>
<td>4.5</td>
<td>Length/Duration of Service</td>
<td>27</td>
</tr>
<tr>
<td>4.6</td>
<td>Career Choice Position</td>
<td>28</td>
</tr>
<tr>
<td>4.7</td>
<td>Current Job Group</td>
<td>29</td>
</tr>
<tr>
<td>4.8</td>
<td>Major Teaching Subject</td>
<td>30</td>
</tr>
<tr>
<td>4.9</td>
<td>Years Stayed in Previous Job Group</td>
<td>31</td>
</tr>
<tr>
<td>4.10</td>
<td>Average Number of Students in a Class</td>
<td>33</td>
</tr>
<tr>
<td>4.11</td>
<td>The Extent to which the Number of Students affects Teacher Motivation</td>
<td>34</td>
</tr>
<tr>
<td>4.12</td>
<td>The Extent to which Factors Contribute to low Morale of Teachers</td>
<td>35</td>
</tr>
<tr>
<td>4.13</td>
<td>Motivational Practices</td>
<td>38</td>
</tr>
<tr>
<td>4.14</td>
<td>Motivational Strategies</td>
<td>39</td>
</tr>
<tr>
<td>4.15</td>
<td>Reward for Remedial Teaching</td>
<td>40</td>
</tr>
<tr>
<td>4.16</td>
<td>Recognition</td>
<td>41</td>
</tr>
<tr>
<td>4.17</td>
<td>Further Training/Workshop after College</td>
<td>42</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

2.1 Maslow's Hierarchy of Needs .................................................................10
2.2 The Conceptual framework ................................................................. 19
4.3 Gender of Respondents ................................................................. 26
4.4 Education Level of Respondents ...................................................... 27
4.5 Length/Duration of Service ............................................................... 28
4.6 Career Choice Position ................................................................. 29
4.7 Current Job Group ................................................................. 30
4.8 Current Job Group ................................................................. 31
4.9 Years Stayed in Previous Job Group .................................................. 32
4.10 Average Number of Students in a class ............................................. 33
4.11 The Extent to which the Number of Students affects Teacher Motivation....35
4.12 The Extent to which Factors Contribute to low Morale of Teachers ......36
4.13 Motivational Practices ................................................................. 39
4.14 Motivational Strategies ................................................................. 40
4.15 Reward for Remedial Teaching ...................................................... 41
4.16 Recognition ................................................................. 42
4.17 Further Training/Workshop after College ........................................43
Definition of terms

**Motivation**: Refers to the process of initiating, directing and sustaining goal-oriented behaviour.

**Promotion**: Promotion takes place when an employee moves to a position higher than the one formally occupied. It is usually accompanied by added responsibility.

**Performance**: Undertaking the tasks assigned as indicated in the job description.

**Public school**: A school developed and maintained by public funds. In Kenya those schools where the government employ teachers.

**Motivation factors**: Factors that influence the motivation of an individual positively or negatively.
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Motivation is a set of processes that drives a person to do certain things. This is usually brought about as a result of some intrinsic (internal) and extrinsic (external) factors that influence one's action. Since motivation influences productivity, the supervisors or employers need to understand what motivates people to better performance. It is a common feature that employees of the same and equal skills can perform at different levels simply because, one may lack the morale to work. According to Gupta (1990) motivation is the process of steering a person's inner drives and actions towards certain goals and committing his energies to achieve these goals. Lack of motivation is usually expressed mainly in departure to pursue other careers that are more motivating and it is also seen in the low output in performance. The teaching profession has suffered from this exodus due to the little attention given to teachers. The good old days when 'Mwalimu' was seen as an authority figure are long gone. Today, vast majority of students make the choice to pursue the teaching career because they cannot find vacancies in other careers, or simply use it as a springboard to gain access to other careers. This is raising great concern to education researchers and stakeholders on how best to motivate the teachers to remain in the profession and to reach high levels of performance. Motivation is such as complicated subject because it deals with people and people are all different and have different attitudes and emotions and that different people are motivated by different, things. What then leads to employees' poor performance, inefficiency and lack of professionalism? Studies have identified two ways in which motivation can be achieved;
3.4 Data Collection Procedure ................................................................. 23
3.5 Data Analysis .................................................................................. 24

CHAPTER FOUR .................................................................................... 25
4.0 DATA ANALYSIS AND INTERPRETATION ..................................... 25
4.1 Introduction .................................................................................... 25
4.2 An Overview of Data Collected and Analyzed .............................. 25

CHAPTER FIVE .................................................................................... 44
5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ........... 44
5.1 Introduction .................................................................................... 44
5.2 Summary and Conclusions ............................................................ 44
5.3 Recommendations ......................................................................... 47
5.4 Limitations of the Study ............................................................... 48
5.5 Suggestions for further Research ................................................... 48

References .......................................................................................... 50
APPENDIX I List of public secondary schools ..................................... 52
APPENDIX II Draft work plan .............................................................. 53
APPENDIX III Budget approximation ................................................ 54
APPENDIX IV Sample questionnaire .................................................. 55
LIST OF TABLES

3.1 Distribution of the Population ......................................................23
4.3 Gender of Respondents ...............................................................25
4.4 Education Level of Respondents ....................................................26
4.5 Length/Duration of Service ...........................................................27
4.6 Career Choice Position ...............................................................28
4.7 Current Job Group .................................................................29
4.8 Major Teaching Subject ..............................................................30
4.9 Years Stayed in Previous Job Group ..............................................31
4.10 Average Number of Students in a Class ........................................33
4.11 The Extent to which the Number of Students affects Teacher Motivation ......34
4.12 The Extent to which Factors Contribute to low Morale of Teachers ............35
4.13 Motivational Practices ...............................................................38
4.14 Motivational Strategies .............................................................39
4.15 Reward for Remedial Teaching ....................................................40
4.16 Recognition ..............................................................................41
4.17 Further Training/Workshop after College .........................................42
LIST OF FIGURES

2.1 Maslow’s Hierarchy of Needs ......................................................... 10
2.2 The Conceptual framework ......................................................... 19
4.3 Gender of Respondents ................................................................. 26
4.4 Education Level of Respondents ..................................................... 27
4.5 Length/Duration of Service ............................................................. 28
4.6 Career Choice Position ................................................................. 29
4.7 Current Job Group ................................................................. 30
4.8 Current Job Group ................................................................. 31
4.9 Years Stayed in Previous Job Group .............................................. 32
4.10 Average Number of Students in a class ........................................... 33
4.11 The Extent to which the Number of Students affects Teacher Motivation .... 35
4.12 The Extent to which Factors Contribute to low Morale of Teachers .......... 36
4.13 Motivational Practices ................................................................. 39
4.14 Motivational Strategies ................................................................. 40
4.15 Reward for Remedial Teaching ..................................................... 41
4.16 Recognition ............................................................................. 42
4.17 Further Training/Workshop after College ....................................... 43
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The management strategy; which refers to the support that employees receive from the management. In schools, this refers to the management styles and the motivational policies put in place to create a healthy competition among teachers and also to motivate them to work harder. Form this point of view, the effectiveness of the teachers is determined by the way work is organized and the way people work together i.e. team work and team spirit.

The distribution of the lessons taught by the teacher as well as the workload is very important in the motivation process. The number of students in a class is also crucial for the purpose of individual attention to each student based on their abilities.

The psychological concept is the other aspect of teacher motivation. This is sometimes referred to as psychological contract, and it concerns whether the teacher is satisfied with the teaching career or not. Research has shown that many teachers took up the teaching career just for economic reasons and never really liked teaching. This has then been worsened by the poor remuneration due to the poor state of economy of our country and poor working conditions. It is not surprising to find limited space available for the teachers in the staffroom, with no proper and adequate chairs.

The management can relieve some of the tension and anxiety associated with teaching by understanding and being sympathetic to the teachers and also by providing continuous education, training, upgrading skills and opportunity for self-development. Teachers should be given a free hand in planning and decision making, other than expecting them to follow what the management wants them to do. Unless the teachers are motivated and committed, the quality of teaching will continue to fall below the expected standards and the students could suffer due to lack of enthusiasm of the teachers to teach. Strategies and policies must therefore be put in place to motivate the teachers for efficiency and productivity. They must be induced to perform in a
dependable fashion those results in quality and quantity. In view of the above, the value of motivation of employees as an investment for the organization cannot be underscored. For it is only when employees' needs are met morally, emotionally and physically, that they will also be ready to satisfy the needs of the employer and the customer.

1.2 Statement of the problem.

Education is the backbone of any nation and teachers play a key role in the education sector because they are charged with the responsibility of imparting knowledge to the young people, guiding, training and moulding them to become responsible citizens. For this reason therefore the role of the teacher cannot be underestimated for they play an important role in building the economy reducing poverty and promoting self-reliance.

In addition, due to the rising cost of education, the stakeholders expect good results and they hold teacher responsible for this. On the contrary teachers lack motivation and may not be willing to go an extra mile to undertake remedial classes. Instead, they prefer to use their free time to engage in private business to supplement their salaries.

This study will therefore investigate the causes of this low morale and how it impacts on performance. It will also seek to find out how schools motivate their teachers. The findings will be useful to schools and even other organizations, because they can use recommendations that will be given at the end of the research.
1.3 Research Objectives

General Aim
To investigate the factors affecting motivation of secondary school teachers in public secondary schools in Nakuru municipality.

Specific Objectives
1. To establish whether schools motivate their teaching staff.
2. To establish the factors that affect motivation of teachers in public secondary schools.
3. To identify the motivational strategies used in public secondary.

1.4 Research questions
The study will seek information to address the following questions
1. To what extent are motivational practices implemented in public secondary schools?
2. What are the factors that cause low morale of teachers?
3. What are some of the motivational strategies used in secondary schools to motivate the teachers?

1.5 Significance of the study
This study will benefit the following:-
i) The management of schools, such as the Board of Governors and Headteachers are concerned with improving the academic performance in their schools. In Kenya, examination results and more so, the Kenya Certificate of Secondary Education, (KCSE),
are used for making high stake decisions regarding academic placement, scholarship awards, promotion and evaluation of the effectiveness of teachers, not to mention the competition among the schools and ranking in respect to the scores obtained. The school management therefore is faced with the challenges of motivating teachers to high level of performance with minimum supervision. That is why this research will help them to identify ways of motivating their teachers for increased productivity.

ii) It will guide the Ministry of Education Science and Technology (MOEST), in policy formulation and implementation with regard to secondary school teachers. For example in matters pertaining to salary adjustments, they must consider fair distribution based on qualifications and length of service. At the moment the teachers’ salaries are among the lowest in the public sector and the disparity is too big when compared to that earned by their counterparts in parastatals, the top government officers and those in the private sector, who have a similar academic qualifications.

iii) The findings of the study will also be of good benefit to the parents, teachers and students, more so now when the globalization brings with it competition in academic placement to higher institution of learning. At the moment to secure a vacancy at any of our public universities, one must obtain a mean grade of B+(plus). To attain this, the students must work hard, while the teachers and the parents are expected to give them enough support in terms of instructional materials and encouragement.
iv) This study will also benefit other researchers in the field of motivation vis-à-vis effective performance on areas that have not been exhaustively studied in Kenya. Although motivation had been studied for many years stretching preceding the 19th century, the details and depth of motivational issues has not been exhausted. Moreover, with the current dynamic society and globalization, the factors affecting motivation will keep changing now and then, hence the research will always continue.

v) All organizations rely heavily on human labour for service delivery. Hence the research will not only benefit the teachers’ employer, but all other employers. In every organization employees are the greatest asset. No matter how efficient your technology and equipment may be, it is no match for the effectiveness and efficiency of your staff. Unlike machines and money, they have feelings, perceptions and emotions and therefore motivating them can be such a complicated task because their needs vary from person to person as everybody has their individual needs to motivate them. Depending on how motivated we are, it may further determine the effort we put in our work and therefore increase the standard of output, which is the desire of all organizations.

vi) The study will also benefit the academic community who may want to carry out further research in areas related to this study. The study will therefore contribute to the existing body of knowledge on the area of motivation, which in itself is wide and has not been fully exhausted.
1.6 The scope of the study.

The scope of this study will be public secondary schools in Nakuru municipality while the main focus will be teachers in the said schools. There are sixteen public secondary schools in Nakuru municipality with a total of 472 teachers of which a sample of 231 will be used.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on factors affecting the motivation of secondary school teachers and emphasis will be specifically the theoretical and empirical literature touching on specific objectives. It is worth noting that the reviews of this study will be discussed in relation to the specific objectives in sub-headings.

2.2 A review on theories of motivation

There are many competing theories which attempt to explain the nature of motivation. However, the search for a generalized theory of motivation at work, appear to be in vain. Nevertheless, any theory or study which aids an understanding of how best to motivate people at work must be useful. Collectively, the different theories provide a framework within which to direct attention to the problems of how best to motivate staff to work willingly and effectively.

The theories of motivation are usually divided into two based on contrasting approaches: Content theories and Process theories. Content theories attempt to explain those specific things which actually motivate the individuals at work. It places emphasis on the nature of needs and what motivates people. The major examples of content theories of motivation are:

- Maslow's hierarchy of needs model (1943)
- Alderfer's modified need hierarchy model (1972)
- Herzberg's two factor theory (1956)
- McClelland's achievement motivation theory (1961)
Process theories on the other hand, attempt to identify the relationship among the dynamic variable which make up motivation. These theories are concerned more with how behaviour is initiated, directed and sustained. Process theories place emphasis on the actual process of motivation. The examples of these theories are:

- Vroom's Expectancy theory
- Porter and Lawler expectancy theory.
- Equity theory associated with Adams.
- Goal theory associated with Locke.

**Maslow's hierarchy of needs theory (1943)**

Maslow hypothesized that human needs are arranged in a series of levels, in a hierarchy of importance:

- Physiological needs such as hunger, thirst, sex and other bodily needs.
- Safety needs - which include security and protection from physical and emotional harm.
- Love needs (social needs) - these include affection, sense of belonging, acceptance and friendship.
- Esteem needs are internal esteem factors such as; self-respect, autonomy and achievement, and external esteem factors such as status, recognition and attention.
- A self actualization need which is the development and realization of one's full potential.

Maslow explained that, once a lower need has been satisfied, it no longer acts as a strong motivator. He also makes it clear that the hierarchy is not necessarily in a fixed order and suggests that a more realistic description is in terms of decreasing percentages of satisfaction along the levels of the hierarchy. Therefore based on Maslow's theory, once lower-level needs
have been satisfied e.g. physiological and safety needs, giving more of the same does not provide motivation, but instead for a change of behaviour, attention is given to the next higher levels of needs, in this case love & social needs, will be necessary.

**Figure 2.1 Maslow’s Need Hierarchy**

![Maslow's Hierarchy of Needs](image)

**Herzberg's two-factor theory (1956).**

Herzberg interviewed a number of people in different professions (accountants and engineers) at different levels, to find out those factors that motivated them in the work place and those factors that prevented job satisfaction. His research revealed that there were two different sets of factors affecting motivation and work, and he therefore came up with the two-factor theory of motivation and job satisfaction. One set of factors are those which if absent cause dissatisfaction. The other set of factors are those if present, serve to motivate the individual to superior effort performance. These factors are related to the job context and are concerned with the work environment and extrinsic to the job itself. He called these factors 'hygiene' or 'maintenance' factors and they serve to prevent dissatisfaction. The other set of factors are those if present, serve to motivate the individual to superior effort performance. These factors are
related to the job content of the work itself and he called these factors 'motivators' or 'growth factors'. Herzberg's hygiene factors can be roughly related to Maslow's lower level needs, while the motivators can be related to the higher-level needs.

Herzberg suggests that to motivate people, emphasis should be on achievement, recognition, the work itself, responsibility and growth. This has been supported by recent data from the National Center for Education Statistics (1997) appearing on Temporary Internet files on 21/3/05,

".................staff recognition, parental support, teacher participation in school decision making, influence over school policy, and control in the classroom is the factors most strongly associated with teacher satisfaction."


Expectancy theory was first put forward by Vroom and later developed by Porter. The expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. It includes three variables:-

- **Attractiveness**- the importance that the individual places on the potential outcome or reward that can be achieved on the job. This considers the unsatisfied need of the individual.

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

- **Effort-performance linkage**; the perceived probability by the individual that exerting a given amount of effort will lead to performance.
2.3 Review of some motivational factors under investigation

2.3.1 Renumeration

Pay is a wage or salary plus any share of profits which may include fringe benefits such as assistance with house purchase, life insurance, pension and social insurance contribution by the employer, car and traveling expenses, paid holidays and a medical cover. A reward system is usually developed by the organization based on their philosophies, strategies, policies, plans and processes. Increasing motivation through financial rewards is a method commonly used when a business relies on the quantity of the output of employees. Some researchers have warned however that merit pay may change the relationships between teachers and students i.e. poor students may pose threats to the teacher's rating and rewards (Johnson 1986). Another concern also is that merit pay plans may encourage teachers to adjust their teaching down to the program goals, setting their sights no higher than the standards (Coltham 1972). The ideas of F.W. Taylor, (1906) and his 'rational-economic needs' concept of motivation and subsequent approaches to motivation at work have failed the continuing debate about financial rewards as a motivator and their influence on productivity.

2.3.2 Physical facilities

Otenya A. (2004) says that what one would like to do is to create a working environment in which people like working and in which people work well, a working environment which helps to enrich the life of those who work. This factor, can be linked to Herzberg's motivation factors or work content factors which when absent, cause job dissatisfaction. They include working conditions such as class size, discipline conditions and availability of teaching materials. According to sociologists, current school environments are a reward-scarce setting for
professional work and often seem to work against teachers' best effort to grow professionally and improve student learning (Peterson 1995).

2.3.3 Class size
The average class size in terms of the number of pupils per class should be thirty five (35), for proper attention and guidance from the teachers. However, the practical situation is that the average number in a class is fifty (50), due to the increasing population of pupils while there is no equivalent expansion of the schools. The teachers are therefore faced with difficult challenges such as classroom management and discipline, managing instructional tasks and sacrificing leisure time to prepare for the lessons or mark the students work. This result in teachers working under stressful environment and therefore they also end up getting stressed. Frase (1992) suggests that without proper support (motivation) to teachers, teachers problems can grow to worse. Their dissatisfaction on the job impacts negatively on their instructional objectives. Some end up projecting their frustration on the students, and even discouraging them from joining the teaching profession.

2.3.4 Training
After attaining its independence, Kenya was faced with shortage of manpower and especially teachers, who were to take over the jobs left behind by the colonialists. According to the National policies of recruitment, training and retention of teachers: A Synopsis of National reports, UNESCO (1999), indicates that numerous training institutions for Primary and Secondary Education teachers emerged in the countries with very diverse admission profits for the same job. In many cases, the academic level required in traditional structures was lowered
(anyone literate could teach), in order to receive more students and teachers who after their training would be put in charge of primary or secondary schools in the whole national territory.

However, initial training of teachers has some of its weaknesses such as;

- Level of teachers not always upgraded in relation to the new demands of the profession.
- Low capacity for integrating the different changes and innovation of training
- The increasing complexity of the skills to be mastered in order to be at the right professional level and the lack of preparation of training structures to cope with them.

Continued training makes it possible to adopt behaviour changes in teachers and therefore improve the professional skills and knowledge of the teacher in recent years. Studies have shown that professional development is more effective in motivating teachers and improving their teaching practices. Lieberman (1995), argues for a "radical rethinking" of professional development that encourages teachers' growth. She believes that teachers must have opportunities to try out new practices by taking new roles and creating a culture of inquiry. Further, Darling-Hammond et al (1995) suggest that staff development also means, "providing occasions for teachers to reflect critically on their practices and to fashion new knowledge and beliefs about content, pedagogy and learners".

2.3.5 Recognition and Promotion.

Recognition and feedback have been cited as important motivators for teachers so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement.

In sessional paper No. 10 of 1980, the Kenya government recommended that:
i) The Teachers Service Commission Act be repealed and functions of TSC be rested in the expanded Public Service Commission.

ii) The graduate/approved teachers scale be segmented to facilitate promotion from one segment to another.

It was submitted by TSC that trained graduate teachers were at a disadvantage in entering the service at job group 'H' compared to other professionals as Engineers, Agricultural Officers, Quantity Surveyors, etc. who join the service at job group 'J', a grade higher than that of a graduate teacher (Republic of Kenya: Report of the civil Service Salaries review committee 1985). Presentations were made to this committee that promotional opportunities in the classroom were limited and that many teachers on promotion to higher posts were transferred to headquarters. A lot of improvement has taken place in the teaching services since then, but it was a bit too late because a large number were leaving the profession for greener pastures. The government therefore continued to rely heavily on untrained teachers for quite sometime in the view that it will take a long time before getting the sufficient numbers of trained teachers in the country. Unfortunately again, as of now there are large numbers of trained teachers, but the economy of the country is bad and therefore cannot afford to employ them, despite the acute shortage of teachers in schools.

The scheme of Service for non-graduate teachers never existed at all until 1996, when it was developed and agreed upon by the relevant parties and it was not implemented until the other day when the Kenya National Union of Teachers (KNUT) declared that the teachers would go on strike if it is not implemented. The government then promised to implement it as from July 2005. The non-graduate teachers have, for several years been on same grade due to lack of the scheme of service that could offer promotional steps.
2.3.6 Discipline of the students.

The lack of ability to manage student behaviour is one of the key reasons why new teachers drop out of teaching. Teachers must be trained thoroughly in classroom management skills. It is not sufficient for them to know how to teach the content. They will never get to the content unless they know how to create a positive environment in which students know how to behave, Lee Center, (1990). Discipline has become one of the most challenging issue facing teachers in schools particularly in the developing countries like our country Kenya. Some issues found in the Children's Act and aping of western cultures has left schools at cross-roads on which way to manage classroom discipline. Parental support for teachers' disciplinary efforts is lacking, with the results that many teachers become frustrated and often give up. Parents have abdicated their roles of moulding their children at home, expecting the teacher to do it on their behalf. It is common to hear a parent tell the teacher; "from today, this is your son/daughter, discipline him/her, you are the professional". But the actual truth is that the parent is unable to discipline his/her own child. Left with this responsibility, it is important for classroom teachers to set norms that will control the students' behaviour in the classroom. It is usually successful when this is made known to the students the consequences they expect, should one misbehaves. The teacher should then apply these corrective measures fairly to all students for effective maintenance of discipline.

The government has also not been supportive to the teachers in terms of meting out punishment on those who misbehave. This discourages the teachers and has contributed greatly to low motivation of teachers. For example it is very difficult to exclude/expel a student from school, due to the procedures that must be followed i.e. guidance and counseling, two warnings,
suspensions, and still the final decision to be excluded is to be made by the Director of Higher Education. This process frustrates the teachers and makes the students feel 'indispensable', thus they continue to influence and incite others negatively against the administration and teachers.

2.4 Past studies done on motivation of teachers.

There are various studies that have previously been done on motivation of employees which have provided an understanding on human behaviour and also suggested implementation of factors that can help to motivate individuals to good performance and general efficiency. Onyango O.M. (2003), investigated motivational factors that influence the performance of science teachers in Migori District. In his summary he reported that although the monetary incentive was one of the factors affecting motivation of teachers, for the science teachers, other factors such as physical laboratory equipment, and poor background of the students (i.e. students cannot relate science to day to day application) caused low motivated the teachers. Otenya. A. (2000), on the other hand looked at factors that determine job satisfaction of teachers. He was investigating the relationship between the style of management and the effectiveness and performance of teachers. He came to the conclusion that the way in which people co-operate with each other, with the leadership and the community, is indeed depended of the leadership in place. Also Mutinda J.D.N. ,(2003) also carried out a study on motivational factors that affect employees work performance and professionalism in public high school teachers in Nairobi province, and she made a number of recommendation after analyzing the data, which can be summed up by saying that human resource practices, strategies and policies should be put in place for staff motivation, development and fairness as these were found lacking.
In these studies there are gaps to be filled. Handy, (1993) suggests that the search for a definitive solution to the motivation problem is another endless quest for the Holy Grail in organization theory. Nevertheless, any theory or study which adds an understanding of how best to motivate peoples at work must be useful. In Maslow’s theory for example, some of the shortcomings were as follows:-

- People do not necessarily satisfy their needs especially higher level needs through the work situation alone but through other areas of their life as well.
- Individual differences mean that people place different value on the same need. For example, some people may prefer a less paying job with job security to a more highly paid with higher status with less job security.
- Maslow viewed satisfaction as a main motivation outcome of behaviours. But job satisfaction does not necessarily improve work performance.

This study will investigate factors that motivate teachers and the results could also be of great use to other organizations. This research will seek to find a blend of the intrinsic and extrinsic factors that can motivate the teachers rather than isolating these factors. In addition it will also analyze the motivation strategies that exist in schools and to find out if they are effective in ensuring that teachers are motivated to high level of performance.

2.5 The conceptual framework.

The main variables of this study are renumeration, physical facilities, training, recognition promotion and discipline of the students. These factors will be analyzed in relation to motivation of teachers in the following conceptual framework
Figure 2.2 The conceptual framework

- Remuneration
- Physical facilities and class size
- Management and parent support
- Training
- Staff Promotion
- Staff involvement in planning and decision
- Discipline of students
- Transfers
- Motivational policies

(AFFECT)

Motivation of teachers to perform effectively

(Independent variable)

(Dependent variables)
2.6 Summary

The content theories of motivation emphasize on what motivates an individual. For example, Maslow identified seven factors that motivate people and he went further to place these factors in a hierarchy of which he placed the physiological needs at the lowest level, while self actualization need at the highest level. He suggested that the basic needs had to be met before one can desire the higher level needs. However, he admits that there is no clear boundary between these levels. His theory did not receive much support because the needs of the individuals vary with the economic and social status of that person.

Herzberg came up with his two-factor theory, by simply categorizing factors that Maslow had already identified. The only difference with Maslow’s theory is that of Herzberg introduced the elements of ‘motivators’, to mean those factors which motivate and ‘hygiene’ factors which mean those factors that if absent cause dissatisfaction. Critically analyzing this theory, there is no much difference with that of Maslow. In essence what he did was to split Maslow’s hierarchy of needs into two; lower level needs and higher level needs. On the other hand the process theories look into what motivates the individual at the work place. For example, is it the reward that is given at the end of the job done? Or is it the level of performance that matters? Porter and Lawler (1968) therefore came up with the expectancy model although this had also been put forward by Vroom.

This research study will investigate the two sets of factors i.e. what motivates and the process of motivation, in a bid to find suitable combination of these factors that bring about high motivation. The reason why this is important is because, just as Maslow put it, once a need has been satisfied, it no longer becomes a motivator. It is the desire of this study that can sustain the motivation of individuals so that they remain high performers always.
The current research will attempt to come up with a “blend” of factors that motivate secondary school teachers rather than looking at them in isolation. This is because different things motivate different people based on their individual needs. Previous research like those of Maslow and Herzberg isolated these needs and many other researchers like Oden and Kelly (1997) focused on merit pay and extrinsic rewards.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research design

The researcher used descriptive research design. This method was appropriate because it involved a field survey, which aimed at looking at the extent to which renumeration, physical facilities, promotion, recognition, training and discipline of the students, affect the motivation of the teachers. According to Lockesh, (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and where possible draw valid general conclusions from the facts discovered, from which patterns can be extracted, information analyzed and comparisons made.

3.2 Target Population

The target population was 472 teachers teaching in public secondary schools within Nakuru municipality, located within a radius of 20km from Nakuru town. The public schools were chosen because majority of teachers working in these schools are employed by the Teachers Service Commission (TSC)
3.3 Sampling procedures

From the target population of 472 teachers teaching in the sixteen public secondary schools in Nakuru municipality, the researcher sought responses through a questionnaire from 50% of the teachers in every school. The sample was identified through the simple random sampling procedure. The said procedure was conducted irrespective of age distribution, gender or subjects taught.

Table 3.1 Distribution of population

<table>
<thead>
<tr>
<th>School</th>
<th>Population</th>
<th>frequency</th>
<th>Sample (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Nakuru West</td>
<td>32</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>2 Upper hill Mixed</td>
<td>27</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>3 Langa Langa</td>
<td>37</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>4 Nakuru Day</td>
<td>37</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>5 Nakuru High</td>
<td>78</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>6 Moi Secondary</td>
<td>28</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>7 Menengai High Sch.</td>
<td>58</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>8 Flamingo Sec. Sch.</td>
<td>35</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>9 Crater View Sec.</td>
<td>12</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>10 Lanet Sec.</td>
<td>32</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>11 Mogoon Sec.</td>
<td>9</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>12 Afraha High School</td>
<td>36</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>13 Hillcrest</td>
<td>7</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>14 Tumaini</td>
<td>21</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>15 Uhuru Sec School</td>
<td>12</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>16 Nakuru Central</td>
<td>11</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>472</td>
<td></td>
<td>231</td>
</tr>
</tbody>
</table>

3.4 Data collection and procedure.

The data was collected using a questionnaire which was developed by the researcher. The questionnaire had most questions in the five point Likert scale with some few open-ended questions. The respondents ticked on the appropriate box of the preferred choices provided for,
in the options. A pretest was first carried out to test the validity and reliability of the questionnaire. This test was carried out in two schools that were chosen randomly outside the study area, from Bahati Division which borders the Municipality. A total of thirty four teachers were asked to fill the questionnaire during this pilot study.

3.5 Data analysis

The qualitative data was summarized and conclusions drawn from the summary, while the quantitative data was coded and analyzed using the statistical package for social sciences (SPSS).
CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the data collected and discusses the findings of the study on the factors affecting motivation of teachers in public secondary schools, a case study of Nakuru municipality.

4.2 An Overview of Data Collected and Analyzed

The data was collected by administering questionnaires to the teachers in public secondary schools in Nakuru municipality. Out of the 231 questionnaires that were administered 190 were returned. This provided a response rate of 82.3% which can is considered highly significant to generate reliable findings on the factors affecting the motivation of secondary school teachers in public secondary schools in Nakuru municipality.

4.3 Gender of Respondents

Table 4.3

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>73</td>
<td>38.4</td>
<td>38.4</td>
<td>38.4</td>
</tr>
<tr>
<td>Female</td>
<td>117</td>
<td>61.6</td>
<td>61.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As shown in table 4.2, 61.6% of the respondents were females whereas 38.4% were males.

### 4.4 Education level of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Diploma</td>
<td>41</td>
<td>21.6</td>
<td>21.6</td>
<td>21.6</td>
</tr>
<tr>
<td>Degree</td>
<td>126</td>
<td>66.3</td>
<td>66.3</td>
<td>87.9</td>
</tr>
<tr>
<td>Masters</td>
<td>23</td>
<td>12.1</td>
<td>12.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Most of the respondents (66.3%) were degree holders. 21.6% were diploma holders whereas only 12.1% were masters' holders. This shows that most of the secondary school teachers are degree holders and very few have acquired their second degrees.

4.5 Length/Duration of service

Table 4.5

<table>
<thead>
<tr>
<th>Length of teaching service</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LESS THAN 1YRS</td>
<td>6</td>
<td>3.2</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>2-3YRS</td>
<td>5</td>
<td>2.6</td>
<td>2.6</td>
<td>5.8</td>
</tr>
<tr>
<td>4-10YRS</td>
<td>75</td>
<td>39.5</td>
<td>39.7</td>
<td>45.5</td>
</tr>
<tr>
<td>11-15YRS</td>
<td>42</td>
<td>22.1</td>
<td>22.2</td>
<td>67.7</td>
</tr>
<tr>
<td>OVER 15YRS</td>
<td>61</td>
<td>32.1</td>
<td>32.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>189</td>
<td>99.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Most of the respondents (39.7%) said they had served for between 4-10 years, 22.2% for between 11-15 years, 32.3% for over 15 years. 3.2% and 2.6% had served for less than 1 year and between 2-3 years respectively.

4.6 Career choice position

Table 4.6

| While you were making career choices, what position did you place the teaching Career? |
|---------------------------------------------------------------|----------------------------------|----------------|-----------------|------------------|
| First choice | Second choice | Third | Fourth | Not at all | Total |
| Frequency | Percent | Valid Percent | Cumulative Percent | | |
| Valid | 54 | 28.4 | 28.4 | 28.4 | 28.4 |
| Second choice | 64 | 33.7 | 33.7 | 62.1 |
| Third | 40 | 21.1 | 21.1 | 83.2 |
| Fourth | 10 | 5.3 | 5.3 | 88.4 |
| Not at all | 22 | 11.6 | 11.6 | 100.0 |
| Total | 190 | 100.0 | 100.0 | |
Regarding the career choice, 28.4% of the respondents said teaching was their first choice, 23.7% said it was their second choice. 21.1% and 5.3% said it was their third and fourth choice respectively. 11.6% however, said teaching career was not at all their choice.

4.7 Current job group

Table 4.7

<table>
<thead>
<tr>
<th>What is your current job group?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>2</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>K</td>
<td>9</td>
<td>4.7</td>
<td>4.8</td>
<td>5.9</td>
</tr>
<tr>
<td>L</td>
<td>132</td>
<td>69.5</td>
<td>70.2</td>
<td>76.1</td>
</tr>
<tr>
<td>M</td>
<td>41</td>
<td>21.6</td>
<td>21.8</td>
<td>97.9</td>
</tr>
<tr>
<td>N</td>
<td>4</td>
<td>2.1</td>
<td>2.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>98.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>2</td>
<td>1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The study showed that the majority of the respondents; 70.2% were in job group L, while 21.8% were in job group M, the rest were 4.8%, 2.1% and 1.1 in job group K, N, and Y respectively.

**4.8 Major teaching subjects**

**Table 4.8**

<table>
<thead>
<tr>
<th>What is your major teaching subject?</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>58</td>
<td>30.53</td>
</tr>
<tr>
<td>Sciences</td>
<td>52</td>
<td>27.37</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
<td>15.79</td>
</tr>
<tr>
<td>Humanities</td>
<td>24</td>
<td>12.63</td>
</tr>
<tr>
<td>Technical subjects</td>
<td>26</td>
<td>13.68</td>
</tr>
<tr>
<td></td>
<td>190</td>
<td>100</td>
</tr>
</tbody>
</table>
The respondents had varied major teaching subjects as shown in the table, with majority of them teaching languages (30.53%) while 27.37%, 15.79%, 12.63% and 13.68% teach Science, Mathematics, Humanities and Technical subjects respectively.

4.9 Years stayed in previous job group

Table 4.9

<table>
<thead>
<tr>
<th>How long did you stay in the previous job group?</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3 yrs</td>
<td>61</td>
<td>32.11</td>
</tr>
<tr>
<td>4 - 6 Yrs</td>
<td>72</td>
<td>37.89</td>
</tr>
<tr>
<td>7 - 9 Yrs</td>
<td>22</td>
<td>11.58</td>
</tr>
<tr>
<td>10 and above</td>
<td>27</td>
<td>14.21</td>
</tr>
<tr>
<td>Missing</td>
<td>8</td>
<td>4.21</td>
</tr>
<tr>
<td></td>
<td>190</td>
<td>100.00</td>
</tr>
</tbody>
</table>
4.10 Average number of students

Table 4.10

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Less than 20</td>
<td>4</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
</tr>
<tr>
<td>21-30</td>
<td>7</td>
<td>3.7</td>
<td>3.7</td>
<td>5.9</td>
</tr>
<tr>
<td>31-40</td>
<td>82</td>
<td>43.2</td>
<td>43.9</td>
<td>49.7</td>
</tr>
<tr>
<td>41-50</td>
<td>62</td>
<td>32.6</td>
<td>33.2</td>
<td>82.9</td>
</tr>
<tr>
<td>Over 50</td>
<td>32</td>
<td>16.8</td>
<td>17.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>187</td>
<td>98.4</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>3</td>
<td>1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.10

Majority (43.2%) indicated that the average number of students lie between 31 – 40, while 32.6% and 16.8% had between 41 – 50 and over 50 students respectively. This shows that on
average the public secondary schools in the municipality have large class sizes. However, a small percentage of 3.7% and 2.1% have smaller class sizes of 21 - 30 and less than 20 students respectively.

4.11 The extent to which the number of students affects the level of motivation of teachers.

Table 4.11

To what extent does the number of students affect the level of motivation of teachers?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>A very great extent</td>
<td>48</td>
<td>25.3</td>
<td>25.5</td>
</tr>
<tr>
<td></td>
<td>A great extent</td>
<td>80</td>
<td>42.1</td>
<td>68.1</td>
</tr>
<tr>
<td></td>
<td>A moderate extent</td>
<td>40</td>
<td>21.1</td>
<td>89.4</td>
</tr>
<tr>
<td></td>
<td>A low extent</td>
<td>12</td>
<td>6.3</td>
<td>95.7</td>
</tr>
<tr>
<td></td>
<td>A very low extent</td>
<td>8</td>
<td>4.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>188</td>
<td>98.9</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>2</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>190</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
42.1% and 25.3% indicated that the number of students affects the level of motivation of teachers to a great and very great extend respectively, 21.1% moderately, 6.3% and 4.2% low and very low extend respectively.

4.12 The extent to which the listed factors contribute to low morale of teachers.

Table 4.12

| To what extent do the following factors contribute to low morale of teachers? |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| **Ranking**     | **Remuneration** | **Inadequate physical facilities** | **Lack of promotion** | **Student's indiscipline** | **Lack of staff development** | **Political interference** | **Parent's lack of support** |
| Very low        | 8.42            | 5.79           | 8.42           | 7.89           | 7.37           | 20.53          | 13.68          |
| Low             | 7.37            | 11.05          | 4.21           | 5.79           | 11.05          | 16.84          | 12.11          |
| Moderate        | 14.74           | 21.05          | 15.26          | 17.37          | 24.21          | 28.95          | 16.84          |
| High            | 25.79           | 33.16          | 24.74          | 28.42          | 33.68          | 15.79          | 29.47          |
| Very high       | 42.63           | 27.89          | 46.32          | 40.00          | 23.16          | 16.32          | 27.37          |
The above analysis indicates the following about the extent to which the stated factors contribute to low morale of teachers:

4.12.1 Renumeration

Renumeration as a factor contributing to low morale was rated by the respondents as very high (42.6%), high 25.8% and moderate (14.7%). 7.4% and 84% however, rated renumeration as low and very low factor respectively.
4.12.2 Inadequate physical facilities

Majority of the respondents (61.1%) felt that inadequate physical facilities is a factor that highly contributes to low motivation whereas 16.84% and 21.05 % felt that inadequate physical facilities contributes on a low and moderate level respectively.

4.12.3 Lack of promotion

The contribution of lack of promotion to low motivation was rated as very high (46.3%) high (24.7%), and moderate (15.3%). 42% and 8.4% rated it as very low and low respectively.

4.12.4 Students' discipline

The contribution of students’ discipline to low motivation was rated as very high (40.0%), high (28.4%), and moderate (17.4%). However, 5.8% and 7.9% rated it as low and very low respectively.

4.12.5 Lack of staff development

The contribution of lack of staff development to low motivation was rated by the respondents as very high (23.2%), high (33.7%) and moderate (24.2%). However, 11.1% and 7.4% rated it as low and very low respectively.
4.12.6 Political interference

Most of the respondents (28.9%) felt that the contribution of political interference to low motivation was moderate, whereas 15.8% and 16.3% of them felt the contribution was high and very high respectively. 16.8% and 20.5% of them however felt it was low and very low respectively.

4.12.7 Lack of parents support

Lack of parental support as a contributing factor to low motivation was rated as very high (27.4%), high (29.5%) and moderate (16.8%). 12.1% and 13.7% rated the factor contribution as low and very low respectively.

4.13 Motivational practices

Table 4.13

<table>
<thead>
<tr>
<th>Are there motivational practices for teachers in your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Missing</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
A majority of the respondents (74.7%) said they have motivational practices in their schools, whereas 24.2% said they have not.

4.14 The Motivational Strategies Used in the Schools

<table>
<thead>
<tr>
<th>Which of the following motivation strategies are used in your school?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Lunch programme</td>
<td>95</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Valid Tea programme</td>
<td>31</td>
<td>16.3</td>
<td>16.3</td>
<td>66.3</td>
</tr>
<tr>
<td>Valid Award e.g. merit Certificate</td>
<td>40</td>
<td>21.1</td>
<td>21.1</td>
<td>87.4</td>
</tr>
<tr>
<td>Valid Letter of recognition</td>
<td>24</td>
<td>12.6</td>
<td>12.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
On the motivation strategies of the school, 50% of the respondents identifies the lunch programme, 16.3% the tea programme, 21.1% award of merit certificate, 12.6% letter of recognition as the motivational practices used in schools.

4.15 Reward for remedial teaching

Table 4.15

<table>
<thead>
<tr>
<th>Are you rewarded for remedial teaching?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
A majority of the respondents (58.9%) said they were rewarded for remedial teaching while 41.1% said they were not.

4.16 Recognition

Table 4.16

<p>| Does the school recognize your efforts when the mean score of your subject goes up? |
|---------------------------------------------|-----------------|------------------|-----------------|</p>
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>6</td>
<td>3.2</td>
<td>3.2</td>
<td>3.2</td>
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<tr>
<td>YES</td>
<td>113</td>
<td>59.5</td>
<td>59.5</td>
<td>62.6</td>
</tr>
<tr>
<td>NO</td>
<td>71</td>
<td>37.4</td>
<td>37.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
61% of the respondents said the school recognized their efforts when the mean score goes up, whereas the other 39% said their efforts were not recognized.

4.17 Further training/workshop after college

Table 4.17

| Have you ever attended any further training/in-service/workshop after College? |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                 | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                           |           |         |                |                  |
| Yes                             | 150       | 78.9    | 80.6           | 80.6             |
| No                              | 36        | 18.9    | 19.4           | 100.0            |
| Total                           | 186       | 97.9    | 100.0          |                  |
| Missing                         |           |         |                |                  |
| System                          | 4         | 2.1     |                |                  |
| Total                           | 190       | 100.0   |                |                  |
A big majority of the respondents (78.9%) said they have attended further training workshops after college. The other 18.9% said they have not.

4.18 Courses attended

Majority of the respondents (62.4%) indicated that they attended courses related to their teaching subjects, while the rest said they had undertaken other courses such as guidance and counseling, computer, HIV/AIDS awareness and Masters Degree.
4.19 Suggestions for increased motivation

When the respondents were asked to suggest how the school management can motivate teachers, their suggestions were as follows;

<table>
<thead>
<tr>
<th>Financial factors</th>
<th>Non-financial factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved renumeration package</td>
<td>Free housing</td>
</tr>
<tr>
<td>Good retirement package</td>
<td>Good working relations</td>
</tr>
<tr>
<td>Monetary reward to teachers depending on subject</td>
<td>Educational trips for teachers</td>
</tr>
<tr>
<td>performance</td>
<td></td>
</tr>
<tr>
<td>Improved medical benefits</td>
<td>Respect, impartiality and recognition</td>
</tr>
</tbody>
</table>

4.20 Schools' mean score

The findings showed that the mean scores of the public secondary schools in Nakuru municipality lie between 2.5 and 7.8. It was further revealed that many schools showed little or no improvement in performance over the last three years.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of what has been found as far as the factors affecting the motivation of secondary school teachers in public secondary schools in Nakuru municipality is concerned. The discussion of the major findings of the study has been covered in relation to the objective set out in chapter one. It also discusses the recommendations, limitations of the study and suggestions for further research.

5.2 Summary and Conclusions

The study investigated and analyzed the factors affecting the motivation of secondary school teachers in the selected public secondary schools and found out that these factors such as indiscipline of students, lack of concern of parents on students' performance, inadequate physical facilities such as text books, laboratory equipment, lack of promotion to the next grade, the number students per class, the teacher's career choice and poor renumeration emerged as the major issues that affect teachers' motivation in the schools. While the study showed that majority of the schools have motivational strategies, these strategies have not served the purpose intended. The findings indicated that teachers continue to exit the career to look for greener pastures. However, those who have served for long stay in the career because they may have reached the peak or are approaching retirement and to support these points when the teachers were asked to suggest motivational strategies that should be used in schools they mentioned the following; good leadership and communication skills, respect, recognition, impartiality, verbal praise,
manageable workload and being sponsored for courses that lead to staff development hence upward mobility.

The study went on to reveal that teachers in Nakuru municipality are de-motivated by a number of factors and this makes the work performance to be low, hence negatively affecting the educational standards of the area. Lack of promotion has created a state hopelessness in terms of upward mobility, given that a large number of teachers were found to be in job group L, which in itself is a sign of stagnation. Indiscipline of the students has also contributed immensely to their ineffectiveness in carrying out their instructional duties. This is because, in a situation of students' low discipline teachers may not be able to perform to their optimum level despite their qualifications. This in the long run will be manifested in the poor performance of the students. Unfortunately this dynamism has always been misinterpreted or ignored by most of the stakeholders outside the school, mostly parents who more often than not wholly blame the teachers for the poor performances of their children.

The study also revealed that there was little political interference in matters pertaining to teachers. Hence it can be concluded that there is professionalism in the management of teachers' affairs in schools. This is a very important point to note, as it is an advantage to the schools and it implies that schools are left to run smoothly and independently. Although majority of teachers indicated that they have undertaken workshops, training and short courses after college, these course seems to have had little impact on the management of students' discipline. The fact that many teachers have undertaken courses on guidance and counseling, the students' indiscipline
remains high and widespread in schools. This may imply that teachers will continue to face this challenge for long unless other measures are taken to curb the level of students' indiscipline.

Renumeration was widely mentioned by the respondents as being one of the major factors causing low morale of teachers. Although motivational factors may differ among individuals and even cultures studies have shown that renumeration or monetary gain cuts across all cultures. For example one recent analysis suggests that the key incentive for many workers in the United States is money, for Japanese its respect and power, while in Latin America, respect, job status and a good personal life are the major motivators. However it can still be concluded that the truth still remains that to attain these goals, money is the basic requirement. Poor renumeration has led to low performance of teachers and more so when coupled with being overburdened with many lessons, large class size and indiscipline of the students.

It was evident that many schools have put in place motivational strategies to motivate teachers to become performance oriented, more committed, effective, accountable and responsible. In the study it showed that among the motivational strategies used in school, the lunch programme emerged the most widely used, while letter of recognition and award of certificate of merit are yet to be institutionalized. It is worth to note that recognition and merit award have intrinsic effect as opposed to group rewards such as lunch/tea programme. In addition to this, a merit certificate has a long-term impact on professional growth. It can therefore be concluded that probably this explains why the teachers still remain de-motivated despite all the efforts made by the schools to implement motivational strategies. The school management should therefore revisit and prioritize the motivational practices by considering those that have personal or
intrinsic effect, for example, a merit certificate is tangible, personal, and relevant and has a long term use as opposed to a lunch programme.

To support this point when teachers were asked to suggest the motivational strategies that should be used in schools they mentioned the following; good leadership and communication skills, respect and recognition, impartiality, Verbal praise, manageable workload and being sponsored for courses that lead to staff development hence upward mobility among others.

In conclusion, these findings are by no means restricted to teachers only but it also applies generally to other work situations. All organizations rely on a motivated workforce for its efficiency and effectiveness in order to become a leading and competitive organization. Hence motivation is a consistent factor used across all professions and job situations globally.

5.3 Recommendations

Based on the analysis, the findings and the conclusions, below are some recommendations that could be very useful to the schools management and the Teachers Service Commission to consider when finding ways to improve the morale of teachers.

1. The school management should create a conducive environment where the teacher’s personal development is enhanced through further training, attendance and participation in workshops.

2. The study found that low morale of teachers has a negative effect on their performance and hence in turn affect the quality and standards of education.

3. It was established that personal reward is a key factor in teachers’ motivation because it will bring about personal satisfaction.
4. The motivational strategies already in place are having very small impact on teacher motivation. Schools should therefore look into policies that can sustain the motivation of teachers.

5. The research outcome showed that parental support is critical in enhancing the students’ discipline. Parents should therefore take the initiative of moulding their children into responsible, respectful and obedient persons. They should show concern on the students’ performance, support the school administration, fulfill their obligation of paying fees and consult regularly with the teachers. This way the teachers’ morale will be boosted.

5.4 Limitations of the study.

The researcher encountered the following limitations and challenges in the course of carrying out this study.

1. Time limitation.

Time was a limiting factor due to the busy schedule at the researcher's work place and the short time allocated for the exercise.

2. Lack of adequate funds.

Financial limitation was experienced because the project was self sponsored, therefore the researcher considered a small scope for the study. Also, qualitative data could have been used to enhance the quantitative information received if the funds were adequate.

5.5. Suggestion for further research.

This study investigated factors that affect motivation of secondary school teachers in Nakuru municipality. In the course of the study, issues that need further research emerged.
These were:

1. If teacher motivation affects the performance of the non-teaching staff.

2. Further research can be done to find the interrelationship between productivity, quality and individual performance.

3. To establish the motivational strategies that can be used to motivate teachers in secondary schools.

4. If gender, age and marital status affects the level of motivation of teachers.
REFERENCES

Amstrong, M., (1996), Employee Reward (2nd Edition), Short Run Press. Great Britain


Maslow, A.H., (1943), A Theory of Human Motivation; Psychological review and


Dushkin McGraw-Hill, USA

APPENDICES

APPENDIX I

List of Public Secondary Schools in Nakuru Municipality

1. Nakuru West
2. Upper hill Mixed
3. LangaLanga Secondary School
4. Nakuru Day Secondary School
5. Nakuru High School
6. Moi Secondary School
7. Menengai High School
8. Flamingo Secondary School
9. Crater view Secondary
10. Lanet Secondary School
11. Mogoon Secondary
12. Afraha High School
13. Uhuru Sec. School
14. Tumaini Sec School
15. Nakuru Central Sec School
16. Hilcrest Sec.

Source: District Education Office – Nakuru.
APPENDIX II

DRAFT WORKPLAN

The following chart demonstrates the tasks and their proposed duration.

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<thead>
<tr>
<th>PLAN OF ACTION</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
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<th>JUL</th>
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<td>Data collection &amp; interpretation</td>
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<td></td>
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<tr>
<td>Interim report &amp; final report</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>XX</td>
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<tr>
<td>Final assessment</td>
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## APPENDIX III

## BUDGET APPROXIMATION

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<td>2,000.00</td>
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<tr>
<td>Subsistence</td>
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<td>3,000.00</td>
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<td>Contingencies</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>33,760.00</strong></td>
</tr>
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</table>
APPENDIX IV
SAMPLE QUESTIONNAIRE

Instructions

Please tick beside the box of the preferred option and write your answers in the blank spaces provided.

PART I- Background Information

1. Gender □ Male □ Female

2. Age ____________ years

3. Highest Formal Education □ Diploma □ Degree □ Masters

4. Length of teaching Service:
   □ Less than 1yr □ 1yr.-3yrs □ 4-10yrs □ 11 - 15 yrs □ over 15 yrs

5. While you were making career choices, what position did you place the teaching career?
   □ First choice □ Second choice □ Third □ Fourth □ No at all

6. What is your major teaching subject?

7. What was your school’s mean score in KCSE in the following years?
   2002 _________ 2003 _________ 2004 _______

8. What is your current job Group? _________________________

9. How long did you stay in the previous job group? ______________
PART II- Factors affecting motivation of teachers

10. What is the average number of students per class in each stream?

☐ Less than 20
☐ 21 – 30
☐ 31 – 40
☐ 41 – 50
☐ Above 50

11. To what extent does the number of students affect the level of motivation of teachers?

☐ A very great extent
☐ A great extent
☐ A moderate Extent
☐ A low extent
☐ A very low extent

12. In your opinion, to what extent do the following factors contribute to the low morale of teachers?

a) Remuneration
   Very low ☐ low ☐ moderate ☐ high ☐ very high ☐

b) Inadequate physical facilities
   ☐ ☐ moderate ☐ high ☐ very high ☐

c) Lack of promotion
   ☐ ☐ ☐ ☐ ☐

d) Student’s indiscipline
   ☐ ☐ ☐ ☐ ☐

e) Lack staff development
   ☐ ☐ ☐ ☐ ☐

f) Political interference
   ☐ ☐ ☐ ☐ ☐

g) Parent’s lack of support
   ☐ ☐ ☐ ☐ ☐
13. Are there motivation practices for teachers in your school?

☐ Yes  ☐ No

14. Which of the following motivational strategies are used in your school?

NB: Please tick all that are applicable to your school.

☐ Lunch programme
☐ Tea programme
☐ Transport to and from school
☐ Teacher’s trip
☐ Award e.g. merit certificate
☐ Letter of recognition
☐ Rewards e.g. presents

Others __________________

15. Are you rewarded for remedial teaching?

☐ Yes  ☐ No

16. When the mean score of your teaching subject improves, does the school recognizes your effort?

☐ Yes  ☐ No

17. If your answer above is yes, explain briefly how your effort is recognized

__________________________________________________________________________________

__________________________________________________________________________________

18. In your view, how else can schools motivate teachers to perform more effectively?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

57
19. Have you ever attended any further training/in-service/workshop after college?

☐ Yes  ☐ No

20. If yes, specify

________________________________________________________________________

________________________________________________________________________

THANK YOU FOR YOUR TIME