WORKING CONDITIONS AND THEIR RELATIONSHIP TO THE LEVEL OF MOTIVATION OF PRE-SCHOOL TEACHERS IN KEGONGA DIVISION, KURIA EAST DISTRICT

BY

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MAY, 2011.
DECLARATION

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

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DEDICATION

I dedicate this work to the memory of my departed sister, Amagove Nancy Mukangula, who perished in a road accident on 18th April, 2003 while pursuing her undergraduate course at Kenyatta University. Her omnipresent smile filled our lives with love, laughter and optimism.
ACKNOWLEDGEMENTS

I wish to register my profound gratitude to my supervisors, Dr. Orodho J. Aluko and Dr. L. I. Libese, for their undying commitment, wise counsel and constructive criticism that opened my mental eyes to alternatives that would have otherwise remained unappreciated. May Jehovah Lord shower them with His blessings.

Secondly, I acknowledge Kenyatta University Library as well as the Bureau of Educational Research Center (BERC) for providing an opportunity and environment that enabled the solidification of what initially appeared a Herculean assignment.

Special thanks go to my prime motivational force, my beloved wife - Bernice, son – Mkangula Jnr, parents - Mr. and Mrs. Mukangula and siblings - Pamela, Ronald, Alfred, Allan and Regina, who were zealous to see the completion of this project.

Last but not least, I am indebted to Mr. Victor of Sam Academy for his assistance in the field as well as Ms Grace Acholah of Kenyatta University who patiently deciphered my handwriting to type this manuscript. Thank you so much.

The author remains solely responsible for errors of omission or commission and for that matter, distances all the individuals and institutions mentioned above.
ABSTRACT

The central problem of this study was that despite the invaluable services rendered by pre-school teachers in nurturing the Kenyan children, this workforce lacked harmonized employment resulting in varied working conditions. These variations affected their motivation. The relationship between working conditions and the level of motivation of pre-school teachers had not been adequately established and properly understood hence uncertainty about their effectiveness as guardians. Consequently, this study purposed to investigate the working conditions of pre-school teachers in Kegonga Division, Kuria East District and how they affected their motivation. The study had four objectives. The first one was to identify the working conditions of pre-school teachers in the division. The second one was to find out whether these working conditions varied with the employing body. The third entailed determining whether professional growth opportunities were related to the motivation of pre-school teachers. The last one was to determine whether remuneration (salary) and job security were related to the motivation of pre-school teachers. The study was guided by Frederick Herzberg’s Motivation-Hygiene Theory. The target population was thirty eight pre-schools and seventy six teachers. The study used probability sampling technique for each category of pre-schools to come up with the pre-school teacher sample. A sample size of twenty pre-school teachers representing twenty five percent of the total was drawn from both public and private/commercial pre-schools. The research instruments for data collection were questionnaires personally administered to pre-school teachers. Before the main study, a pilot was conducted to test the validity and reliability of the instruments. The questionnaires for pre-school teachers were the main instrument. Both descriptive and inferential statistics were used to analyze the data. The prime technique that was used to analyze the data was chi-square (\(x^2\)).

The study’s findings were that working conditions in pre-schools were independent of sponsorship. Indeed, three quarters of the pre-school teachers from both categories had no appointment letters and had never been promoted. Secondly, pre-school teacher motivation was independent of sponsorship. Thirdly, data contained enough evidence to support the proposition that pre-school teacher motivation was independent of professional growth opportunities, remuneration (salary) and job security. The study concluded that the pre-school teachers without appointment letters could have felt dissatisfied because their jobs were insecure. Secondly, the low salaries could also have dissatisfied them. Lastly, the suggestion that the government should take up the employment of teachers was overwhelming. From the foregoing therefore, the researcher recommended that all the pre-school teachers in both public and private institutions should be issued with appointment letters by their respective sponsors. Secondly, the salaries of pre-school teachers should be improved and standardized to avoid dissatisfaction. Lastly, the government should take up the employment of the pre-school teachers and put in place an enticing, standardized scheme of service for them. Since the researcher realized that the factors addressed by this study did not affect the motivation of pre-school teachers. For further research, it was suggested that another study be conducted to determine the actual factors that affect the motivation of pre-school teachers.
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<td>District Education Board</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>EAACE</td>
<td>East Africa Advanced Certificate of Education</td>
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<td>ECCE</td>
<td>Early Childhood Care and Education</td>
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<td>UNESCO</td>
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CHAPTER ONE
INTRODUCTION

1.1. Background of the Study

The United Nations International Children Emergency Fund (UNESCO, 2007) in its Education for All (EFA) Global Monitoring Report states, “Improving working conditions is an important factor in increasing the overall supply of Early Childhood Care and Education (ECCE) programme staff”. Equally, Herzberg (1976) argued that an individual’s relation to work was basic and that one’s attitude towards work could very well determine success or failure. He investigated the question, “What do people want from their jobs?” He concluded that the replies people gave when they felt good about their jobs significantly differed from those given when they felt bad. According to Herzberg then, intrinsic factors such as achievement, recognition, work itself, responsibility and advancement seemed to be related to job satisfaction. Conversely, dissatisfied respondents tended to cite extrinsic factors such as company policy and administration, supervision, interpersonal relations and working conditions.

According to the Ministry of Education Science and Technology (MOEST) Annual Statistics (2003), the total number of pre-schools in the country was 26,213 with a total enrolment of one million, five hundred and seventeen thousand, five hundred and eighty five (1,517,585) children. Then, the total number of pre-school teachers was 59,532 – 56,018 of which were female and 3,514 were trained male. The
number of pre-school trained teachers stood at 19,408 while 23,523 were untrained. A majority of them were not recognized as professional educators.

Despite being a very demanding job, teaching had not been remunerated accordingly. In the previous two decades, there had been an exodus from the profession to other lucrative jobs. Olando (2003) asserted that this had denied the teaching sector enthusiastic and qualified people hence impacting on the quality of teaching.

The introduction of Free Primary Education (FPE) had to an extent, had an impact on the pre-primary school teacher. In North Eastern Province for example, it had been worse as it had recorded a sharp decrease in enrolment. In more endowed regions such as Rift Valley and Nairobi Province, decreasing enrolments were acute at public and community centers which typically served poor children, but not in private centers which served affluent families. The main reason cited for the decline was that poor families were withdrawing their children from Early Childhood Development (ECD) centers or pre-schools and keeping them at home till they reached primary school going age. According to parents, ECD should be free too. Decreased enrolments had resulted in reduced salaries for teachers who were usually paid in proportion to class size, hence worsening the situation.

Waller (1957) argues that the teacher is more or less perceived as a stranger in the community he or she lives in since he or she is seen to have been hired to mediate
certain skills. His or her low social status in our culture in which he or she is rated among individuals of insignificance has not changed for the better in a few decades. This has been a major source of de-motivation to the teacher.

Most pre-school teachers earned between Kshs 2000 and Kshs 4000. They were demoralized and felt inferior to their primary and secondary school colleagues because they were not included in the Teachers Service Commission (TSC) payroll. At the time of the study, the government had not implemented the National Early Childhood Development Policy Framework. In it, the government pledged to revamp the sector and employ ECE teachers. Therefore, trained preschool teachers had been looking for employment on their own. They were employed by local authorities, private school owners, or companies and many, by communities. This meant that they worked under varied working conditions.

In addition, many ECE units that were set up at public primary schools were shut down to accommodate the increase in primary school enrolment. In those that remained, pupils and teachers were forced to do with reduced space and dilapidated classrooms.

At the district level, inspection and supervision of ECD centers took a back seat after the government instructed its officers to visit primary schools more often. Yet these pre-school teachers were expected to effectively make a solid foundation to the education of the children of Kenya. The teachers needed to be properly
motivated. According to Strage (1993) and Fraser (1989), some of the factors of motivation revealed in other studies included career advancement, level of remuneration, job security, opportunities for upgrading of skills, a conducive working environment and proper and relevant tools of work. Adams and Kabiru (1995) argue that minimum pay is among the prominent factors that demotivate pre-school teachers.

For a considerable period, working conditions of pre-school teachers had been ignored. It therefore went without saying that few researchers and stakeholders had given the issue of motivation of the pre-school teachers the attendant attention. Consequently, the researcher endeavoured to fill this gap in knowledge by investigating the working conditions and their relationship to the level of motivation of the pre-school teachers.

1.2. Statement of the Problem

Despite the fact that the services rendered by the pre-school teachers in nurturing the Kenyan children were invaluable, this workforce had no harmonized employment resulting in varied working conditions. The employing bodies such as private schools and local communities offered inconsistent levels of compensation. The absence of harmonized working conditions for pre-school teachers had a definite impact on their motivation. This study therefore, set out to identify the differences in the working conditions and whether they motivated or demotivated the pre-school teachers. Either way, there was an influence on how children were
taken through the learning process in an effort to develop their future personality. Besides, studies conducted in Kenya had hardly centered on the working conditions and their relationship to the level of motivation of the pre-school teachers. Therefore, there was necessity that this area be investigated.

1.3. Purpose of the Study

The purpose of this study was to investigate the working conditions of the pre-school teachers in Kegonga Division, Kuria East District and how the prevailing working conditions related to motivation of the pre-school teachers.

1.4. Objectives of the Study

The study addressed the following specific objectives:

1. To identify the working conditions of pre-school teachers in Kegonga Division.

2. To find out whether the working conditions of pre-school teachers varied with the employing body.

3. To determine whether professional growth opportunities were related to motivation of the pre-school teachers.

4. To determine whether remuneration (salary) and job security were related to the motivation of pre-school teachers.
1.5. Research Hypotheses

This study was guided by the following null hypotheses.

1. There was no significant difference in the working conditions of pre-school teachers employed by different bodies.

2. There was no significant difference in the level of motivation of the pre-school teachers working under the different categories of school management.

3. There was no positive relationship between professional growth opportunities and motivation of pre-school teachers.

4. There was no relationship between remuneration (salary) and job security and motivation of pre-school teachers.

1.6. Significance of the Study

Firstly, the findings of this research would jolt the government through the Ministry of Education into expedite implementation of the policy to give pre-school teachers favourable working conditions through the relevant employers. Secondly, the findings would contribute to the body of knowledge and serve as a source of reference to educators. Thirdly, the study would enrich works on theories of motivation such as those done by Herzberg and Maslow. Lastly, the study would narrow the knowledge gap in this topic especially given that most studies on motivation had been centred on primary and secondary school teachers.
1.7. Assumptions of the Study

The basic assumptions that were made were that there were certain factors in their working conditions that motivated the pre-school teachers. Again, it was assumed that the school management of pre-schools in Kegonga Division had set working conditions for the pre-school teachers working for them. Lastly, there was the assumption that the respondents would be co-operative and give truthful answers.

1.8. Limitations of the Study

Firstly, information on pre-schooling in Kegonga Division of Kuria East District was very scanty and especially so on pre-school teachers. This was because no research had been done in this area before. Secondly, the terrain in the division and indeed the entire district was so rugged that traveling to some pre-schools was not a walk in the park. Thirdly, there were some poor responses due to suspicion. Fourthly, given that the researcher self-financed the research, it was not practicable to contact all the pre-school teachers in the division. Still, movement in the division was too costly as no tarmac existed even in the entire district.

1.9. Delimitations of the Study

The study was confined to a sample of the pre-school teachers within Kegonga Division, Kuria East District. The study was limited to working conditions and their relationship to motivation. The pre-school teachers’ responses were the sole preoccupation.
1.10. Theoretical Framework of the Study

This study was guided by Frederick Herzberg’s Motivation-Hygiene Theory. From his investigation, American accountants and engineers were asked to describe, in detail, situations in which they felt exceptionally good or bad about their jobs. This was done in the belief that an individual’s relation to work was basic and that one’s attitude towards work could greatly influence its success or failure. He sought to answer the question, “What is it that people want from their jobs?” From their responses, Herzberg concluded that there were two sets of forces that influenced an individual at work. One, he referred to as Hygiene factors or dissatisfies and the other, motivators or job satisfies, culminating in the two factor theory.

Hygiene factors included remuneration (salary), security, company policy and administration, supervision, relationship with supervisor, scheme of service, relationship with peers and relationship with subordinates. Motivation factors included professional growth and advancement, achievement, recognition, work itself and responsibility.

From the foregoing, it came to Herzberg’s conclusion that the responses given by people when feeling good about their jobs were significantly different from those replies given when feeling bad. Evidently, certain characteristics were consistently related to job satisfaction and others, job dissatisfaction.

Intrinsic factors like recognition, achievement, work itself, responsibility and advancement were tied to job satisfaction and the respondents who felt good about
their work tended to attribute these factors to them. Conversely, respondents who felt bad about their jobs cited extrinsic factors such as company policy and administration, supervision, interpersonal relations and working conditions. To Herzberg, the data suggested that the opposite of satisfaction was not dissatisfaction as was hitherto the case. Withdrawal of dissatisfying characteristics from a job did not necessarily make the job satisfying. He therefore proposed that there exists a dual continuum. The opposite of “Satisfaction” is “No Satisfaction” and the opposite of “Dissatisfaction” is “No Dissatisfaction.”

Herzberg was convinced that the factors culminating in job satisfaction were separate and distinct from those that led to job dissatisfaction. Thus, managers who sought to eliminate factors that could create job dissatisfaction could create peace that could not really result into motivation. It would be tantamount to placating the work force rather than motivating them. Consequently, Herzberg characterized such aspects as company policy and administration, supervision, interpersonal relations, working conditions and salary as Hygiene Factors. When they were sufficiently provided, people would not be dissatisfied, and they would not be satisfied either. Herzberg thus, recommended emphasis on recognition, achievement, work itself, responsibility and growth. These, according to him, were the aspects that people found intrinsically rewarding and motivating.

Similarly, if pre-school managers failed to address the motivation factors, pre-school teachers would not be motivated to work. They would not be dissatisfied
either. They would discharge their duties to a certain level considered satisfactory but they would not go an extra mile.

According to Sergiovanni (1995), Herzberg identified factors related to work hygiene as interpersonal relationships with pupils, teachers and supervisors, quality of supervision, policy and administration, working conditions and personal life. He further postulates that the two factor theory suggested that job satisfaction and motivation to work were related to two decisions for teachers - participation and performance. Participation in one’s job was associated with the fair day’s work concept. Participation entailed taking a job and doing all that was necessary to meet minimum commitments. In compensation, one was accorded fair salary, benefits, social acceptance, courteous and thoughtful treatment as well as reasonable supervision. Given that these aspects were regarded as part of fair pay, they tended not to motivate a person to go beyond. Nevertheless, the decision to perform resulted in going above the day’s fair pay contract. The decision was voluntary because the management only required fair work from teachers. Performance investment rewards appeared intrinsic. They included recognition, achievement, and feeling of competence, exciting and challenging work, interesting and meaningful work.

Managers ought to be concerned with both intrinsic and extrinsic rewards. Participation investment had to be initiated and carried on by teachers. Teachers needed to make the performance investment too lest it became a zero sum game. Herzberg’s Motivation-Hygiene Theory accorded pre-school managers an avenue
of seeing to it that the administration, organization, curriculum as well as the teaching process guaranteed both levels of work investment by teachers. Consequently, the variables that governed the study included the motivators [professional growth opportunities] and hygiene factors [remuneration (salary) and job security] as working conditions. These variables as they related to a motivated pre-school teacher were captured in Figure 1.1.

Figure 1.1 shows the relationship between the variables and the expected outcome. Pre-school teacher sponsorship is varied. This variety creates diverse working conditions such as employment on either temporary, contract or voluntary basis. Pre-school teachers too come with unique personal characteristics and qualifications. This convergence dictates how motivated the pre-school teacher becomes. High motivation culminates in desirable teacher behavior which impacts on the retention rate and the eventual child performance and achievement in school.

In summary, working conditions that are attractive make the pre-school teacher feel fulfilled and the effect trickles down to the pre-school child who would be adequately prepared for the next level of schooling. Few studies in Kenya generally and Kegonga Division in particular had focused on the relationship between motivation and working conditions of the pre-school teachers. This study did exactly that.
1.11. Conceptual Framework of the Study

This study was conceptualized as shown in Figure 1.1

**Pre-school sponsor**

**Personal characteristics and qualifications:**
ambition, academic and professional qualifications,
teaching experience and training.

**Motivators**[professional growth opportunities] and

**Hygiene factors**[remuneration(salary) and job security]

**Motivation of pre-school teacher**

**Desirable outcome:** shielded from distractions, fulfillment
of personal desires and set school targets

**Pre-school teacher behavior:** humane, caring,
creative, industrious and responsible

**Duration of stay in school**

**Classroom behaviour**

**Child’s achievement in school**

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Key:

- The independent variable
- The dependent variable

*Source: Adapted and modified from Makoti (2005)*

*Figure 1.1: The Conceptual Framework on the Relationship between Working Conditions and Pre-school Teacher Motivation*
1.12. Definition of Central Terms

**Child** - A young person from the period of birth to six years.

**Motivation** - A desire to excel or a propelling force driving the Pupil or teacher to do well in a given field or task.

**Pre-schools** - Learning centers for children whose ages range between 3 - 6 years before admission to class one in Primary school.

**Remuneration** - Synonymous with salary, it is pay in Kshs for work done in a month.
CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

This chapter detailed a methodical identification, location and analysis of documents rich in information related to the field of study. Consistent with the set objectives, literature review centred on: working conditions of pre-school teachers, management of work places, studies on teacher motivation and summary.

2.2. Working Conditions of Pre-school Teachers.

Easley (2008) notes that for virtually any business or organization, the conditions in which the employees work drive their satisfaction and productivity. Yet while businesses often focus on employee satisfaction, many schools often struggle to address critical working conditions – isolating teachers in classrooms with closed doors, denying them basic materials to do their jobs, inundating them with non-essential duties, providing them with little input into the design and organization of schools and offering little opportunity for their advancement and professional growth. Such conditions are closely related to teacher turnover and difficulties in recruiting and retaining quality teachers.

Under the Leadership of Governor Mike Easley, North Carolina became the first state in the nation to study teacher working conditions by surveying those whose opinions mattered most on these issues – teachers themselves (Easley, 2008). First in 2002 and again in 2004, teachers were asked questions about time, facilities and
resources, empowerment, leadership and professional development, all shown to have an impact on whether teachers stayed and students learnt.

In the spring of 2008, the North Carolina Teacher working conditions survey asked all licensed educators in the state about the teaching and learning conditions in their schools. Over 104,000 (87%) of educators in the state completed the survey, and 100% of states traditional schools had a data report line. An additional 62% of charter schools and 81% of special schools had reports. The greatest value of the survey was in conversation that started when school improvement teams or other groups sat down and talked about their school results together. It was all about understanding how educators perceived the conditions in their schools. This was because firstly, teacher working conditions were student working conditions. Secondly, results from the two surveys were a key artifact for principal evaluations. Thirdly, schools could and should use results to begin the conversation about how to improve teacher working conditions in order to improve student achievement and reduce teacher turn over rate. Schools that indicated they used the survey as a school improvement tool had corresponding improvement in perceptions of their working conditions.

Findings from the 2008 Teacher working conditions indicated that what was important for student achievement included supportive school leadership, sufficient facilities and resources, time for teachers to plan and collaborate, an atmosphere of trust and mutual respect as well as strong school improvement teams. To retain
teachers, what was important was overall perception of the school being a good place to work and learn presence of an atmosphere of trust as well as the ability of leadership to shield teachers from disruptions.

Rousseau (1980) points out that the early education teacher has to be especially educated in handling young children. He or she has to be humane, love childhood and look with friendly eyes on its games and pleasures. The teacher is expected to play the role of a guardian. Days are long gone when parents accompanied their children in their few days at school and in the presence of the child, proclaim their unconditional solidarity with the teacher in the process of education which had just begun.

NACECE (2004) stipulates that the teacher plays a crucial role in the stimulation and learning process of a child. Consequently, he or she requires a deep understanding of children, their characteristics, behaviour, needs, abilities and interests so that he or she can care for and assist them accordingly. As a mother substitute, the teacher plays several roles. He or she stimulates the activities of children with a view to arousing their curiosity, interest and enhancing their discovery and observation skills, develops adequate and relevant materials from the local environment and uses them for teaching and learning, assesses and records the children’s progress in their discovery and observation skills, identifies children with special needs, ensures the safety and comfort of the children while at school, identifies those children with health and care needs and involves parents by asking
them to attend to the needs, liaised with the Ministry of Health personnel for the provision of health services such as immunization, initiated and sustains a feeding programme for them, establishes and maintains up-to-date data, professional and administrative records and more importantly, prepares the child for formal schooling.

Given these roles, the pre-school teacher has to be well trained in planning, organization and management, child development, pre-school curriculum, health, nutrition and community work. This entails a good educational background backed up by keeping abreast with current trends and practices in pre-school education. Additionally, personal characteristics and qualifications come in handy. They include being loving, patient, sensitive, sympathetic, imaginative, perceptive, full of warmth, a model for social and moral conduct for children to ape, friendly, reliable, trustworthy, kind, understanding, a good counselor, co-operative, devoted, polite and knowledgeable.

Republic of Kenya (2006) in its Early Childhood Development Service Standard Guidelines for Kenya gives sketchy working conditions of pre-school teachers. Referring to them as ECD service providers, the standards set include the fact that the government shall undertake to remunerate at least two teachers in every public ECDE centre, develop and regularly review a scheme of service for them and through the relevant ministry, coordinate the training of the ECD personnel. Others are that parents and the local community shall be responsible for the provision of physical facilities, playing and learning materials and again, through the ECD
management committee, manage the programme at the grassroots level. On discipline, the guidelines stipulate that a teacher found with professional misconduct shall be interdicted and disciplined according to the relevant code of regulations.

On monitoring and evaluation, the guidelines state that K.I.E–NACECE shall monitor curriculum implementation in ECD centers and training institutions. QASOs shall monitor to ensure smooth transition from ECDE centers to lower primary. In addition, QASOs shall ensure ECD and lower primary children are not forced by teachers to repeat classes or drop out of school. It is instructive to note here that the standard guidelines are silent on how the pre-school teachers can be properly motivated.

Republic of Kenya, (2006) in its National Early Childhood Development Policy Framework documents general policy statements for human resource. Among them, it states that the government with its partners shall develop and oversee the implementation of service standards guidelines relating to conditions and terms of service for various levels of service providers in Early Childhood Development. Even then, the challenges faced include lack of clearly defined and “user friendly” service standard guidelines resulting in reduced quality of service, inadequate coordination of service provision and therefore, inequitable distribution and access to services.
UNICEF (2000) in its report on Early Childhood Development Baseline Survey conducted in May-June 2000 in Kwale, Migori and Kisumu Districts and Municipality established that a majority of the pre-school teachers were untrained, representing 73.3% in Migori and 60.5% in Kisumu rural. It was recommended that special attention be focused on the recruitment of ECD teachers from the local community who had little likelihood of transfer. Nevertheless, portrayed as such, and with such as heavy a responsibility on the shoulder, the pre-school teacher requires to be given assurances of professional growth opportunities, remunerated handsomely and shielded from job uncertainties so as to deliver. This study thus set out to ascertain whether these factors were related to the motivation of pre-school teachers in Kegonga Division, Kuria East District.

2.3. Management of Work Places

Many of the classical writers were concerned with the improvement of management as a means of increasing productivity. A major contributor to this approach was F. W. Taylor. The father of scientific management considered that all work processes could be analyzed into discrete tasks and that by scientific method it was possible to find the one best way to perform each task. Each job was broken down into component parts, each part timed and the parts arranged into the most efficient method of working.

Taylor (1911) was a believer in the national-economic needs concept of motivation. He believed that if management acted on his ideas, work would
become more satisfying and profitable for all concerned. Workers would be motivated by obtaining the highest possible wages through working in the most efficient and productive way. Taylor was concerned with finding more efficient methods and procedures for co-ordination and control of work. He set out a number of principles to guide management. These included the development of a true science for each of the workers, the scientific selection, training and development of the workers, co-operation with workers to ensure work was carried out in the prescribed way and the division of work and responsibility between management and the workers.

Critics of this management commended the success of increasing worker productivity. This was a noteworthy accomplishment in that the industrial revolution era was relatively uneducated and unskilled. Again, workers’ wealth grew as a result of their increased productivity. As a generalized practice however, the efforts of scientific management to humanize the workplace were ineffective and became a rallying point for union organization and solidarity. Nevertheless, his philosophy being that the more people produced, the more they were paid, this study tried to establish if and how these elements of scientific management motivated the pre-school teachers who required to be adequately compensated for their toil.

Whereas the classicists were at times undesirably tough minded, authoritarian and task oriented, human relationists were unrealistically people oriented. They were
accused of being concerned only with making employees happy as if productivity was not important. Indeed, the movement was naive, blinded in part by praiseworthy humanitarian values and its sometimes overwhelming desire to save the individual from the organization.

Although the origin of the human relations movement was generally associated with the Hawthorne experiments, it was the hundreds of the research studies and articles, which followed during the 1940’s and 1950’s that constituted the most significant content of the movement.

The human relations researchers included psychologists, sociologists, anthropologists, political scientists, and professors of management and practicing managers. They placed heavy emphasis on the study of informal groups’ employee satisfaction, group decision making and leadership styles. Although the findings of the Psychologists on the nature of perception and motivation were introduced into management literature, the focus of the human relations movement was upon the group rather than the individual and upon democratic rather than autocratic leadership. Relatively little attention was given to organizational structure.

The human relations school on management resulted from looking at the effects of light intensity on production efficiency. In 1924, the Western Electric Company in connection with the National Research Council of National Academy of Sciences set out to examine this relationship. When no consistent relationship was found between light intensity and work efficiency, a group of behavioural scientists
including Elton Mayo and Fritz Roethlisberger of Harvard Business School started their work at the Hawthorne Plant of Western Electric Company in Chicago. These experiments were often referred to as the Hawthorne experiments or Hawthorne studies. According to Mayo (1933), a group of six female relay assemblers was set apart from the others and observed very closely. Over the course of five years, Mayo’s team altered the female workers’ working conditions and then monitored how the working conditions affected the workers’ morale and productivity. The change in the working conditions included changes in the working hours, rest breaks, lighting, humidity and temperature. The changes were explained to the workers prior to the implementation. At the end of the five year period, the female workers’ working conditions reverted back to the conditions before the experiment began. Unexpectedly, the workers’ morale and productivity rose to levels higher than before and during the experiment. The combination of results during and after the experiment (the increase in the workers’ productivity when they were returned to their original working conditions) led Mayo to conclude that workers were motivated by psychological condition more than the physical working conditions. Mayo (1933) concluded that workers were motivated by more than self-interest and instead the following applied. Firstly, there was an unwritten understanding between the worker and the employer regarding what was expected from them. This was called the psychological contract. Secondly, worker’s motivation could be increased by showing interest in them. Thirdly, work was a group activity. Consequently, team work could increase a worker’s motivation as it allowed people to form strong working relationships and increased trust among workers.
Fourthly, workers were motivated by the social aspect of work. Fifthly, workers were motivated by recognition, security and a sense of belonging. Lastly, communication between workers and the management influenced workers morale and productivity. Workers were thus motivated through good working relationships with the management.

The purpose of the next study was to find out how payment incentives would affect productivity. The surprising result was that productivity actually decreased. Workers apparently became suspicious that their productivity may have been boosted to justify firing some of them later on (Mayo, 1933). The study was conducted by Mayo and W. Lloyd Warner between 1913 and 1932 on a group of fourteen men who put together telephone switching equipment. The researchers found out that though the workers were paid according to individual productivity, productivity decreased because the men were afraid that the company would lower the base rate. Detailed observation between the men revealed the existence of informal groups or cliques within the informal groups. These cliques developed informal rules of behavior as well as mechanisms to enforce them. The cliques served to control group members and to manage bosses. When bosses asked questions, clique members gave the same responses, even if they were untrue. These results showed that workers were more responsive to the social force of their peer groups than to the control and incentives of the management.
The bottom line here was that employees were essentially social beings and not rational-economic ones. Being members of a social group, employees were not motivated strictly by monetary gain. Thus, managers should strive to relate to individuals and be fully aware of the nature of groups and their influence on individual behavior. The manager should therefore turn these groups into positive forces in the work place. This could be accomplished through recognizing employees’ contribution and providing them with a sense of dignity. Thus, managerial effectiveness was dependent on a relationship of mutual trust between employees and their superiors. Since Mayo (1933) emphasized the need for an understanding of both management and workers and of the social aspects of work performance, the import of it was that interpersonal relationships should be cultivated for individuals and groups to unleash their fullest potentials. They were expected to upgrade their skills and also realize both professional and economic growth. Again, how the management remunerated them and how that was related to their motivation was investigated.

McGregor (2002) argues that companies follow either Theory X or Theory Y of human motivation. He contends that the key to connecting self-actualization with work is determined by the management’s trust of subordinates. To him, many managers practice Theory X. Here, the management assumes that employees are inherently lazy; that they hate work to the extent that they avoid it. They have no ambition, take no initiative and avoid taking any responsibility. All they want is security and money and to get them to do any work, they have to be rewarded,
coerced, intimidated and punished. They have to be closely supervised and comprehensive systems of control developed. A hierarchical structure is needed with narrow span of control at each and every level. This is called “stick and carrot” philosophy of management. According to Papa (2008), if the organizational goals are to be met, the manager has to rely heavily on threats to gain employee compliance. If this theory were valid, then managers would have to constantly police their staff, whom they cannot trust and who would refuse to cooperate. In such oppressive and frustrating atmosphere, both for the manager and the managed, there would be no possibility of any achievement or any creative work. There is punitive atmosphere. The manager tends to believe that everything has to end in blaming someone. To theory X, it is the manager’s duty to structure the work and energize the employee. The greatest flow of this management style is that it is much more likely to cause diseconomies of scale on large businesses.

Theory Y is in sharp contrast to Theory X. Here, people want to learn and that work is their natural activity to the extent that they develop self-discipline and self-development. They see the reward not so much in cash payments as in freedom to do difficult and challenging tasks by themselves. The managers assume that the employees are ambitious, self-motivated and exert self–control. To them, work is as natural as play (papa, 2008). The manager’s job is therefore to dovetail the human wish for self-development into the organization’s need for maximum productive efficiency. The basic objectives of both are therefore met and with imagination and sincerity, the enormous potential can be tapped. Given the belief
that satisfaction of doing a good job is a strong motivation, managers need to be open to a more positive view of workers and the possibilities that this creates. This would develop a climate of trust required for human resource development. This would entail managers communicating openly with subordinates, minimizing the differences between superior-subordinate relations and creating a comfortable environment in which subordinates could develop and use their abilities. This would entail sharing of decision making so that subordinates have a say in decisions that influence them.

To McGregor, if a manager needs to apply theory Y principles, that does not preclude him from being a part of theory X and Y. Again, though it is construed that the theory Y management is slack, this is not true for it has proved to work in the USA and elsewhere. For the best results, the persons have to be carefully selected to form a homogenous group.

Okumbe (1999) contends that there is need for educational managers to provide an enabling environment for teachers to use their talents for the good of the institutions. Among the pre-school working conditions in this study was professional growth. This could be achieved in a favourable environment offered by the management. Thus, managers should put into practice motivation theories to enhance pre-school teacher performance. Though it was done on relay assemblers and in other studies, this research set out to find out the application of the
Hawthorne effect on pre-school teachers in Kegonga Division, Kuria East District and the attendant influence on their motivation.

2.4. Studies on Teacher Motivation

Different people derive motivation in different ways. Yankolovich (1979) argues that 15% of the workers are motivated by pleasure, 22% by security and guidance, 17% by responsibility and challenging tasks and 27% of the workers with low income and scarce education are the least motivated. This indicates that other factors motivate workers to step down their maximum output.

Vroom (1964) states that motivation is a force or drive in a person and it varies in accordance with three factors namely: valence, expectancy and instrumentality. Consequently, for an individual to get motivated to work there should be the expectation that at the end of the assignment, his or her goal will be achieved. Algebraically represented, it is as follows:

Motivation = Valence x Expectancy x Instrumentality.

- Motivation in this case is the drive to perform a certain task.
- Valence is the extent to which objects are attractive or repulsive to an individual.
- Expectancy is the probability or strength of belief that a particular action will lead to a particular first level outcome.
- Instrumentality means the degree to which a first level outcome will lead to a particularly first level outcome.
**Key:**

E-P Expectancy – Perceived probability of successful performance gives effects.

*Source: Adapted and modified from Harkman (1997) in Orodho (2005).*

**Figure 2.1: A Simplified Expectancy Model**

From the above diagram, Vroom (1964) stressed that firstly, the strength of a person’s motivation to perform (effort) depends on how strongly the individual believes he or she can achieve what he or she attempts. Secondly, the individual has to believe that the performance can result into a reward that will satisfy his or her individual goals. Porter (1974) and Okumbe (1999) hail this argument and emphasize that performance for rewards leads to job satisfaction.

This expectancy theory assists in educational management since it helps understand how motivation and work could be improved. For instance, the preschool teachers’ belief that their effort at work would result into performance could
be improved by offering professional growth opportunities, humane supervision, participation in job related decisions, and even handsome remuneration. The performance-reward relationship should be maintained by promoting the teachers on merit.

As figure 2.1 shows, the strength of a person’s motivation to perform (effort) depends on how strongly he or she believes he or she could achieve what he or she attempts. If he or she achieves this goal (performance), would he or she be rewarded adequately and would the reward satisfy his or her individual goal?

Teacher motivation is so important for the advancement of educational reforms. First, motivated teachers are most likely to work for educational reforms and progressive legislation. Secondly, and perhaps more importantly, it is the motivated teacher who guarantees the implementation of reforms originating at the policy making level. Finally, according to Jesus and Conboy (2001) teacher motivation is important for the satisfaction and fulfillment of teachers themselves. Beyond issues of personal well-being, such feelings are constantly associated with lower levels of organizational absenteeism and turn over.

Alvarez (1993) argues that in spite of the fundamental importance attributed to teacher motivation, it is a common research finding that teachers show lower level of motivation and higher levels of stress than other professional groups. Jesus
(1996) also confirms that in Portugal, it is estimated that less than 50% of teachers desire to continue in their teaching profession.

Although many studies have been reported on the topic of teacher motivation, a more integrative theoretical structure for its study remains elusive. The development of such a framework would be useful for a number of reasons. It would promote the study of the phenomena of the teachers’ lack of motivation in all its manifestations and etiologies. It would support wider but more coherent perspectives on the problem and perhaps most importantly, it would encourage the use of restricted terminology so that researchers use the same terms to describe the same phenomena. As Estive (1992) puts it, what is required is a comprehensive vision of what is actually taking place in the practice of teaching. The consequences for failing to develop an adequate framework are severe. First, isolated studies that do not benefit from the results of the previous studies would multiply. Secondly, proposed intervention strategies would continue to be limited to hastily contrived suggestions that might be deficient or incomplete.

Karugu (1980) discloses that workers in Kenya do not consider intrinsic factors such as salaries as their prime source of motivation. His research found out that sampled Kenyan elites ranked both motivation and hygiene as aspects they yearned for in their duties. This was based on the fourteen job satisfaction factors. In descending order they ranked the motivating job factors as recognition, advancement, work itself, responsibility and achievement. The hygiene factors
were ordered as: job status, job security, education policy and administration, good and adequate pay, fair and competent supervision, friendly social peer relation, working conditions and friendly supervisions respectively.

Abwao (1981) established that affiliation was the main source of motivation. This was closely followed by esteem needs, the basic needs, self actualization and safety in that order. Stahi (1983) in his investigation among 500 managers disclosed that the most successful managers portrayed a high need for power, a moderate need for achievement and low need for affiliation.

Indire and Handon (1971) state that aspects that include teachers’ attrition and teacher morale affect the quality of Kenyan education. They recommend amelioration on teacher’s salary, condition of service and opportunities for advancement and retention of quality teachers.

Sanchard (1973) reveals that 29 students out of 200 confessed that teaching was a preparation for other jobs. He further discloses that Kenyan teachers who aspire for personal and economic power regard the teaching profession as a stepping stone to other plum opportunities. There was hence need to investigate the working conditions of the pre-school sector teachers, their preferences and aspirations so as to retain them and tap their maximum potential.
A study by Ochieng’ (2003) on motivation factors that influenced teachers in public secondary schools in Migori District established that 68% of the teachers were demotivated. Out of the twelve factors reviewed, there were seven motivators which included work itself, appreciation of work done, job security, appraising of teaching abilities, clear task definition, working conditions, promotion and professional growth. The other five factors found to be demotivating were lack of sympathetic assistance with personal problems, lack of pay increase and bonuses, participation in formulation of national educational policy, tactful discipline and non-consideration of local circumstances.

In yet another study conducted by Waithaka (2002) on job satisfaction of pre-school teachers, it was disclosed that most teachers were contented with proper management of schools, their jobs and their relationship with their pupils. Demotivating factors included the low status of pre-school teachers in Kenya, absence of retirement benefits, poor payment as well as job insecurity.

A study by Makoti (2005) looked into terms and conditions of service and their relationship to motivation of pre-school teachers in Kwale District. It concluded that there was a significant difference in the level of motivation as well as terms and conditions of service of pre-school teachers working under different sponsors. Again, salary, job security, career advancement and skills upgrading had no significant relationship with motivation of pre-school teachers. This research set out to determine whether professional growth opportunities, remuneration (salary)
and job security were related to motivation of pre-school teachers in Kegonga Division, Kuria East District.

2.5. Summary

The literature review indicated the following. Firstly, different managers supervise different pre-school teachers differently. Trust and open communication with the subordinates however, needs to be done for maximum output by pre-school teachers. This is because the pre-school teacher has a heavy responsibility of nurturing delicate young minds and preparing them for formal schooling and future achievements. Consequently, they need to have a good educational background, a properly centralized training, admirable personality traits, good working conditions and motivation. Supportive school leadership, adequate facilities, trust and respect for teachers lead to high motivation and improved performance. Secondly, most workers highly rank motivating job factors as recognition, advancement, work itself, responsibility and achievement. Hygiene factors with an equal ranking include job status and security. Different managers provide different levels of these factors. Other aspects regarded motivating include affiliation and power. Lastly, pre-school managers need to put in place measures such that employees know that performance leads to rewards and thus job satisfaction. Consequently, teachers are generally motivated by their jobs, appreciation of work done and proper management of schools. Lastly, it is not monetary gain per se that motivates employees. Rather, it is social and psychological factors which include recognition, affiliation and dignity.
It was therefore evident from these studies that no specific address had been made on working conditions and their relationship to the level of motivation particularly of pre-school teachers. The exact knowledge of the working conditions of both public and private-commercial pre-schools had not been well addressed and particularly in Kegonga Division, Kuria East District. This was in relation to the level of motivation of the pre-school teachers. Most studies had taken a general approach and no particular study had been keen to focus on the relationship between working conditions and motivation. In that regard, the need for this study gained urgency. This study therefore set out to investigate the working conditions and their relationship to the level of motivation of pre-school teachers in Kegonga Division, Kuria East District.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter detailed how the study was conducted. The chapter contained research design, study locale, target population, sample and sampling methods, variables, research instruments, piloting of instruments, data collection procedures and data analysis plan.

3.2. Research Design

The researcher adapted the descriptive survey design. According to Orodho (2005), the survey gathers data at a particular point in time with a view to identifying the standards against which existing conditions could be compared as well as determine the relationships that exist between specific events. This research design could also deal with the incidence of and interrelations of sociological and psychological variables as they occur in an educational context, for instance how people feel. The objective of survey research is to determine how the psychological and sociological variables are related. This design was ideal because it explained the relationship between working conditions and motivation of pre-school teachers. This was determined through use of questionnaires.

3.3. Study Locale

The study was carried out in Kegonga Division of Kuria East District, Nyanza Province. This was due to the fact that there was prevalence of varied pre-schools
which offered diverse working conditions hence impacting on the pre-school teacher motivation. Kuria East district is located between latitudes 0°30’ South and longitudes 34°15’ and 34°30’ East. It is to the South Western part of Nyanza province. It borders Trans Mara District to the North East, Kuria West to the west and the Republic of Tanzania to the South. At the time of the study, the district’s capital was Kegonga and it covered a total area of 173.1 square kilometers. Kegonga Division had a 2008 projected population of 41,202. The main economic activity in the division was agro-pastoralism where farmers grew tobacco, maize, beans, sweet potatoes and other horticultural crops for sale. Cattle and goats trade also took place but the volume had gone low thanks to the incessant cases of cattle rustling among the Kuria people themselves as well as the Maasai and Kipsigis of the neighbouring Trans Mara District. Indeed in the year 2006, a national poverty survey placed the then Kuria District in the bottom three districts in terms of poverty level. In Kuria East District generally and Kegonga division particularly, there was a low level of literacy especially among the people aged from 35 years and above. As per 2007 estimates, the average Gross Enrolment Rates for Kuria East stood at 127.9 % (boys-130.2% and girls-125.5%). The net enrolment rates (2007) for ages 6-14 years were 98.9% and 98.8% for boys and girls respectively. Secondary Gross Enrolment Rate average was 33.7% (males-46.9% and females-20.1%). The average secondary net enrolment rate was 22.5% (30.8% male and 13.9% female). The entire district had 58 ECDs, 58 primary schools and 11 secondary schools. Kegonga Division was in one of the most marginalized communities in the country –the Kuria community. There was rampant exercise of
Female Genital Mutilation (FGM) in the region as a cultural right which had led to many young girls becoming disinterested in further studies, dropping out of school and engaging in early marriages.

3.4. Target Population

Kegonga Division had a total of 38 pre-schools with 76 teachers manning them.

The categories of teachers were as listed under the administrative zones below.

Table 3.1: Pre-School Teachers in Kegonga Division

<table>
<thead>
<tr>
<th>Zone</th>
<th>Public</th>
<th>Private/Commercial</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegonga</td>
<td>34</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Chinato</td>
<td>26</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>16</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

*Source: Kuria East District Education Office, Annual Statistics 2009.*

The target population for this study therefore, consisted of the seventy six pre-school teachers in the division.

3.5. Sample and Sampling Procedure

Gay (1992) contends that a researcher selects a sample due to the various limitations that would not allow researching the whole population for the purpose of the study. In this case, stratified random sampling was used for efficient
selection of a sample size of twenty pre-school teachers representing 25% of the total.

Owing to the fact that the total pre-school teacher population in the division was 76, for equal representation, the researcher used two strata - public pre-schools and private/commercial pre-schools. Simple random samples were then drawn from each stratum and the sub-samples joined to form the complete stratified sample as shown below.

Table 3.2: Sampled Number of Pre-school Teachers for the Study

<table>
<thead>
<tr>
<th>Category</th>
<th>Public</th>
<th>Private/Commercial</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegonga</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Chinato</td>
<td>10</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>4</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

As indicated above, the sampling of teachers in each category by zone was done by simple random sampling.

3.6. The Variables

Orodho (2005) states that variables may be classified according to the function they serve in the study. They comprise both independent and dependent variables. An Independent Variable (IV) is the one which the researcher usually controls. Its
values are fixed. A dependent variable is the one controlled by the independent variable and not by the researcher.

The independent variables in this research were motivators or satisfiers which included professional growth opportunities. Others were hygiene factors or dissatisfies and they included remuneration (salary) and job security. The dependent variable was motivation of the pre-school teachers.

3.7. Research Instruments

Going by the nature of the sample, coupled with the geographical spread of the crucial informants, the researcher employed self-administered questionnaires for the pre-school teachers. This was because they could gather voluminous amount of information on a timely basis (Orodho, 2005). They were also easy to analyze. They were ideal because the informants in question could easily read and write.

The questionnaires comprised both open and closed ended questions. An additional advantage of the research instrument was that questions for each of these respondents were framed the same way hence allowing uniformity for all the respondents. Again, it was cheap, sincere answers were sought, respondents were not under pressure to answer, it covered a large number of issues and respondents’ confidentiality was guaranteed.
3.8. Piloting of the Instruments

3.8.1. Validity

For assurance of validity, the researcher pre-tested the instrument in 3 pre-schools. The schools were selected using simple random techniques. The analysis of data collected from the pilot study prompted revision and modification of instruments, which involved reframing some items and dividing into sub-sections as well as rewording to elicit the desired responses. The supervisors enhanced validity by reading through the research instruments and making recommendations.

3.8.2. Reliability

Research instruments were subjected to a test-retest method. It assumed that the responses to the two tests would be similar since the latter reflected the same things for the respondents. The following steps were followed.

1. The developed questionnaires were given to a few identified subjects for the study.

2. The completed questionnaires were analyzed manually.

3. The same questionnaires were administered to the same group of subjects after a period of two weeks.

4. Responses from the completed questionnaires were analyzed manually.

5. Comparisons were made.

A Pearson’s Product Moment Formula for the test-retest was employed to compute the correlation coefficient so as to establish the extent of consistency of the contents of the questions. A correlation coefficient of 0.8 was obtained and regarded as sufficient enough to rate the instruments reliable for the study.
3.9. Data Collection Procedure

Conducting research is a very dear exercise in terms of money, time, human resources and energy (Orodho, 2005). Consequently, as far as pre-fieldwork logistics were concerned, the researcher ensured that the questionnaires were neat, adequate, easy to use, code and analyze. Before embarking on the fieldwork, the researcher obtained the relevant authorization as indicated in appendix D, E and F.

Fieldwork logistics involved the researcher making reconnaissance visits to familiarize himself thoroughly with the geographical area of the research. He created a rapport with the respondents by being friendly and reading their moods. Post fieldwork logistics entailed editing the instruments to eliminate any glaring errors or incomplete items and then numbering for coding and analysis.

As for the ethical principles, the researcher persuaded the participants to cooperate for successful results. Given that the researcher was working with pre-school teachers as subjects, an understanding and cooperation from education administrators was mandatory hence the researcher got their informed consent first, following the appropriate chain of command as shown below.

![Diagram of Chain of Command](image)

*Source: Orodho (2005, PP 202).*

*Figure 3.1: A simple Chain of Command*
Two main factors were involved. First, the consent of the subjects as to what would be disclosed to the researcher and second, the assurance of the confidential use of the research data collected (Orodho, 2005). A thank you note was sent to the respondents thereafter.

3.10. Data Analysis Plan

Orodho (2005) notes that data analysis entails systematic searching and arranging interview transcript, field notes, data and other materials obtained from the field with a view to increasing comprehension of them and enabling you to present them to others. It involves working with data variables, organizing them, breaking them into manageable units, synthesizing them and searching for patterns.

After data was collected, the researcher edited the instruments by checking for the completeness of answers, the accuracy and uniformity in the interpretation of the questions and multiple choice answers.

As the first step in transforming data, the researcher developed a code book. This is an outline that explains what each research question is, what each value associated with each question is and what numerical values are to represent each question and each of the values assigned to it. The data was then coded for efficient, accurate statistical analysis. Each subject in the research sample was given a unique number as part of identification code.
As for the open ended questions, the researcher checked the responses to each question from the large sample and noted down the typical responses. Then they were categorized in terms of emerging themes. Computer programmers then made entries and did the initial analysis. Since the study generated both qualitative and quantitative data, descriptive statistics as well as some inferential statistics in the Statistical Package for Social Science (SPSS) was used to analyze the data collected.

Findings were presented in frequency distributions and percentages. Part one, two and three of the questionnaire had data qualitatively analyzed using frequency distributions and percentages. Tables and percentages were used to draw comparisons across pre-school teachers in the different school categories. These statistics were also used to identify the important relationships in the working conditions among the pre-school teachers in various schools. The relationships in the identified independent variables were tested and analyzed on the dependent variable using inferential statistics. The data in part four of the questionnaire was quantitatively analyzed using inferential statistics.

According to Singleton, Straits and Straights (1993), inferential statistics provide an opportunity for coming up with conclusions about the characteristics of parameters. Consequently, in this study, inferential statistics were used to predict and draw conclusions on the major variables in the pre-school teachers working conditions. Indeed, inferential statistics were used to test differences in the level of
motivation and conditions among pre-school teachers working under the different categories.

Relationships between the independent variable (motivators/satisfiers-professional growth opportunities-and hygiene factors-remuneration (salary) and job security) and the dependent variable (motivation of pre-school teachers) were tested. The null hypotheses below were tested at 0.05 level of significance chi-square ($\chi^2$) test.

1. There was no significant difference in the working conditions of pre-school teachers employed by different bodies.

2. There was no significant difference in the level of motivation of the pre-school teachers working under the different categories of school management.

3. There was no positive relationship between professional growth opportunities and motivation of pre-school teachers.

4. There was no relationship between remuneration (salary) and job security and motivation of pre-school teachers.

Chi-square ($\chi^2$) was used to test the relationship.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1. Introduction

The purpose of the study was to investigate the working conditions of pre-school teachers in Kegonga Division, Kuria East District and how the prevailing working conditions related to their motivation. This chapter therefore presented the finding of the study as per the objectives. The objectives of the study were:-

1. To identify the working conditions of pre-school teachers in Kegonga Division.
2. To find out whether the working conditions of pre-school teachers varied with the employing body.
3. To determine whether professional growth opportunities were related to the motivation of pre-school teachers.
4. To determine whether remuneration (salary) and job security were related to the motivation of pre-school teachers.

Kegonga Division had a total of 38 pre-schools with 76 teachers manning them. Sixty pre-school teachers were in public schools while 16 were in private ones. The study targeted this population. A sample of 16 public pre-school teachers and 4 private pre-school teachers was drawn and were served with the questionnaires. All the teachers completed and returned the questionnaires giving a 100% return rate. The twenty questionnaires were then analyzed.
4.2. Profiles of the Respondents

Firstly, there was the gender of the respondents. Here, the respondents in this study cut across the two genders. Table 4.1 shows the distribution of the respondents by gender.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.1 above, teaching in pre-schools attracted both male and female teachers. This provided the learners with role models from the two gender streams. However the male teachers were slightly more than the female teachers. This was an interesting observation. According to the MOEST Annual Statistics for (2003), the number of pre-school teachers totaled 59,532 – 56,018 of which were female and 3,514 were trained male. This could be an indication of great interest in pre-school teaching the males had developed over the few years. Again, given that many girls in Kegonga Division got married early thanks to FGM, they tended to concentrate more on home making than being early childhood educators.
Secondly, there was the respondents’ age. They were of different age categories as shown in Table 4.2

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-24</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>25-29</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>30-34</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>25-39</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Above 50</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to Table 4.2, eighty five percent of the pre-school teachers were less than 35 years old. This category of teachers comprised the group that could be described as youthful, energetic and naturally ambitious. According to Papa (2008) work to this group was as natural as play. The management therefore needed to communicate openly with the staff, develop a climate of trust and create an environment where the staff could develop and utilize their abilities to the maximum. Jesus and Conboy (2001) argued that teacher motivation was important for the satisfaction and fulfilment of teachers themselves.
Figure 4.1 further shows the age distribution.

Figure 4.1: Respondents’ Age

Given that majority were in the 25-34 years category, they had many productive years ahead. Easley (2008) observed that for virtually any organization, the conditions in which employees worked drove their satisfaction and productivity. Yet many schools struggled to address critical working conditions such as inundating them with non-essential duties and providing them with little input into the design and organization of schools, offering little opportunity for advancement and professional growth hence high teacher turn over and difficult in retaining quality teachers.

The third aspect was to do with academic qualifications. The respondents were asked to indicate their highest academic qualifications. Their responses were captured in Table 4.3.
According to table 4.3, majority (90%) of the pre-school teachers had ‘0’ level education. They had therefore met the basic qualification for teaching in pre-schools after undergoing the relevant training. NACECE (2004) stipulated the crucial roles of the pre-school teachers which included stimulating the activities of children with a view to arousing curiosity, interest and enhancing their discovery. It also observed that such a teacher had to have a good educational background backed up by updating oneself on current trends and practices in a pre-school education. Rousseau (1980) also noted that the early education teacher had to be especially educated in handling young children.
Professional qualifications of the respondents were the fourth aspect. Here, the respondents had varied professional qualifications as shown in table 4.4.

Table 4.4: Professional Qualifications of the Respondents

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>P1</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to Table 4.4, 45% of the respondents had certificates in ECDE which was qualification enough for them to teach in the pre-schools. Thirty percent had diplomas in ECDE while 20% were P1 holders. According to the MOEST Annual Statistics (2003), the number of pre-school trained teachers stood at 19,408 while 23,523 were untrained. A majority of them were not recognized as professional educators. UNICEF (2000) in its report on Early Childhood Development Baseline Survey conducted in May-June 2000 in Kwale, Migori and Kisumu Districts and Municipality concluded that a majority of the pre-school teachers were untrained, representing 73.3% in Migori and 60.5% in Kisumu rural. It was recommended that special attention be focused on the recruitment of ECD teachers from the local community who had little likelihood of transfer. However, this study found out that in Kegonga Division, Kuria East only 5% of the teachers had not been trained as
ECD teachers. Figure 4.2 further shows the professional qualifications of the respondents.

![Bar chart showing frequency of different professional qualifications]

**Figure 4.2: Professional Qualifications**

Rousseau (1980) pointed out that the early education teacher had to be especially educated in handling young children. This was because the teacher was expected to play the role of a guardian. Professional qualifications enabled the teacher to have a deep understanding of children, their characteristics, behaviour, needs and abilities and then assist them accordingly. It is instructive here that a professionally qualified teacher exercises creativity by developing relevant materials from the local environment and using them to communicate content effectively and efficiently.

The fifth aspect was to do with teaching experience. The respondents had varied teaching experiences. Table 4.5 shows their experiences in terms of the number of years they had taught.
Table 4.5: Teaching Experience of the Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>2-5 yrs</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>6-9 yrs</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>14-17 yrs</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to table 4.5, majority (55%) of the teachers had a teaching experience of 2-5 years. Twenty five percent had taught for 6-9 years. This showed that the teachers had the relevant experience and they were able to handle their teaching assignments. However, given that a study by Sanchard (1973) revealed that 29 students out of 200 confessed that teachers who aspired for professional and economic power regarded the teaching profession as a stepping stone to other plum opportunities, there was every need to retain them and tap their maximum potential. This could be done through adequate motivation.
Figure 4.3 further shows teaching experience of the respondents

![Pie chart showing teaching experience of respondents]

**Figure 4.3: Teaching Experience of the Respondents**

The sixth aspect touched on the training mode. Respondents were asked to indicate the training mode they had gone through for their training. The pre-school teachers had a number of training modes they could choose from. Table 4.6 shows the responses given by the respondents.

**Table 4.6: Training Mode**

<table>
<thead>
<tr>
<th>Training mode</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Part time</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td>Distance learning</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
On the mode of training, most (50%) of the teachers acquired their training through the part time mode. This gave them the opportunity to continue attending to the learners as they continued with their studies. The mode could also have been cheaper and convenient. Adams and Kabiru (1995) noted that minimum pay was among the prominent factors that demotivated pre-school teachers. Given that most of them earned between Kshs 2000 and Kshs 4000, this mode was therefore justified.

The type of training comprised the seventh aspect.

Table 4.7: Type of Training

<table>
<thead>
<tr>
<th>Training body</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DICECE</td>
<td>11</td>
<td>55.5</td>
</tr>
<tr>
<td>Montessori</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Kenya Headmistress Association (KHA)</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Trained as a Sunday school teacher</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Here, eleven (55 %) of the teachers trained at DICECE while 2(10%) went through Montessori. Other types of training attracted very few pre-school teachers. On duration of training, most (75%) had been trained for two years which was the recommended training duration for pre-school teachers. UNICEF (2000) on its
report on Early Childhood Development Baseline Survey conducted in 2000 in Kwale, Migori and Kisumu District and municipality concluded that a majority of the pre-school teachers were untrained. This research therefore contradicted the finding.

The eighth aspect was on sponsor of pre-school. Pre-schools in Kegonga Division were either private or public sponsored.

![Figure 4.4: Sponsor of Pre-school](image)

According to figure 4.4, most (80%) of the pre-schools were public sponsored while 20% were privately sponsored. Existence of the two categories of schools gave teachers an opportunity to choose between public and privately owned schools to work in. Okumbe (1999) noted that there was need for education managers to provide an enabling environment for teachers to use their talents for the benefit of the institution. Taylor (1911) set out a number of principles to guide
management which included the development of a true science for each worker, the scientific selection, training and development of workers, corporation with workers to ensure work was carried out in the prescribed way and the division of work and responsibility between the management and workers were well defined. Mayo (1933) observed that there was an unwritten understanding between the workers and the employer regarding what was expected from them. He called it psychological contract. To him, managers could increase the workers motivation by showing interest in them. Macgregor (2002) postulated two types of managers – Theory X and theory Y managers. The former relied on threats and oppression. The latter assumed that the employees were ambitious, self-motivated and self-controlled hence managers trusted subordinates and simply dovetailed the human wish for self-development into the organization’s need for maximum productive efficiency.

Terms of employment constituted the ninth aspect. There were three different terms under which pre-school teachers were serving. Table 4.8 shows the terms under which those in both public and private pre-schools were serving.
Table 4.8: Cross Tabulation for Terms of Employment versus Sponsor of Pre-school.

<table>
<thead>
<tr>
<th>Sponsor of pre-school</th>
<th>Terms of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Temporary</td>
</tr>
<tr>
<td>Public</td>
<td>7</td>
</tr>
<tr>
<td>Private</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

According to table 4.8, all the teachers in the private pre-schools were working on temporary basis. However, eleven (55%) of the pre-school teachers from both categories were employed on temporary basis while eight (40%) were on contract. This could have been discouraging to all of them since they were uncertain about their job security. This uncertainty and insecurity led to demotivation. Yankolovich (1979) argued that 22% of workers were motivated by security and guidance. Karugu (1980) disclosed that job status and security ranked top among hygiene factors of motivation. Mayo (1933) through the Hawthorne experiments concluded that the communication between the workers and the management influenced workers’ morale and productivity. Workers were thus motivated through good working relationship with the management, the management showing interest in them, recognition, security and a sense of belonging.

The tenth aspect was on possession of letters of appointment. Respondents were asked to indicate whether they had been issued with letters of appointment or not. Their responses were as shown in table 4.9.
Table 4.9: Sponsor of pre-school versus Possession of Letter of Appointment

<table>
<thead>
<tr>
<th>Sponsor of pre-school</th>
<th>Possession of Letter of Appointment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Public</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Private</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

Though all the teachers working in the private pre-schools did not have the appointment letters, fifteen (75%) from both categories indicated that they did not have them. An appointment letter could serve to show the terms of employment should a dispute arise between the employer and the employee on the same. Lack of it was an obvious indicator of job insecurity. Strage (1993) and Fraser (1989) noted that some of the factors of motivation revealed in other studies included career advancement, level of remuneration and job security.

The eleventh aspect was on duration of stay in the current school. Here, the respondents gave varied responses as recorded in table 4.10.

Table 4.10: Sponsor of Pre-school versus Duration of Stay in Current School

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Duration of stay in current school in years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 1 yr</td>
<td>2-4</td>
</tr>
<tr>
<td>Public</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Private/Commercial</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>
According to table 4.10, most (60%) of the teachers had been in their current schools for 2-4 years. A few teachers in public pre-schools had been in the current schools for 5-7 years. The short duration of stay in the current station showed high turnover of teachers. Longer stay in school could be interpreted to mean satisfaction in the school although it could also be due to lack of alternative ventures. Yankolovich (1979) noted that while businesses often focused on employee satisfaction, many schools often struggled to address critical working conditions – isolating teachers in classrooms with closed doors, denying them basic materials to do their jobs, inundating them with non-essential duties, providing them with little input into the design and organization of schools and offering little opportunity for advancement and professional growth. Such conditions were closely related to high teacher turnover and difficulties in recruiting and retaining teachers.

The twelfth aspect touched on gross monthly salary. The gross monthly salary was cross tabulated with the sponsorship of the pre-schools and the results recorded as in table 4.11.
<table>
<thead>
<tr>
<th>Gross monthly salary</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>public</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1000</td>
<td>2</td>
</tr>
<tr>
<td>1500</td>
<td>1</td>
</tr>
<tr>
<td>1800</td>
<td>0</td>
</tr>
<tr>
<td>2000</td>
<td>3</td>
</tr>
<tr>
<td>2500</td>
<td>3</td>
</tr>
<tr>
<td>3000</td>
<td>1</td>
</tr>
<tr>
<td>4000</td>
<td>0</td>
</tr>
<tr>
<td>4200</td>
<td>1</td>
</tr>
<tr>
<td>4500</td>
<td>1</td>
</tr>
<tr>
<td>5000</td>
<td>2</td>
</tr>
<tr>
<td>5500</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

According to Table 4.11, teachers from public pre-schools were given slightly higher remunerations than their counterparts in the private pre-schools. However, in general, the salaries were low. On salary increments, 75% of the teachers reported that they had not been given any salary increment in the course of stay in their current schools. Failure by the school managements to regularly increase the teachers’ salaries could have demotivated the pre-school teachers. According to
Olando (2003) most pre-school teachers earned between Kshs 2000 and Kshs 4000. They were demoralized and felt inferior to their primary and secondary school colleagues because they were not included in the TSC payroll. The government was yet to implement the National Early Childhood Development Policy Framework. In it, the government pledged to revamp the sector and employ ECE teachers. As for then therefore, trained pre-school teachers had to look for employment on their own. They were employed by local authorities, private school owners, or companies and many, by communities.

Despite being a very demanding job, teaching was hardly remunerated accordingly. In the previous two decades, there had been an exodus from the profession to other lucrative jobs. Olando (2003) asserted that this had denied the teaching sector enthusiastic and qualified people hence impacting on the quality of teaching. According to Strage (1993) and Fraser (1989), some of the factors of motivation revealed in other studies included career advancement, level of remuneration, job security, opportunities for upgrading of skills, a conducive working environment and proper and relevant tools of work. However, Mayo (1933), through his study on how payment incentives affected productivity concluded that despite workers being paid according to individual productivity, productivity actually decreased because the men feared that their productivity had been boosted to justify firing later on and that the company would lower the base rate. To him therefore, remuneration (salary) did not motivate.
The in-service training attended was the thirteenth aspect. The in-service training attended was cross tabulated with the sponsorship of the pre-schools and the results recorded as in table 4.12

### Table 4.12: Sponsor of Pre-school versus any in-service Training Attended

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Yes</th>
<th>No</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Private</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>9</strong></td>
<td><strong>1</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

On in-service training, it was reported that 50% of the teachers had had some in-service training. On further probing into why in some cases there were no in-service trainings, lack of funds was reported by 65% of teachers as the cause. In-service training was crucial in the motivation of teachers as they became conversant with the current issues in education and new approaches to different challenges that they could be facing. It also opened doors to advancement. According to Vroom (1964), for an individual to get motivated to work, there should be expectation that at the end of the assignment, his or her goal would be achieved. The goal in this case was professional growth.

The fourteenth aspect was on reasons for moving from the previous school. Here the respondents were asked to indicate whether they had worked in other pre-
schools. Irrespective of category, majority (90%) indicated that they had. Further probing required them to give reasons why they moved from their previous schools. The results were as presented in table 4.13.

Table 4.13: Reasons for Moving from the Previous Schools

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor payment of salary</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Migrated to another area</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Poor working conditions</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Collapse of the previous school</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>To help the community</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Distance from home to school was long</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Misunderstanding with the head teacher</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>No response</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Remuneration (salary) that was not commensurate with work done was stated by 25% of the teachers as the main reason for moving from their previous schools. To retain teachers, what was important was the overall perception of the school being a good place to work and learn, presence of an atmosphere of trust as well as the ability of leadership to shield teachers from disruptions (Yankolovich, 1979). Taylor (1911) argued that workers would be motivated by obtaining the highest possible wages through working in the most efficient and productive way.
However, the Hawthorne studies demonstrated that employees being members of a social group were not motivated strictly by payment incentives but by psychological condition (Mayo, 1933). The management therefore needed to recognize employees’ contribution and provide them with a sense of dignity.

Teacher promotion comprised the fifteenth aspect. Respondents were asked to indicate whether they had had any promotion in the course of their teaching. Their responses were as recorded in table 4.14.

Table 4.14: Teachers’ Promotion

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>70.0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to Table 4.16, 70% of the pre-school teachers had not had any promotion while 25% had had it. This could have been one of the demotivating factors among the teachers. According to the expectancy theory, Vroom (1964) argued that for an individual to get motivated to work there should be the expectation that at the end of the assignment, his or her goal would be achieved. If teachers did not look forward to getting promoted, their commitment to duty and motivation would nose-dive. Karugu (1980) disclosed that workers in Kenya
ranked the motivating job factors as recognition, advancement, work itself, responsibility and achievement.

The last aspect centred on recommendations on how to improve working conditions. The recommendations were cross tabulated with the sponsor of pre-school and the results recorded in table 4.15

**Table 4.15: Suggestions on How to Improve Working Conditions**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government to employ pre-school teachers</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Better salary</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Pre-schools to be detached from primary schools</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>4</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

According to table 4.15, majority of pre-school teachers (60%) recommended that the government should take up the employment of teachers in pre-schools. A few teachers in the public pre-schools recommended that pre-school teachers should be given better salaries than it was the case then. One teacher gave no response probably for lack of ideas. These suggestions were in line with Republic of Kenya (2006) in its Early Childhood Development Service Standard Guidelines for Kenya which gave sketchy working conditions of pre-school teachers. Referring to them
as ECD service providers, the standards set included the fact that the government would undertake to remunerate at least two teachers in every public ECDE centre, develop and regularly review a scheme of service for them and through the relevant ministry, coordinate the training of the ECD personnel. In his study Karugu (1980) observed that workers in Kenya ranked both motivation and hygiene as aspects they yearned for in their duties. In descending order they ranked motivating job factors as recognition, advancement, work itself, responsibility and achievement. The hygiene factors were ranked as follows: job status, job security, education policy and administration, good and adequate pay fair and competent supervision, friendly social peer relations and friendly supervisor. Easley (2008) noted that North Carolina became the first state in the nation to study working conditions by surveying those whose opinions mattered most on these issues-teachers themselves. Findings from the 2008 teacher working conditions indicated that what was important for student achievement included supportive school leadership, sufficient facilities and resources, time for teachers to plan and collaborate, an atmosphere of trust and mutual respect as well as strong school improvement teams. To retain teachers, what was important was overall perception of the school being a good place to work and learn, presence of an atmosphere of trust as well as the ability of leadership to shield teachers from disruptions. Estive (1992) captured it succinctly by stating that what was required was a comprehensive vision of what was actually taking place in the practice of teaching. The consequences for failing to develop an adequate framework were severe. Mayo (1933) through his
Hawthorne studies concluded that workers were motivated by showing interest in them, recognition, security and a sense of belonging.

4.3. Hypothesis Testing

The following hypotheses that guided the study were tested.

4.3.1. Hypothesis No 1: $H_0(1)$:

There was no significant difference in the working conditions of pre-school teachers employed by different bodies.

Cross tabulation was carried out for working conditions versus the sponsor of the pre-schools. Chi-Square Tests were then done. The results were as recorded in table 4.16 below.

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>8.021(a)</td>
<td>9</td>
<td>0.532</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>8.926</td>
<td>9</td>
<td>0.444</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.000</td>
<td>1</td>
<td>0.991</td>
</tr>
<tr>
<td>No. of Valid Cases</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chi-Square was calculated at 8.021. This chi –value was greater than the p – value of 0.05 at 95% confidence interval. The hypothesis that there was no significant difference in the working conditions of pre-school teachers working under the
different categories of school management was therefore accepted. It was then concluded that the data contained enough evidence to confirm that working conditions in pre-schools were independent of the sponsorship. This finding differed significantly with Makoti (2005) who studied terms and conditions of service and their relationship to motivation of pre-school teachers in Kwale District and concluded that there was a significant difference in the level of motivation as well as terms and conditions of service of pre-school teachers working under different sponsors. This is however, in agreement with Easley (2008) who observed that whereas businesses often focus on employee satisfaction, most schools struggle to address critical working conditions such as offering little opportunity for advancement and professional growth hence teacher turnover and difficulties in recruiting and retaining quality teachers. Republic of Kenya (2006) in its Early Childhood Development Service Standard Guidelines for Kenya promises some working conditions. They include remunerating at least two teachers in every public ECDE centre. The pledge had yet to be fulfilled. Given that the pre-school teacher is expected to play the role of a guardian (Rousseau, 1980) and stimulating the learning process (NACECE, 2004), it is incumbent upon the different employing bodies to come up with lucrative working conditions to motivate them.

4.3.2. Hypothesis No 2: $H_0^{(2)}$:

*There was no significant difference in the level of motivation of the pre-school teachers working under the different categories of school management.*
Cross tabulation was carried out for working conditions versus the sponsor of the pre-schools and results recorded in Table 4.17(a)

### Table 4.17 (a): Cross Tabulation for Sponsor of Pre-school versus Motivation Of Pre-school Teachers

<table>
<thead>
<tr>
<th>Level of Motivation</th>
<th>Demotivated</th>
<th>Neutral</th>
<th>Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sponsor</strong></td>
<td>Count</td>
<td>Col%</td>
<td>Row%</td>
</tr>
<tr>
<td>Row%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>6</td>
<td>66.7</td>
<td>40.0</td>
</tr>
<tr>
<td>Private</td>
<td>3</td>
<td>33.3</td>
<td>75.0</td>
</tr>
</tbody>
</table>

According to Table 4.17 (a), three quarters of the pre-school teachers in private schools were demotivated while one (25%) was neutral. Fifty three percent of the teachers in public pre-schools indicated neutral while 40% indicated that they were demotivated. One respondent was non committal on the area of motivation. This was an indication that different people were motivated in different ways. This concurred with Yankolovich (1979) who argued that 15% of the workers were motivated by pleasure, 22% by security and guidance, 17% by responsibly and challenging tasks and 27% of the workers with low income and scarce education were the least motivated.
Table 4.17 (b): Cross Tabulation for Motivation versus Sponsor of Pre-school

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Public</th>
<th>private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demotivated</strong></td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected count</td>
<td>7.1</td>
<td>1.9</td>
<td>9.0</td>
</tr>
<tr>
<td>% within motivation v/s</td>
<td>66.7</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td>% within sponsor of pre-school</td>
<td>40.0</td>
<td>75.0</td>
<td>47.4</td>
</tr>
<tr>
<td>% of total</td>
<td>31.6</td>
<td>15.8</td>
<td>47.4</td>
</tr>
<tr>
<td><strong>Neutral</strong></td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected count</td>
<td>7.1</td>
<td>1.9</td>
<td>9.0</td>
</tr>
<tr>
<td>% within motivation v/s</td>
<td>88.9</td>
<td>11.1</td>
<td>100.0</td>
</tr>
<tr>
<td>% within sponsor of pre-school</td>
<td>53.3</td>
<td>25.0</td>
<td>47.4</td>
</tr>
<tr>
<td>% of total</td>
<td>42.1</td>
<td>5.3</td>
<td>47.4</td>
</tr>
<tr>
<td><strong>Motivated</strong></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected count</td>
<td>.8</td>
<td>.2</td>
<td>1.0</td>
</tr>
<tr>
<td>% within motivation v/s</td>
<td>100.0</td>
<td>.0</td>
<td>100.0</td>
</tr>
<tr>
<td>% within sponsor of pre-school</td>
<td>6.7</td>
<td>.0</td>
<td>5.3</td>
</tr>
<tr>
<td>% of total</td>
<td>5.3</td>
<td>.0</td>
<td>5.3</td>
</tr>
</tbody>
</table>
According to table 4.17 (b), majority (95%) of the teachers responded to the questionnaire items that addressed the motivation of pre-school teachers. A teacher in a public pre-school indicated that he was motivated in his work. However a majority of the teachers from both public and private pre-school indicated that they were demotivated or the motivation was neutral. It was instructive here that Indire and Handon (1971) had the argument that aspects that included teachers’ attrition and teacher morale affected the quality of Kenyan education. Consequently, they recommended amelioration of teachers’ remuneration, improvement of condition of service, provision of opportunities for advancement and retention of quality teachers as major remedies to check erosion of quality of service. Even then, Mayo (1933) noted that workers were motivated by recognition, security and a sense of belonging.

Table 4.17 (c): Chi-Square Tests for Motivation versus Sponsor of Pre-school

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi. Square</td>
<td>1.619(a)</td>
<td>2</td>
<td>.445</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chi-Square was calculated at 1.619. This chi -value was greater than the p – value of 0.05 at 95% confidence interval. The hypothesis that there was no significant difference in the level of motivation of the pre-school teachers working under the different categories of school management was therefore accepted. It was then concluded that the data contained enough evidence to confirm that pre-school
teachers’ motivation was independent of the sponsorship. Again this was contrary to the findings by Makoti (2005) to the effect that there was a significant difference in the level of motivation as well as terms and conditions of service of pre-school teachers under different sponsors. Okumbe (1990) noted that there was need for education managers to provide an enabling environment for teachers to use their talents for the good of the institution. Though McGregor (2002) argues that different employing bodies follow either Theory X or Theory Y, Papa (2008) advises that managers should communicate openly with subordinates minimizing the differences between them.

4.3.3. Hypothesis No 3: H₀ (3):

There was no positive relationship between professional growth opportunities and motivation of pre-school teachers.

Pre-school teachers’ motivation was cross tabulated with professional growth opportunities and then the chi-square tests were performed. The results were as recorded in table 4.18.
Chi-Square was calculated at 8.617. This chi -value was greater than the p- value of 0.05 at 95% confidence interval. The hypothesis that there was no positive relationship between professional growth opportunities and motivation of pre-school teachers was therefore accepted. It was then concluded that the data contained enough evidence to support the proposition that pre-school teachers’ motivation was independent of the professional growth opportunities. The findings in this study contradicted the ones noted by Karugu (1980) who found out that motivating job factors for Kenyan elites included recognition, advancement (professional growth), work itself, responsibility and achievement. Abwao (1981) established that indeed, affiliation was the main source of motivation. However, Ochieng (2003) established that teachers in public secondary schools were motivated by work itself, appreciation of work done, job security appraising of teaching abilities, clear task definition, promotion and professional growth. Though not clearly in that order, his study also contradicts the findings here.
4.3.4. **Hypothesis No 4:**

\[ H_0^{(4)}: \]

*There was no relationship between remuneration (salary) and Job security and motivation of pre-school teachers.*

The hypothesis was split into two sub areas to enable individual presentation of each sub area in the main hypothesis. The findings were presented under the following sub areas.

\[ H_0^{(4:1)} \]

*There was no positive relationship between remuneration (salary) and motivation of pre-school teachers.*

Motivation and gross monthly salary were cross tabulated and then the Chi-Square for the two variables calculated to establish whether there was a relationship between remuneration (salary) and motivation of pre-school teachers.

**Table 4.19: Chi-Square Tests for Remuneration (salary) versus Motivation of Pre-School Teachers.**

<table>
<thead>
<tr>
<th></th>
<th>Value (a)</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>22.5</td>
<td>20</td>
<td>.313</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>23.424</td>
<td>20</td>
<td>.268</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>4.301</td>
<td>1</td>
<td>.038</td>
</tr>
<tr>
<td>No. of Valid Cases</td>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to Table 4.19, Chi-Square was calculated at 22.5. This chi -value was greater than the p – value of 0.05 at 95% confidence interval. This showed that the data contained enough evidence to support the proposition that pre-school teachers’ motivation was independent of remuneration (salary). Thus the hypothesis; there was no positive relationship between remuneration (salary) and motivation of pre-school teachers was accepted and concluded that the data contained enough evidence to support the hypothesis. This was in line with the argument of Sergiovanni (1995). He observed that in compensation, one was accorded fair salary, benefits, social acceptance, courteous and thoughtful treatment as well as reasonable supervision. However, given that these aspects were regarded as part of fair pay, they tended not to motivate a person to go beyond. Karugu (1980) also agrees that workers in Kenya do not consider intrinsic factors such as salaries as their prime source of motivation. Mayo (1933) through his study to find out how payment incentives affected productivity concluded that though the workers were paid according to individual productivity, productivity actually decreased. The results showed that workers were more responsive to social force of the peer group than to the remuneration (salary) of the management. The findings here also disagree with Vroom (1964) who advances the theory that the strength of a person’s motivation depended on the belief that the performance could result into a reward that would satisfy his or her individual goals. In hailing this theory and emphasizing that performance for rewards led to job satisfaction, Porter (1974) and okumbe (1999) also contradicted these findings. Indire and Handon (1971)
recommended amelioration of teachers’ salary to boost teacher morale. From the finding in this study the teachers may not be motivated just by that act.

\( H_{0}(4:2) \)

*There was no relationship between Job security and motivation of pre-school teachers.*

Pre-school teachers’ motivation was cross tabulated with job security and then the chi-square tests were performed. The results were as recorded in table 4.20.

**Table 4.20: Chi-Square Tests for Motivation versus Job Security**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-Sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>9.575(a)</td>
<td>6</td>
<td>.144</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>11.458</td>
<td>6</td>
<td>.075</td>
</tr>
<tr>
<td>Linear-by Linear Association</td>
<td>5.237</td>
<td>1</td>
<td>.022</td>
</tr>
<tr>
<td>No. of Valid Cases</td>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chi-Square was calculated at 9.575. This chi-value was greater than the p-value of 0.05 at 95% confidence interval. The hypothesis that there was no relationship between Job security and motivation of pre-school teachers was therefore accepted.

It was then concluded that the data contained enough evidence to support the proposition that pre-school teachers’ motivation was independent of Job security. This finding was consistent with Makoti (2005) whose sample size of 140 pre-school teachers found out that salary, job security, career advancement and skills
upgrading did not have any significant relationship with motivation of pre-school teachers in Kwale District, Kenya. However, both conclusions contradicted the Hawthorne studies (Mayo, 1933) which revealed that workers were motivated by recognition, security and a sense of belonging. The findings of Ochieng (2003) to the effect that job security ranks among the seven motivators as well as Yankolovich (1979) who argued that 22% of workers were motivated by security also disagree with the findings here.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

The purpose of the study was to investigate the working conditions of pre-school teachers in Kegonga Division, Kuria East District and how the prevailing working conditions related to their motivation. Using the descriptive survey design, the researcher came up with the findings as summarized in the subsequent paragraphs. Implications of the findings as well as recommendations were also presented.

5.2. Summary of Findings

The researcher noted that teaching in pre-schools attracted a higher figure of male teachers than that of female teachers. This could be an indication of the great interest the males have developed in pre-school teaching. Again, the males are more available for the duty as pre-school educators than females who tend to regard the business of home making as more rewarding and culturally acceptable than staying in institutions with pre-school children.

Majority of the pre-school teachers were less than 35 years old. This category of teachers comprised the group that could be described as youthful and thus energetic. They could also be restless if the working conditions were unfavourable. Consequently, most of the teachers had been in their current schools for 2-4 years. This turnover was high. This could have been a result of dissatisfaction with the working conditions.
Majority of the pre-school teachers had ‘0’ level education. They had therefore met the basic qualifications for teaching in pre-schools after undergoing the relevant training. Forty five percent of them had certificates in ECDE. Thirty percent had diplomas in ECDE while twenty percent were p1 holders. This was indicative of the fact that with relevant motivation, they could fulfill set school targets and contribute heavily to the child’s academic achievement.

The respondents had varied teaching experiences. Majority of the teachers had a teaching experience spanning 2-5 years. Twenty five percent had taught for 6-9 years. This showed that the teachers were relatively experienced and they were able to handle their teaching assignments effectively when properly motivated.

Respondents were asked to indicate the training mode they had gone through for their training. Pre-school teachers had a number of training modes they could choose from. However, most of them acquired their training through the part time mode of training. This gave them the opportunity to continue attending to the learners as they continued with their studies. This also made it relatively cheap to train. Olando (2003) noted that most of the pre-school teachers earned between Kshs 2000 and 4000 and so was the discovery in this research. It was also found out that majority of the teachers trained at DICECE while a few went through Montessori. Other types of training attracted very few pre-school teachers. On duration of training, most of them had been trained for two years which was the recommended training duration for pre-school teachers. With such relevant
training, the pre-school teachers could be employed by any sponsor. With appropriate motivation, they could fulfill set school targets.

Pre-schools in Kegonga Division were either private or public sponsored. Most of them were public sponsored while twenty percent were privately sponsored. Irrespective of the sponsor, three quarters of the teachers indicated that they did not have the appointment letters. An appointment letter may serve to show the terms of employment should a dispute arise between the employer and the employee. Employment of teachers on temporary basis with no appointment letters was most probably aimed at intimidating and dismissing them at a whim conveniently and efficiently. This treatment affects the duration of the teacher in school and the eventual impact on the child’s achievement in school.

There were three different terms under which pre-school teachers were serving. Majority of the pre-school teachers were employed on temporary basis while forty percent were on contract. The other one was on voluntary basis. This meant that the pre-school teachers were not sure of when their services could be terminated. This amounted to job insecurity. This is demonstrated by the high turnover in this study. A teacher who is not shielded from distractions such as job insecurity cannot be industrious enough to oversee the child’s achievement in school.

Though pre-school teachers from public pre-schools were paid slightly higher salaries than their counterparts in the private pre-schools, in general, the salaries
were low and could have dissatisfied the teachers. These payments were not commensurate with the work a pre-school teacher was expected to do. In fact, it meant most of them lived on less than a dollar a day. Salary increments were noted to have been rare with majority of the teachers reporting that they had not been given any salary increment in the course of stay in their current schools. This could have been an ingredient for dissatisfaction. Again, lack of funds due to low pay was the major cause of the absence of in-service trainings that equipped the teacher with techniques of handling current challenges in education. This, the coupled with the fact that lack of reasonable pay hinders the fulfillment of the pre-school teacher’s personal desire, affects classroom behavior.

Majority of the pre-school teachers had at least moved from other schools. Insufficient remuneration was stated by twenty five percent of the teachers as the main reason for moving from their previous schools. This movement was therefore an indicator of discontentment rather than the workers being more responsive to the social force of peer groups.

Majority of the pre-school teachers had not had any promotion while a few had had it. Performance for rewards led to job satisfaction. The performance-reward relationship should be maintained by promoting the teacher on merit. It could have been on that account that on average, fifty seven percent of them from both public and private pre-schools felt dissatisfied.
Majority of the pre-school teachers, irrespective of sponsorship, recommended that the government should take up the employment of teachers in pre-schools. This was indicative of their desire for another motivator - recognition.

As noted earlier, the hypothesis that there was no significant difference in the working conditions of the pre-school teachers employed by different bodies was accepted and concluded that data contained enough evidence to suggest that working conditions in pre-schools were independent of sponsorship. The hypothesis that there was no significant difference in the level of motivation of the pre-school teachers working under the different categories of school management was accepted and concluded that the data contained enough evidence to support the proposition that working conditions in pre-schools were independent of sponsorship. The hypothesis that there was no positive relationship between professional growth opportunities and motivation of pre-school teachers was accepted and concluded that the data contained enough evidence to support the proposition that pre-school teachers’ motivation was independent of the professional growth opportunities. The hypothesis that there was no relationship between remuneration (salary) and motivation of pre-school teachers was accepted. Thus, data collected contained enough evidence to support the supposition that pre-school teachers’ motivation was independent of the remuneration. Lastly, analysis of data collected showed that there was no relationship between Job security and motivation of pre-school teachers.
5.3. Conclusion

Going by the findings of the study, the researcher had the following in conclusion.

Firstly, pre-school teachers who did not have the appointment letters could have felt dissatisfied because their jobs were insecure and in case of a dispute between them and their employers, there would be no evidence of the terms of employment. This amounted to a distraction which affected behavior and eventually, turnover.

Secondly, the salaries of pre-school teachers were generally low and this could have dissatisfied the teachers. The respondents were for the idea that pre-school teachers be given better salaries than was hitherto the case. Absence of in-service trainings for pre-school teachers was mainly tied to this low pay and the resultant lack of funds. This training was crucial in the promotion and fulfillment of the teachers’ personal desires.

Thirdly, the suggestion that the government takes up the employment of teachers in pre-schools was overwhelming among the pre-school teachers. This may have been necessitated by their hope that by so employing them, the government would have gifted them what some workers in Kenya rank first among the motivating job factors - recognition, as well as what they considered number one among the hygiene factors - job status.

Lastly, data collected contained enough evidence to support the supposition that pre-school teachers’ motivation was independent of sponsorship, professional growth opportunities, remuneration (salary) and job security.
5.4. Implications of the Findings

In this section, implications of the study findings for sponsors as well as the government were given.

5.4.1. Implications for Sponsors

This research disclosed that working conditions in pre-schools were independent of sponsorship. This therefore implied that should the working conditions of the pre-school teachers be improved across board, their work output would also improve. A motivated teaching staff would give impressive results that would culminate in the schools attracting many pupils who would be great achievers by the time of class one entrance.

This study also revealed that three quarters of all teachers in pre-schools had no appointment letters. The sponsors needed to satisfy them by giving them job security lest they move from their stations at the slightest opportunity. Loss of experienced staff would adversely affect classroom behavior and the child’s achievement.

5.4.2. Implications for the Government

Basing on the findings of this study, majority of the pre-school teachers recommended that the government should take up the employment of pre-school teachers. This could have been motivated by the belief that they would be granted recognition (karugu, 1980), security and a sense of belonging (Mayo, 1933). Given
that the Republic of Kenya (2006) in its Early Childhood Development Service Standard Guidelines for Kenya the government pledged to remunerate the ECD service providers, it should do exactly that. The consequences for failing to develop an adequate framework were severe (Estive, 1992). Equally, the repercussions for failing to implement the framework were so devastating.

5.4.3. Implications for Research

The findings in this research indicated that working conditions in pre-schools were independent of sponsorship. Pre-school teachers’ motivation was independent of sponsorship, professional growth opportunities, remuneration (salary) and job security. It was therefore incumbent upon other researchers to delve deep into the issue of pre-school teacher motivation with a view to finding out the relationship between the pre-school teachers’ level of motivation and other motivating and hygiene factors not investigated in this study.

5.5. Recommendations

Basing on the conclusions made from the study, the researcher recommended the following.

5.5.1. Three quarters of the sampled pre-school teachers indicated that they had no appointment letter. To guarantee them job security, all pre-school teachers working in both private and public pre-schools should be issued with appointment letters.
This would satisfy them and make them concentrate on their work and avoid distractions.

5.5.2. Majority of the teachers in pre-primary school earned between Kshs 2000 and Kshs 4000. Consequently, they lived on less than a dollar a day yet they were entrusted with the development of children. The salaries of pre-school teachers should be improved and standardized to make them fulfill personal desires and avoid dissatisfaction.

5.5.3. An in-serviced teacher is an informed and creative one. Given that sixty five percent of the pre-school teachers disclosed that they had no in-service opportunities thanks to lack of funds, the government, through the Ministry of Education should compel the pre-school sponsors to avail funds for in-servicing all pre-school teachers after every two years. This may go a long way in making them fulfill set school targets through improved classroom behavior.

5.5.4. In line with majority of the recommendations of pre-school teachers in this study, and going by its pledge as enshrined in its Early Childhood Development Standard Guidelines for Kenya, the government should take up the employment of teachers in pre-schools and put in place standardized working conditions for them, for the sake of the child’s achievement.
5.5.5. Three quarters of the pre-school teachers in private institutions and forty percent in public ones indicated that they were demoralized. The others were neutral. Generally, this was indicative of other poor working conditions in the pre-schools besides those discussed here. The government through the Ministry of Education and D.E.O’s office in liaison with community leaders should improve the general working conditions in both public and private pre-schools. This could be done through disbursement of grants such as Constituency Development Funds (CDF) to the pre-school institutions and instituting strict fiscal and quality assurance measures through QASOs to ensure their efficient and effective expenditure as well as a friendly working environment for pre-school teachers.

5.6. Suggestions for Further Research

For further research, the researcher suggests the following.

5.6.1. A study should be conducted to establish the relationship between working conditions of pre-school teachers and academic performance of pre-school pupils in other divisions and districts.

5.6.2. Similar studies should be carried out in different divisions and districts in order to make comparisons and contrasts.
5.6.3. The study realised that the factors addressed by the research (the independent variables – professional growth opportunities, remuneration and job security) did not have any relationship with motivation of pre-school teachers. To improve the situation in pre-schools, it is suggested that another study should be carried out to determine the actual factors affecting the motivation of pre-school teachers.
REFERENCES


APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS OF PRE-SCHOOLS

This questionnaire seeks to gather data to be used in a study on the relationship between working conditions and motivation of pre-school teachers in Kegonga Division and recommend appropriate measures of improvement. You are kindly requested to fill in the requirements for the purpose of this study only. Please answer all the questions honestly and to the best of your ability. To guarantee confidentiality, please do not write your name or the name of your pre-school anywhere on the questionnaire. Please indicate the correct option by placing a tick (✓) against your option. Fill in the blank spaces for those questions requiring your answer.

PART ONE

1. a) Indicate your sex.

Male □
Female □

b) Show your appropriate age.

Below 20 yrs □ 30-34 yrs □ 45-49 yrs □
20-24 yrs □ 35-39 yrs □ Above 50 yrs □
25-29 yrs □ 40-44 yrs □

Above 50 yrs □

2) What is your marital status?

Single □ Married □ Widowed □
Divorced □ Separated □
d) Show your highest academic qualification.

KAPE/CPE/KCPE □ EACE/KCE/KCSE □ Any other (specify) ----


e) Indicate your highest professional qualification

Certificate □ P1 □ P2 □ S1 □ Diploma □ Degree □

Other (specify) ..............................................................

f) How many years of teaching experience do you have?

Less than a year □ 6-9 yrs □ 14-17 yrs □

2-5 yrs □ 10-13 yrs □ 18 and above □


g) Have you undergone any formal training in Pre-school education?

Yes □ No □ undergoing training □

h). If the answer to (g) above is Yes, please respond to the following questions.

i) Which type of the training did you undergo?

DICECE □ Montessori □ KHA □

Other (specify)------------------------------------------------------------------

ii) What was your mode of training?

Full time □ Part time □ Distance Learning □

iii) How long did your training take? ......................................................

iv) What problems did you encounter in your training?

a) ........................................................................................................

b) ........................................................................................................

c) ........................................................................................................

d) ........................................................................................................

e) ........................................................................................................
PART TWO

2. a) Who sponsors this pre-school?
   
   Public [ ] Private [ ]

b) On what terms do you work?
   
   Temporary [ ] Contract [ ] Permanent & Pensionable [ ]
   Permanent with gratuity [ ] Voluntary [ ]

c) Do you have a letter of appointment stipulating your terms of service?
   
   Yes [ ] No [ ]

d) Is this your first school to teach in?
   
   Yes [ ] No [ ]

e) If the answer to (d) above is NO, why did you move from your former school to this one?

   a) …………………………………………………………………………………
   b) …………………………………………………………………………………
   c) …………………………………………………………………………………

f). For how long have you been a teacher in this school?
   
   Less than one year [ ] 2-4 yrs [ ] 5-7 yrs [ ] 8-10 yrs [ ]
   11-13 yrs [ ] 14-16 yrs [ ] 17-19 yrs [ ] Above 20yrs [ ]

g). i) Kindly indicate in Ksh your gross monthly salary…………………..

   ii) Do you receive any salary increment?
   
   Yes [ ] No [ ]

   iii) If yes, what is the frequency?
   
   Monthly [ ] Yearly [ ] At the employer’s discretion [ ]

   iv) If yes, how much?………………………………………………………………
h) i) Is there any in-service course you have undergone since training?

- Yes □
- No □

ii) If yes, how many?

1 □ 2 □ 3 □ 4 □ Others □

iii) If the answer to question (hi) above is yes, what qualifications did you acquire after training?

- Certificate □
- Diploma □
- Degree □

iv) Who financed your training?

- Self □
- NGO □
- School □
- Others (specify) □

v). If your answer to h (i) is No, give reasons.

- a) Lack of interest □
- b) Lack of opportunity □
- c) Lack of funds □
- d) Other (specify) □

i) What is your designation?

- Class teacher □
- Deputy Head teacher □
- Head teacher □

j) i) Since your employment, have you ever been promoted?

- Yes □
- No □

ii) If yes, how many times?

- Once □
- Twice □
- Thrice □

Any other (Specify) □
PART THREE

3. a). Please indicate accordingly whether the following factors feature in your working conditions in your pre-school.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles, duties and responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct of the teacher/discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remuneration/salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion and upgrading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Termination of duty</td>
<td></td>
<td></td>
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<tr>
<td>Termination of employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternity Leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>House allowance</td>
<td></td>
<td></td>
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<tr>
<td>Leave allowance</td>
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<td></td>
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<tr>
<td>Medical allowance</td>
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<td></td>
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<tr>
<td>Hardship allowance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport allowance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) In your opinion, what inspires pre-school teachers to work hard?
   i) ........................................................................
   ii) ........................................................................
   iii) ........................................................................
   iv) ........................................................................
   v) ........................................................................

c). State reasons that make pre-school teachers stay in their jobs
   i) ........................................................................
   ii) ........................................................................
   iii) ........................................................................
   iv) ........................................................................
   v) ........................................................................

d) What do you think would make a Pre-School teacher resign from her duty?
   i) ........................................................................
   ii) ........................................................................
   iii) ........................................................................
   iv) ........................................................................
   v) ........................................................................

e) Kindly give your general feelings about the working conditions of pre-school teachers in Kenya.
   i) ........................................................................
   ii) ........................................................................
   iii) ........................................................................
f) Please give your recommendations on how to improve the working conditions of Pre-school teachers in Kenya.

i) .............................................................................................................

ii) .............................................................................................................

iii) .............................................................................................................

iv) .............................................................................................................

v) .............................................................................................................

PART FOUR

4. The list below contains working conditions linked to motivation of a Pre-school teacher. Basing on what inspires you to discharge your duties, Kindly rate each of them on a five-point scale.

Key

<table>
<thead>
<tr>
<th>Motivation Level</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>Extremely demotivated</td>
<td>1</td>
</tr>
<tr>
<td>Demotivated</td>
<td>2</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
</tr>
<tr>
<td>Motivated</td>
<td>4</td>
</tr>
<tr>
<td>Highly motivated</td>
<td>5</td>
</tr>
<tr>
<td>Working Conditions</td>
<td>1</td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
</tr>
<tr>
<td>1. Remuneration offered</td>
<td></td>
</tr>
<tr>
<td>2. Your remuneration compared to other school teachers</td>
<td></td>
</tr>
<tr>
<td>3. Date of payment</td>
<td></td>
</tr>
<tr>
<td>4. Professional growth opportunities</td>
<td></td>
</tr>
<tr>
<td>5. Promotion opportunities</td>
<td></td>
</tr>
<tr>
<td>6. Terms and conditions of promotion</td>
<td></td>
</tr>
<tr>
<td>7. Job security</td>
<td></td>
</tr>
<tr>
<td>8. Termination of duty procedure</td>
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</tr>
<tr>
<td>9. Proof of employment (letter)</td>
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</tr>
<tr>
<td>10. Professional advancement opportunities</td>
<td></td>
</tr>
<tr>
<td>11. In-service opportunities</td>
<td></td>
</tr>
<tr>
<td>12. Working man hours</td>
<td></td>
</tr>
<tr>
<td>13. Class size</td>
<td></td>
</tr>
<tr>
<td>14. Off days given</td>
<td></td>
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<tr>
<td>15. Retirement benefits</td>
<td></td>
</tr>
<tr>
<td>16. Allowances (house, leave, medical, transport, hardship)</td>
<td></td>
</tr>
<tr>
<td>17. Annual leave</td>
<td></td>
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<tr>
<td>18. Relationship with colleagues</td>
<td></td>
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<tr>
<td>19. Relationship with Pupils</td>
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</tr>
<tr>
<td>20. Relationship with Parents</td>
<td></td>
</tr>
<tr>
<td>21. Attitude towards the pre-school teacher</td>
<td></td>
</tr>
<tr>
<td>22. Tools of work</td>
<td></td>
</tr>
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</table>

Thank you for your co-operation.
## APPENDIX B

### RESEARCH BUDGET

<table>
<thead>
<tr>
<th>ACTIVITY/TASK</th>
<th>COST</th>
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<tbody>
<tr>
<td><strong>Secretarial Services</strong></td>
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<tr>
<td>a) Typing and printing the proposal</td>
<td>9,000</td>
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<tr>
<td>b) Photocopying questionnaires</td>
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<tr>
<td><strong>Stationery</strong></td>
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<tr>
<td>a) Writing materials</td>
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<tr>
<td><strong>Traveling Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>a) To Pre-test questionnaires</td>
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</tr>
<tr>
<td>b) To administer questionnaires</td>
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<tr>
<td>c) To collect questionnaires</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Binding Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>a) Binding the proposal</td>
<td>2,000</td>
</tr>
<tr>
<td>b) Binding final report</td>
<td>3,000</td>
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<tr>
<td><strong>Subsistence and Contingencies</strong></td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>81,000</strong></td>
</tr>
</tbody>
</table>
APPENDIX C

THE MAP OF KEGONGA DIVISION, KURIA EAST DISTRICT

Source: Kuria District Strategic Plan 2005-2010
APPENDIX D

A LETTER OF APPROVAL OF RESEARCH PROJECT PROPOSAL
APPENDIX E

RESEARCH AUTHORITY FROM KENYATTA UNIVERSITY
APPENDIX F
RESEARCH AUTHORITY FROM NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY