TEACHER MOTIVATION FACTORS INFLUENCING SCHOOL MANAGEMENT PRACTICES IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS COUNTY, KENYA

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DECLARATION

DECLARATION BY STUDENT

This dissertation is my original work and has not been presented for a degree or diploma in this or any other University or for any other award.

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APPROVAL BY SUPERVISORS

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For and on behalf of KCA University

Sign……. Date……

DEDICATION

This work is dedicated to my mum, Esther, my dad, David and my sisters ; Ruth, Ann and Dorcas and not forgetting my brothers; Moses, Onesmus, Paul, Richard, Festus and my Son Mike and all my friends who have been supportive to me throughout my education endeavor.

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ABBREVIATIONS AND ACRONYMS

OECD	Organization for Economic cooperation and development
IIEP	International Institute for Education Planning
UNICEF	United Nations Children's Fund
CEO	Chief Executive Officer
IBM	International Business Machines

ABSTRACTThe purpose of the study was to determine the influence of teacher motivation factors on school management practices in public secondary schools in Machakos county Kenya. The specific objectives were to find out how teacher motivation factors which include desire for professional growth, monetary reward, welfare of students and attainment of school goals influence school management practices in public secondary schools in Machakos County; The findings of the study may be of importance to the ministry of education as they might get to know the effect of teacher on school management practices in public secondary school in Kenya. The study targeted 212 schools, 212 principals and 986 teachers. The study was guided by Goal setting theory by Locke(1986). The study adopted a descriptive survey. The study used mixed methodology to gather information. The study employed stratified sampling technique to sample 21 schools, purposive sampling to sample 21 principals and simple sampling technique to sample 99 teachers. The study findings found out that job satisfaction affects employee motivation. From the findings of the study, it was concluded that job satisfaction, reward systems, professional development and work situational-factors affect employee motivation. The study recommends that schools should ensure that the school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources. The study finally recommends that another study be done in other districts on the effect of school leadership style on teacher motivation which was not the concern of the study

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Motivation is a complex and dynamic construct that is a function of the past, present and future and is dependent on both the whole group and the individual (Linnenbrink & Pintrich, 2002). However, in any motivational process one strategy may not work on all individuals. Moreover, Black and Deci (2000) observe that there are some elements of social contexts which may influence reaction from only a given group. In most cases, motivation waxes and wanes. According to Dörnyei (2005), this is mainly due to the fact that it is dynamic, situational and psychologically experienced. However, with no motivation, individuals may tend to experience chronic drops which over a long-term might be a reflection of teacher burn-out. In this line, some of the elements or factors that may be used to note the prevalence of teacher de-motivation may include but not limited to emotional exhaustion, depersonalization, and low personal accomplishment (Grayson & Alvarez, 2007; Skaalvik & Skaalvik, 2009).

The motivating strategies that may be employed towards the teachers may be directed at individual levels or directed at the teachers in

a given set up as a whole. Moreover, from a group point of view, the motivational efforts may be in the form of their design of the environment, direct intervention, or explicit instructional and/or interpersonal strategies (Hardre & Sullivan, 2002). An ideal result of teachers' motivating efforts is the individual's intrinsic and self-regulated motivation. Effort is intrinsic when teaching is driven from within, and it is self-regulated when the teacher plans, monitors and adapts reasons, choices and

actions systematically in order to optimize learning (Schunk & Ertmer, 2000). The effectiveness of a particular motivational strategy is reflected in the self-regulated behavior of teachers and results from their experiences, coupled with their proximal, which is their point of attraction immediately and futuristic goals (Miller & Brickman, 2004).

The effectiveness of motivational strategy may be measured based on its ability to influence teacher retention in schools. In the recent times, schools globally have been experiencing a lot of challenges in relation to retaining their teachers within school. For instance, in the US, Graziano (2005) observed that every year, U.S. schools hired more than 200,000 new teachers for that first day of class. By the time summer rolls around, at least 22,000 have quit. Even those who make it beyond the trying first year aren't likely to stay long: about 30 percent of new teachers flee the profession after just three years, and more than 45 percent leave after five. In line, Dill and Stafford (2008) indicated that about 50 percent of the new teachers leave the profession within the first five years of teaching. In Nigeria, teacher motivation is a factor for classroom effectiveness and school improvement. Teacher motivation enhances classroom effectiveness and improves schools (Ofoegbu, 2004).

Teacher motivation is a major determinant of students' performance in national examinations. In Zimbabwe, Chireshe and Shumba (2011) argued that the need for motivated teachers is reaching crisis proportions in today‘s technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various

challenges and problems posed to it. It is therefore important to investigate the factors affecting teacher motivation in order to revert the situation.

In addition, young people studying to be teachers rarely know if they will succeed as a teacher. This forces highly qualified teachers to move elsewhere looking for 'greener' pastures. Additionally, lack of feedback on how best they are working makes them not encouraged to work harder (Ochama & Okoth, 2015). Charalambous (2009) urges that certain policies are not clear to the teachers. Worse still, the differentiation that exists among teachers in secondary schools in Kenya is not only in the teachers' grades but also the subjects taught. These differences are in the terms of services for instance the Arts-based graduate teachers are not paid the same salaries as their colleagues who teach the Sciences and Languages (Leonard, 2004). Such issues have brought about high teacher attrition in the country.

Kenyan teachers have been demoralized by the Government's interventions in various challenges causing teacher de-motivation. For instance the Government, in a bid to retain the special subjects teachers; gave them three increments on their salary different from their Art based counterparts (Kasirye, 2009). In secondary schools, ranking of motivators has been done around the eight factors namely remuneration, the work itself, working conditions and environment, job security, school leadership and supervision, promotion, interpersonal relations and recognition (Pratheepkanth, 2011). It is upon this background that this study was aimed at investigating the teacher motivation factors influencing school management practices in public secondary schools in Machakos County Kenya

1.2 Statement of the Problem

Are all teachers motivated in the same way? If not do boards of management respond to the variations appropriately. In every institution of learning in any country, motivation is extremely important in order to make teachers satisfied and be committed to their work for better performance. Teachers' commitment to work helps to realize the attainment of educational goals through proper motivation. A good motivated and committed teacher dedicates all his effort on his job. That is to say, he would prepare, teach and assess students' work on time and take his responsibility as his top most priority (Aaronson, Lisa & William, 2007).

According to the report of the Machakos District Education Office (2011) the teachers' commitment in public secondary school in teaching is grossly inadequate. This is reflected in form of rampant absenteeism, late coming, failure to assess students' work in time, part-time teaching in more than two schools to top up their salary, need, and satisfaction, others even teach on Saturdays and Sundays while some at night which result into examination malpractice by students and low performances among others, have always raised a public concern.

According to Jackson (1997), minimal motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues. To avoid or overcome this, steps must be taken to ensure that the teachers are committed and satisfied with their job although there are

other causes for the above, motivation will be taken as an upper hand in increasing teachers ‘commitment to work, the motivational factors should be adequately attended to. The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of students in secondary schools in Kenya. It against this premise that the researcher sought to answer how do school management respond to various teacher motivations?

1.3 Purpose of the Study

The main purpose of the study was to investigate the influence of teacher motivation factors on school management practices in public secondary schools in Machakos County Kenya.

1.4 Objectives of the Study

The specific objectives of the study were to:

i. Find out how the desire for professional growth among teachers influences management practice in public secondary schools in Machakos, Kenya.
ii. Determine the extent to which the desire for monetary rewards among teachers contributes to management practices in public secondary schools in Machakos County.
iii. Establish the influence of student welfare on management practices in public secondary schools in Machakos County.
iv. Find out the extent to which teachers’ desire to achieve school goals contribute to management practices in public secondary schools in Machakos County.

1.5 Research Questions

The study was to answer the following research questions:

i. To what extent does the desire for professional growth among teachers influences management practice in public secondary schools in Machakos, Kenya?
ii. How does the desire for monetary rewards among teachers contribute to management practices in public secondary schools in Machakos County?
iii. What is the influence of student welfare on management practices in public secondary schools in Machakos County?
iv. How does teachers' desire to achieve school goals contribute to management practices in public secondary schools in Machakos County?

1.6 Scope of the Study

The study investigated how teacher motivation factors influence management practices in public secondary schools in Machakos County. The study was limited to Machakos County which borders Makueni County to the South, Nairobi and Kiambu Counties to the west, Embu to the North and Kitui to the East and Kajiado to the south west with similar climatic conditions. The study studied teachers of all ages, gender and sex on permanent employment terms due to institutional differences where the study could have been done in preschool, primary schools, vocational training institutions and universities in Machakos County but it was only confined to public secondary schools in Machakos County. Many factors other than teacher motivation do influence management practices but this study was confined itself to how the desire to motivate teachers influence management practices.

1.7 Significance of the Study

The study was significant to the following categories of people:

Ministry of Education: The findings of the study may be of importance to the ministry of education as they might get to know the influence of teacher motivation on school management practices in public secondary school in Kenya which may contribute to knowledge of how motivation among teachers is utilized by school management for performance improvement. By this, the Ministry may use the information to come up with the ways of motivating teachers

Teachers: The findings may also be of importance to teachers as they may get to know how different factors influencing teacher motivation. This might help them in deciding to adjust to the prevailing situations to help the school in attainment of its goals.

The school management: The study may be of importance to the management of the schools as it highlighted on the factors influencing teacher motivation. By this information, the management of the schools can come up with better ways of improving teacher motivation which may in turn be translated to improved educational outcomes in public secondary schools.

1.8 Assumptions of the Study

This study was based on the assumption that:

i. Teacher motivation influences the school management practice in public secondary schools in Machakos County.
ii. Teachers in secondary school are expressive and can make their feelings and interests explicit to the schools management.

1.9 Limitations of the Study

According to Best and Kahn (2006) limitations are conditions beyond the control of, the researcher that may place restrictions on the conclusions of the study and their application to other situations. Due to the fact that this study was done in one county that is located in a rural setting the findings from this study may not be generalizable to other geographical areas especially the urban areas where access to amenities differs and also regions that teacher motivation is not influenced by school management practices. The study was also limited to only four variables that characterize teacher motivation namely desire for professional growth, monetary reward, students' welfare and achievement of school goals leaving out other possible variables.

1.10 Delimitations of the Study

All teachers, and school heads are important in improving performance in the subject. However, it was not possible to involve all teachers, and principals in public secondary schools in the County, thus to mitigate this, the study sampled 10 percent of the population in the study area.

1.11 Operational Definition of Terms

Development Practices refer set standards of teacher in-service training for additional professional training.

Motivation refers to the act of making teachers feel that their work is recognized and valued and at the same time they get the rewards worth their input.

Promotion Practices refer act of changing any teacher from one position to a bigger one in the professional ranking.

Reward System refers to the compensation given to teachers for the services they render in terms of salary and monetary incentives, materials such as lamps, blankets, clothes, shopping vouchers and trips.

Students' welfare refers to ensuring that educational outcomes are met through students' academic achievement.

Supervision Practices refer to set laws that govern the overseeing of teachers' instructional process in schools.

Work Situations refers to the school environment in which teachers teach

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of past research studies and publications conducted regarding teacher motivation and school management practices in secondary schools. The section contains a review of professional growth, monetary reward, students' welfare and achievement of school goals as well as the theoretical and conceptual frameworks.

2.2 Theoretical Framework

This study was guided by Goal-setting theory which was first proposed by Edwin Locke in 1968 (Lunenburg, 2011). Latham (2003) described this perspective on motivation as the assumption that people's behaviour is motivated by their internal intentions, objectives or goals, in other words, by what people consciously want to achieve. Lunenburg (2011) provides a well-developed goal-setting theory of motivation. The theory emphasizes the important relationship between goals and performance. It supports predictions that the most effective performance seems to result when goals are specific and challenging, when they are used to evaluate performance and linked to feedback on results, and create commitment and acceptance. The motivational impact of goals may be affected by moderators such as ability and self-efficacy. Deadlines improve the effectiveness of goals. A learning goal orientation leads to higher performance than a performance goal orientation, and group goal-setting is as important as individual goal-setting.

According to Locke and Latham (2002) goals affect behaviour in four ways: they direct attention and action to those behaviours which a person believes and achieves

a particular goal; they mobilize effort towards reaching the goal; they increase the person's persistence, which results in more time spent on the behaviours necessary to attain the desired goal; they motivate the person's search for effective strategies for goal attainment.

Organization members perform at higher levels when asked to meet a specific high-performance goal. Asking organization members to improve, to work harder, or to do your best is not helpful, because that kind of goal does not give them a focused target (Lunenburg, 2011). Specific goals (often quantified) let organization members know what to reach for and allow them to measure their own progress. Research indicates that specific goals help bring about other desirable organizational goals, such as reducing absenteeism, tardiness, and turnover (Locke & Latham, 2002).

When teachers know that their performance will be evaluated in terms of how well they attained their goals, the impact of goals increases. For most teachers, goals are more effective when they include a deadline for completion. Deadlines serve as a time-control mechanism and increase the motivational impact of goals. Being aware that a deadline is approaching, the typical teacher will invest more effort into completing the task. In contrast, if plenty of time remains for attaining the goal, the teacher is likely to slow down his or her pace to fill the available time. However, when deadlines are too tight, particularly with complex tasks, the quality of work may suffer.

The learning goal orientation is particularly relevant in today's work environment, which requires teachers to be proactive, problem solve, be creative and open to new ideas, and adapt to new and changing situations (Luthans, 2011). Despite the benefits

of goal setting, there are a few limitations of the goal-setting process (Locke & Latham, 2002). First, combining goals with monetary rewards motivates many organization members to establish easy rather than difficult goals. In some cases, organization members have negotiated goals with their supervisor that they have already completed. Second, goal setting focuses organization members on a narrow subset of measurable performance indicators while ignoring aspects of job performance that are difficult to measure. The adage "What gets measured is what gets done" applies here. Third, setting performance goals is effective in established jobs, but it may not be effective when organization members are learning a new, complex job. This theory will be deemed appropriate for this study as teacher motivation will be realized through intrinsic and extrinsic motivational efforts administered by the school management. Management practices that include instructional supervision practices, effort appraisal, in-service seminars and workshops and also promotion recommendation enhance good working conditions of motivated teachers who are out to realize their set goals so as to achieve their motivational desires in the profession.

2.3 Empirical Review

This section presents past scholarly information based on the research objectives of the study which include the desire for professional growth, monetary reward, students' welfare and achievement of school goals.

2.3.1 Desire for professional growth and school management practices

Teacher professional development interventions are designed to increase teacher content knowledge and pedagogical content knowledge (Weiss, 2009). Teachers choose to attend professional development courses and workshops for a range of

reasons. According to Grundy and Robison (2004), professional development serves three functions that include; extension, renewal and growth which are usually initiated by systemic and personal drivers. Systemic professional development is associated with renewal whereas personal professional development may serve all three functions. Since in education there is a shortage of qualified teachers, it may help providers to plan appropriate content and knowledge building experiences to enrich and retain more teachers in the profession (Martinez, 2004).

The content of professional development courses varies from addressing content knowledge, pedagogical content, or a combination of both cases (White, Mitchelmore, Branca, & Maxon, 2004). Teachers need to receive the necessary support they require at school and collegialities in professional associations to enable them carry-out their pedagogical role effectively (Kennedy, 2005). To explore teachers' motivation, some professional development courses focus on content while others focus on pedagogy. White et al. (2004) noted that perceived relevance and teacher enthusiasm are criteria for success although these factors are clearly influenced by contextual and cultural factors such as working conditions, funding support, and accreditation. A blended model, which incorporates both content and pedagogy, is most desirable although it may not necessary answer teachers' professional development desire.

Loucks-Horsley, Love, Stiles, Mundry, and Hewson (2003) advocate that professional development should focus on knowledge of content, knowledge of students, and knowledge of instruction and assessment. However, the knowledge teachers are seeking when they choose to attend particular professional development

courses, particularly when offered outside of school time are limited and de-motivating. Professional development that is aimed at extension, renewal and growth, is usually developed privately by teachers at the teacher's own initiative. Teachers' references to improvements were motivated by new ideas from three main sources – informal (including experience, colleagues, own materials), institutional (including curriculum, textbooks), or "knowledge-vending" (including professional development and university courses) (Kennedy, 2005).

Kennedy (2005) also noted that teachers typically did not seek out professional development to solve specific problems with several enrolling in professional development for "casual" reasons including recommendation of a colleague, proximity to the school, convenient timing of the program, or for accreditation. Goldsmith and Schifter (1997), suggested that teacher development need to add accounts of individual motivational and dispositional factors. Similarly, in his more contemporary review, Tittle (2006); and Boyd et al. (2003) highlighted the critical role of teacher motivation in professional development as one of their four key recommendations: "A primary challenge for large-scale professional development projects lies in attracting teachers and sustaining their involvement so that they can receive the full dose of professional growth".

Watt and Richardson (2008) indicated that motivation for career choice could be framed by mixed factors within different socio-cultural contexts. Extrinsic motivations such as salary, job security and career status were valued as more important reasons for teaching in these countries. However, it is interesting to note that intrinsic motivation is found to play a major role in teachers' motivation for

teaching in China (Tang, 2011). The strongest intrinsic motivation factors were working with children, intellectual simulation and self-evaluation, whereas the strongest extrinsic motivations included the nature of teaching work, working conditions and life-fit. Besides, an increase over time is found in five motivating factors including self-evaluation, authority and leadership, life-fit, influence of others and career change, and the rest six factors were decline over time in which three factors, i.e. working with children, intellectual simulation and working conditions, did significantly

2.3.2 Desire for Monetary Reward and Management Practices

Teachers play a critical role in realizing the ambitious national and international education and poverty reduction goals. Yet, there is growing concern that teachers in low income countries are increasingly de-motivated, which is reflected in deteriorating teacher performance and learning outcomes (Bennell & Mukyanuzi, 2005). Moreover, the teaching profession in many developing countries has become characterized by absenteeism, high attrition rates, constant turnover, which inevitably lead to teacher shortages (VSO, 2002). Some studies assert that the commitment and motivation of teachers is one of the most important determinants of student learning outcomes (Bennell & Akyeampong, 2007; Guajardo, 2011).

Rewarding teachers is an important factor in their motivation. Most educational institutions have gained the immense progress by fully complying with their educational outcome strategy through a well balanced reward and recognition programs for teachers' wellbeing. Motivation of teachers and their productivity can be enhanced through providing them effective recognition which ultimately results in improved academic performance (Ofoegbu, 2004). The entire success of an

educational system is based on how an institution keeps its employees motivated and in what way they evaluate the performance for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in teacher motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating teachers and increasing his/her performance (Akiba, 2013). Andrew (2004) concludes that commitment is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource.

Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the headteacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions. Remuneration is typically utilized to energize, direct or control employee behavior. An organization exists to accomplish specific goals and objectives. The individuals in an organization have their own needs. The system that an institution uses to reward employee can play an important role in it‘s effort to gain the competitive advantage and to achieve its major objectives. Compensation system should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organization‘s success.

In a variety of developing countries, high teacher motivation leads to improved educational outcomes. However, there are mounting concerns that there are unacceptably high proportions of teachers in low-income countries who are poorly

motivated, due to a combination of low morale and job satisfaction, indecent working conditions, poor incentives and inadequate controls and behavioral sanctions. Teachers' material and psychological needs are not being met. And low teacher motivation leads to negative educational outcomes. In a study of teacher motivation in Sub-Saharan Africa, researchers found that low motivation results in absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation, and teachers engaging in second income-generating activities that distract from teaching duties (Bennell & Akyeampong, 2007).

2.3.3 Students' Welfare and Management Practices

When we limit the meaning of the concept of motivation in teaching to salary, benefits, and welfare, we implicitly restrict the value of the teaching profession to the monetary rewards. When motivation for teaching is limited to rewards, the outcomes of teaching are restricted to short-term behavioral compliance, mundane and outdated lessons, and teachers who do not value education. There will be no creativity amongst teachers, no in-depth lesson planning, and little value for the lives of the students who have been entrusted into their care (Javaid 2009). However, the wealth of teaching goes much beyond money and rewards. There is great value in developing the gifts and abilities of students, as well as shaping the lives of today's students, who will be tomorrow's leaders. When approached with the right mentality and a broad view of motivation, the art of teaching itself can be immensely enjoyable and interesting. Educators frequently bemoan the "certificate philosophy" whereby students only attend school to earn a certificate (Korb, 2014). This means that students are motivated to attend school purely through extrinsic motivation.

Educators can expect students to approach education with a nuanced definition of motivation, which includes a passion for learning through intrinsic motivation and the value of learning about the world, then educators must also take a nuanced definition of motivation and allow motivation for teaching to include more than just a salary.

Motivation includes not just the rewards of a salary or a certificate, but also includes internal valuing of the activity itself (integrated regulation) and interest and enjoyment in the activity (intrinsic motivation). Indeed, research in organizational psychology has found that motivation for work includes much more than a salary. There are many factors that influence motivation for work, or factors that energize, sustain, and direct behavior towards one's work (Bassett-Jones & Lloyd, 2005).

Instead, organizational psychology and educational psychology have provided ample evidence that motivation is a much more nuanced concept, and extrinsic motivation tends to lead only to short-term, surface solutions. Instead, one way to improve education could be to help motivation move beyond salary, benefits, and welfare to focus more on integrating the value of education into the hearts and minds of teachers and students alike. When teachers discover the value and challenge of finding creative, insightful ways to make their lessons interesting and enjoyable to students, many teachers would find that the art of teaching is much more interesting and enjoyable than simply writing and reciting lesson notes.

2.3.4 Achievement of School Goals and Management Practices

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school

environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher, is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom (Akiba, 2013). Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school.

The teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He/she makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment. The absence of school programmes the major responsibility of working with children in the school rests with the teacher. Therefore, depending on the degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students' performance (Bennell and Akyeampong 2007; Mpokosa & Ndaruhutse, 2008).

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in

people's life. It is pre-eminent in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement (Rosso, Dekas, & Wrzesniewski, 2010).

2.4 Summary of the Literature Review

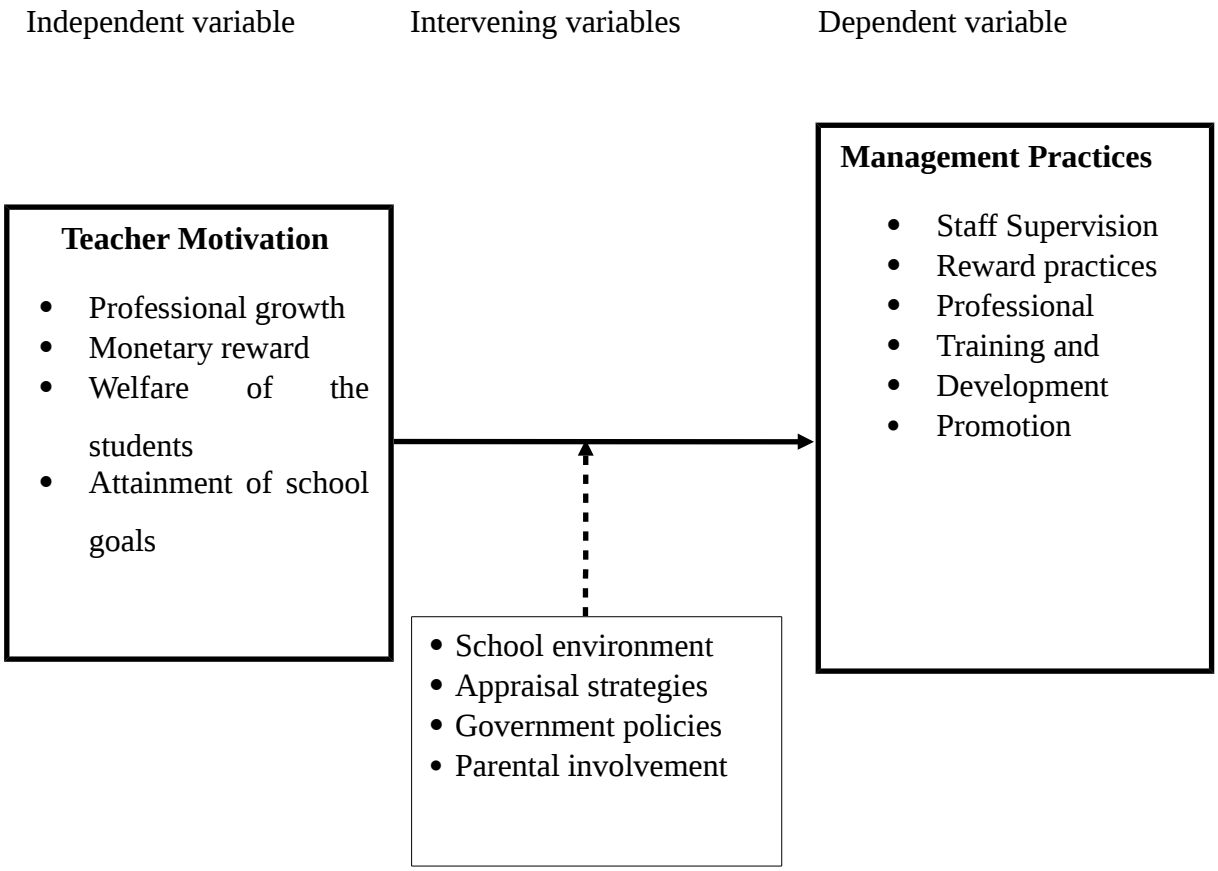
The researcher reviewed different literature pertaining to the factors influencing teacher motivation. On the effect of job satisfaction on teacher motivation, it was found that income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself affect job satisfaction among teachers. Regarding the effect of reward system on teacher motivation, it was found that appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. It was also found that teacher training and development affects their motivation as training is found to be correlated with productivity and retention. Schools with extensive training opportunities should experience lower turnover rates. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources factors teachers' motivation. This study was therefore aimed at findings out other effects of teacher motivation on school management practices in public secondary schools in Machakos County.

Previous studies have focused on factors that motivate teachers in public secondary schools in Kenya. Benson (2013) carried out a study on the influence of teachers' institutional motivation on pupil's performance at Kenya certificate of primary education in public schools, Ndoleli Division Kenya. In another research Ahono

(2015) carried out a study on the relationship between teacher motivation and pupils' performance in mathematics in primary schools In Vihiga Division, Kenya. Therefore from the above information it is evident that minimal research has been done to look at how school management respond to teacher motivation when formulating their management practices. It is from this basis that the researcher was to fill this gap by conducting a study on influence of teacher motivation on School Management Practices in Secondary Schools in Machakos.

2.5 Conceptual Framework

Orodho (2004), defines conceptual framework as a model of representation where a researcher conceptualizes or represents relationship between variables in the study and shows the relationship graphically or diagrammatically.



The independent variables are teacher motivation which sub categorized as follows; the desire for teachers' attainment of professional growth, monetary reward, welfare of students and schools goals. Dependent variable is management practices in secondary schools.

There is a direct relationship between teacher motivation and school management practices whereby to large extent implementation of school management practices

depends entirely on the effort put by administrative management to ensure teachers are well motivated. This can be done through proper staff supervision, reward practices, professional development that in turn enhance promotion and improved educational outcome. In this context it is worth noting that teacher motivation plays a vital role in schools' outcome since teachers are the catalyze for students' achievement.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents a description of research methodology which was used in the study. It mainly covered the research design, study population, location of the study, sample size, sampling procedures, research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques and presentation and operationalization of variables.

3.2 Research Design

This study utilized both descriptive survey and correlational research designs to explore teacher motivation on school management practices in secondary schools in Machakos County. Descriptive survey studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. It was the most appropriate when the purpose of the study was to provide a detailed description of a phenomenon (Gall & Meredith, 2003). Correlational research design was used to determined influence of teacher motivation factors on management practices in public secondary schools.

3.3 Location of the Study

The study was carried out in Machakos County. Its largest town is Machakos, the country's first administrative headquarters. The county has a population of 1,098,584. It is estimated that poverty index of the lies at 40%. Machakos County has 8 sub counties namely Kathiani, Mavoko, Mwala, Kangundo, Yatta, Masinga, Matungulu and Machakos Town. The county borders Nairobi and Kiambu counties

to the West, Embu to the North, Kitui to the East, Makueni to the South, Kajiado to the South West, and Muranga and Kirinyaga to the North West. The county has a total of 212 secondary schools that are categorized into four categories that include pure boys schools, pure girls schools, mixed day schools, and mixed day and boarding schools. This study area was deemed fit for the purpose of the study due to the recurring cases of teachers' de-motivation due to ineffective school management practices.

3.4 Target Population

The target population in this study was all the 212 public secondary schools in Machakos County made up of teachers and principals with different interest of different ages, gender, different types of schools such as church schools, DEB schools, boy schools, girls Schools, mixed day and boarding schools, and day mixed schools.

3.5 Sample and Sampling Procedure

Out of 212 public secondary schools in Machakos County, the researcher employed stratified sampling to select 22 schools based on their category distribution. Among the selected twenty two schools include 8 boarding boys' school, 7 boarding girls school and 7 mixed day/boarding schools which is 10 percent of the target population. Wiersma and Jurs (2005) recommend that if the population is large, a minimum of 10 percent is adequate for the sample. However, if the population is small, then a larger sample can be taken. In this case, the population of 22 schools is representative and therefore 10 percent of the sample size was used. The information is presented in table 3.1.

Table 3.1: Sample Size and Sampling Procedure

Category	Population	Percent (10%)	Sample size	Procedure
Schools	212	10	21	Stratified
Principal	212	10	21	Purposive
Teachers	986	10	99	Simple random
Total	**1410**	**10**	**120**	

3.6 Research Instruments

The researcher used the following two types of research instruments:

3.6.1 Questionnaires

The questionnaires contain background information of the respondent such as class, gender, experience, qualification and questions relating to the theme of the study.

3.6.1.1 Principals' questionnaire

The questionnaire consists of both closed and open ended questions and likert scale. Closed ended questions are preferred for ease in data analysis (Orodho, 2004). Where the researcher cannot predict all answers, open ended questions allowed the respondents to give their perceptions and views. The questionnaires are designed to sought the principals' bio-data by stating the category of their school, teaching experience and academic qualifications. Other questions focused on seeking answers for the research questions on the influence of teacher motivation on schools management practices.

3.6.1.2 Teachers' questionnaires

Like the former, most of the items were short and easy to understand. Both closed and open ended questions and likert scale was used. The teachers questionnaire also sought to get the teachers bio data by including a section on the teachers school category, teaching experience and qualification.

3.7 Pilot Testing

According to Wiersma and Jurs (2005), it is necessary that research instruments be piloted as a way of determining validity and reliability. The research instruments were piloted in two schools in the County where it involved 2 principals, 4 teachers. The purpose for piloting was to assess the research instruments clarity and the suitability of the language used in reference to the different respondents.

3.8 Validity and Reliability of Instruments

3.8.1 Reliability of Research Instruments

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results after repeated trials. The procedure for extracting an estimate of reliability was obtained from the administration of test-retest method which involved administering the same instrument twice to the same group of subject with a 2 weeks' time lapse between the first and second administration. According to Mugenda and Mugenda (2003) a coefficient of 0.70 or more shows that there is high reliability of data. For this study the research instruments scored reliability coefficient of 0.75 which was reliable for the purpose of this study.

3.8.2 Validity of Research Instruments

To establish the validity of the instrument, this study used content validity which measured the degree to which the sample of tests item represents the content that the tests are designed to measure. To demonstrate the content validity of a set of test scores, one must show that the behaviors demonstrated in testing constitute a representative sample of behaviors to be exhibited in a desired performance domain.

Validity was also established by use of expert judgment, where the supervisors assessed the validity of the instrument (Best &Khan, 2006).

3.9 Data Collection Procedure

First, the researcher got a clearance letter from the university and proceeded to collect a letter of introduction and permission to conduct a small scale research was sought from NACOSTI. The researcher then sought the informed consent from the principals before visiting all 21 schools to deliver the questionnaires for the principals and teachers. The respondents were requested to respond to the questionnaires appropriately and hand in the duly filled forms to the researcher. To allow the respondents to have ample time to study and respond appropriately, the instruments were distributed in the morning and collected in the afternoon.

3.10 Data Analysis Techniques

Upon successful data collection, the research sorted and coded the data in preparation for data analysis. This was made possible by use of data analysis software such as Statistical Packages for Social Sciences (SPSS). Objective one to four were analyzed using descriptive statistics and measures of central tendency such as the mean. Content analysis was also employed, whereby results of the study were presented in a narrative form. Responses based on the objectives were structured into themes for easier analysis. The study research questions were analyzed by use of descriptive and correlational statistics.

3.11 Ethical Considerations

This study recognizes that each human being has value in himself or herself, and that value must be maintained in all interactions between people as much as possible. Christensen (2006) warns that access alone is not all that the researcher needs for

successfully interacting with subjects and collecting data. A good working atmosphere with respect and trust should be established before the researcher settles for data collection. This study therefore observed ethical standards of practice that researchers are expected to follow. The researcher sought permission from the Board of Post Graduate Studies from the university. The consent of respondents to participate in the study was sought by informing them of the purpose of the study. Assurance of maintaining confidentiality and anonymity was given. This was done by having the identity part on the questionnaires optional. Copyright of the author of materials used were applied to protect the researcher by making correct references to avoid plagiarism.

3.12 Operationalization

Table 3.2 Operationalization

Objectives	**Independent Variable**	**Dependent Variable**	**Indicators**	**Scale of measurement**	**Data Collecting methods**	**Statistical tests**
Determine how desire for professional growth influence school management practices	**Professional growth**	School management practices	Teachers professionalism	Ordinal and nominal	Questionnaire	Descriptive statistics and Pearson Correlation coefficient
Examine how monetary reward influence school management practices	Monetary reward	School management practices	Awards in form of monies	Ordinal and nominal	Questionnaire	Descriptive statistics and Pearson Correlation coefficient
Establish how students' welfare influence school management practices	Students' welfare	School management practices	Students' academic Performance	Ordinal and nominal	Questionnaire	Descriptive statistics and Pearson Correlation coefficient
Determine how achievement of school goals influence management practices	Achievement of school goals	School management practices	**Fulfillment of basic education Acts**	Ordinal and nominal	Questionnaire	Descriptive statistics and Pearson Correlation coefficient

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The purpose of the study was to determine the factors affecting teacher motivation in public secondary schools in Machakos County. The findings of the study were presented as per the objectives in the following sections. The following were the objectives of the study: Find out how the desire for professional growth among teachers influences management practice in public secondary schools in Machakos, Kenya, determine the extent to which the desire for monetary rewards among teachers contributes to management practices in public secondary schools in Machakos County, establish the influence of student welfare on management practices in public secondary schools in Machakos County, find out the extent to which teachers' desire to achieve school goals contribute to management practices in public secondary schools in Machakos County.

4.2 Questionnaire return rate

From a sample size of 120 respondents, 113 questionnaires were successfully completed. This gave a questionnaire return rate of 92.9 percent. The findings of this study are based on these responses. Table 4.1 shows the questionnaire return rate of the respondents.

Table 4.1 Questionnaire return rate

Respondent category	No. in the sample size	No. of responses	Response by percentage
Principals	**21**	**21**	**100.0**
Teachers	**99**	**92**	**92.9**
Total	**120**	**113**	**94.2**

These study findings were an indication that the study realized a sufficient response rate for the purpose of the study. This response rate was deemed acceptable, sufficient and satisfactory for the purpose of the study. It was in line with Nzuve (2007), who asserts that 70 percent of available respondents are sufficient to represent the population and lead to a generalization of the study findings.

This also conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. This response rate was satisfactory to make conclusions for the study. Based on the assertion, the response rate was considered to be excellent.

4.3 Demographic information of the respondents

The demographic data of the respondents focused on their gender, academic qualifications, age and duration of service in the teaching profession. The following sub-section presents information on the respondents' gender, level of education, age bracket, and teaching experience. The findings of the study were as presented in the following sub-sections.

4.3.1 Distribution of the Respondents by Gender

The respondents were first asked to indicate their gender. It turned out that 49(53%) of the teachers were male while 43(47%) were female. Research by Davidson et al. (2005) showed that female-male composition of teaching and senior posts is not new: the majority of teachers in England are women yet relatively there are a greater proportion of male teachers in senior positions. From the findings of the study, it can be said that there are many male teachers in public secondary schools in Machakos County. These are as presented in Table 4.1.

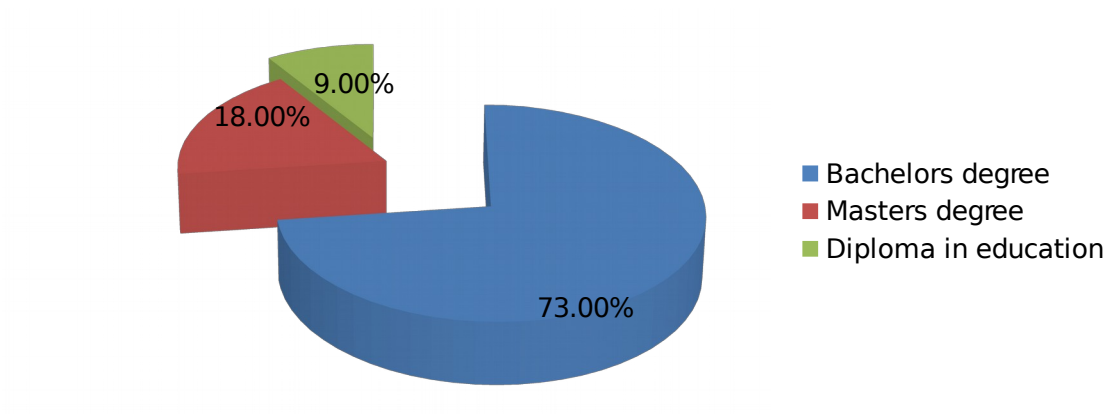
Table 4.2 Distribution of the Respondents by Gender

Gender	Frequency	Percentage
Male	49	53
Female	43	47
Total	**92**	**100**

4.3.2 Distribution of Teachers by Highest Academic Qualifications

Teacher respondents were asked to indicate their highest academic qualifications. It turned out that 66(73%) of the respondents had Bachelors Degree in education. The study also found that 16(18%) had Masters degree in education and that 8(9%) had Diploma in education. From the findings of the study, it can be said that teachers in public secondary schools in Machakos County were qualified. These are as presented in Figure 4.1.

Figure 4.1 Distribution of Teachers by Highest Academic Qualifications



4.1.3 Distribution of Teachers by Age Bracket

The respondents were asked to indicate their age brackets. These are as presented in Table 4.3.

Table 4.3 Distribution of Teacher Respondents by Age Bracket

Age Bracket	Frequency	Percentage
18-25 Years	5	6
26-35 Years	13	14
36-45 Years	23	25
46-55 Years	34	37
Above 50 Years	17	18
Total	**92**	**100**

Table 4.2 shows that 34(37%) of the teachers interviewed were between 46-55 years, 23(25%) were between 36-45 years, 17(18%) were above 55 years, 13(14%) were between 26-35 years and 5(6%) were between 18-25 years. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers. A study in Tanzania by Bennell and Mukyanuzi (2005) on teacher motivation crisis, they found that individual teacher characteristics can also adversely impact on motivation levels. They added that age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition.

4.3.3 Distribution of Teachers by Teaching Experience

Teachers were asked to indicate the period for which they had taught in school. It turned out that 43(47%) of the respondents indicated that they had taught for a period between 11-15 years, 22(24%) of the respondents had taught for a period between 6-10 years, 13(14%) had taught for a period between 16-20 years, 8(9%) had taught for a period of above 20 years and that 6(7%) had taught for a period between 2-5 years. From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study. The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduce with years of experience thus teachers with more experienced tends to be more motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers‘ motivation based on prior learning and teaching experiences and teachers‘ motivations based on teaching as a fallback career. The researcher therefore considered the information given by the teachers to be reliable as it was given out of experience. These are as presented in Figure 4.2.

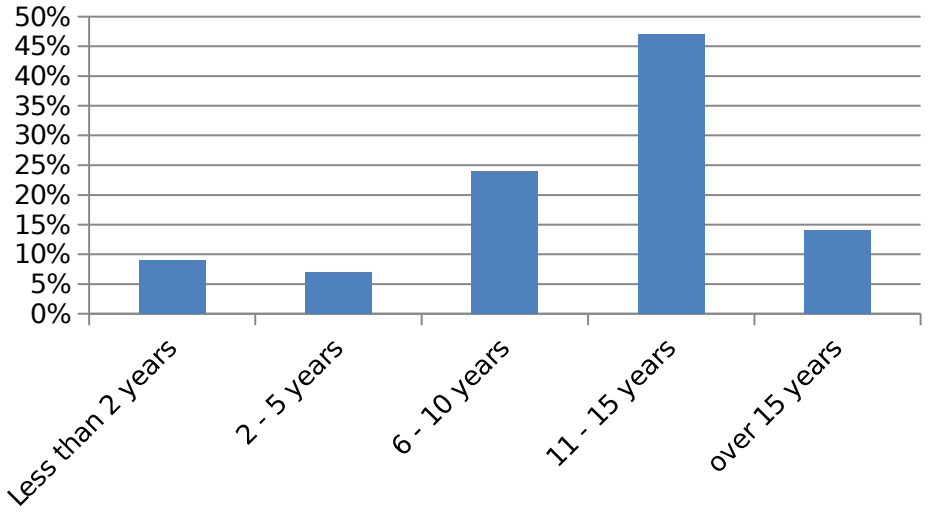


Figure 4.2 Distribution of Teachers by Teaching Experience

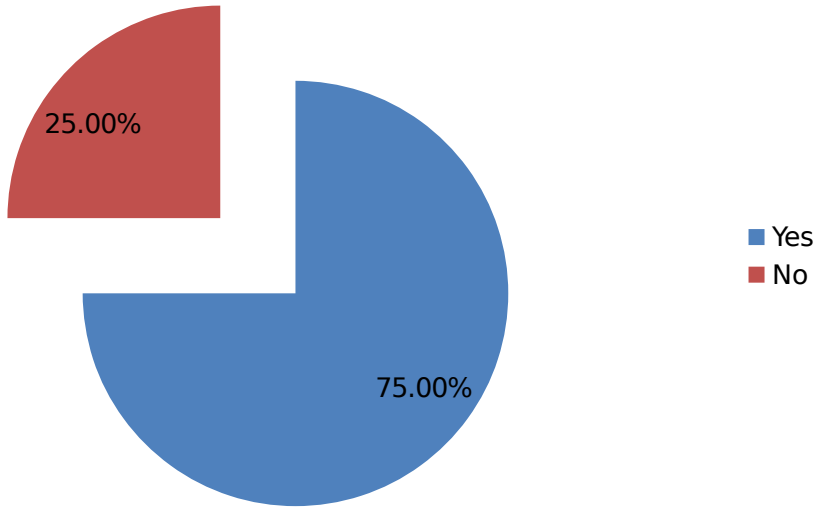
4.4 Influence of Students' welfare on Teacher Motivation in Public Secondary school in Machakos County

In this section, the researcher sought to find out how job satisfaction affects teachers motivation.

4.4.1 Job Satisfaction among Teachers

Teachers were asked to indicate whether they were satisfied with their jobs. The study found that 69(75%) of the respondents indicated that they were satisfied with their jobs while 23(25%) indicated that they were not satisfied with their jobs. The findings of the study were as presented in Figure 4.3.

Figure 4.3 Job Satisfaction among Teachers



No 25%

Those who indicated that they were satisfied with their jobs mentioned the following reasons: That they like teaching, that they were trained to teach and therefore they were satisfied with the profession, that it was where they were earning their living and that teaching profession gave them time to do other things. Those who indicated that they were not satisfied mention that they were not getting the results they were expecting out of their input.

4.4.2 Factors Influencing Job Satisfaction

To find out the extent to which different factors influenced job satisfaction, the respondents were asked to indicate the extent to which each of the perceived factors influence job satisfaction among teachers. The findings of the study are presented in table 4.4.

Table 4.4 Factors Influencing Job Satisfaction

Statement	Very Large Extent		Large extent		Small extent		No extent at all		Total (%)	
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Leadership and the job itself	53	57	20	22	9	10	6	7	**92**	**100**
Perceived fairness in teacher promotion system	15	16	29	32	31	34	4	4	**92**	**100**
Promotional opportunity else where	61	67	17	18	9	10	3	3	**92**	**100**
Work environment/condition	19	21	32	34	13	14	8	9	**92**	**100**
Supervision practices	6	7	12	13	21	23	39	42	**92**	**100**

The finding in Table 4.3 shows that 57% of the respondents indicated that leadership and the job itself influence job satisfaction. The study also found that 34% of the respondents indicated that perceived fairness in teacher promotion system influence job satisfaction to a small extent. It was found that promotional opportunity elsewhere influences job satisfaction to a very large extent as indicated by 67% of the respondents. On work environment/condition, the study found that 34% of the respondents indicated that it influences job satisfaction among teachers to a large

extent. The study finally found that 42% of the respondents indicated supervision practices influences job satisfaction among teachers to no extent at all. From the findings of the study, it can be said that leadership style, fairness in promotion opportunities, availability of promotion opportunities, work environment and supervision practices influences job satisfaction among teachers. A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils‘ poor work attitudes and lack of interest in school. Work conditions factors as researched by Katz (1971) as well as Stewart (1967) incorporate the variables of remuneration, job satisfaction and security issues.

The respondents were further asked to mention other factors influencing job satisfaction among teachers. The following factors were mentioned: lack of better terms of service, favoritism, lack of refresher courses and lack of appreciation of the extra efforts placed by teachers.

Responses by the principals on ways by which job satisfaction affect teacher motivation, they mentioned that satisfied teachers are motivated to work and help students to pass their exams besides the difficulties. On the other hand, they mentioned that teachers who are de-motivated are not concerned about students’ performance thus affecting the school performance.

4.5 Reward System and Teacher Motivation in Public Secondary School in Machakos County

In this section, the researcher sought to find out how reward system affects employee motivation

4.5.1 Satisfaction with the Current Pay

Teacher respondents were asked to indicate whether they were satisfied with their current pay. The findings of the study were as presented in Table 4.5.

Table 4.5 Satisfaction with the Current Pay

Response	Frequency	Percentage
Yes	38	41
No	54	59
Total	**92**	**100**

Table 4.4 shows that 54(59%) of the respondents indicated that they were not satisfied with their current pay while 38(41%) indicated that they were satisfied with their current pay. Carraher et al (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the teachers school management should formulate practices such as; reward, professional growth and procedures which increase teachers satisfaction and motivation. From the findings of the study, it can be said that the reward system affects teacher motivation in public secondary schools in Machakos County.

4.5.2 Reward System on Teacher Motivation

Teacher respondents were given some statements where they were expected to indicate the level of their agreement with each statement in regard to the effect of reward systems on teacher motivation. The findings of the study were as presented in Table 4.6.

Table 4.6 Reward System and Teacher Motivation

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total (%)	
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
The pay given to teachers is worth the services they render (teachers‘ salary)	3	3	6	7	32	35	49	53	**92**	**100**
Hardworking teachers are Encouraged by giving them prizes	6	7	22	24	24	26	32	35	**92**	**100**
Teachers are promoted on the basis of their qualifications and performance	43	47	34	37	7	8	6	6	**92**	**100**

The findings on Table 4.6 shows that 49(53%) of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. The study also found that 32(35%) of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 43(47%) of the respondents strongly agreed with the statement that teachers are promoted on the basis of their qualifications and performance. From the findings of the study, it can be said that teacher reward systems affects their motivation. In

support to these findings, Andrew (2004) found that commitment of employees is based on rewards and recognition. From the findings of the study, it can be concluded that reward systems affect teacher motivation.

The respondents were asked to mention other factors affecting job satisfaction among teachers. They mentioned that those who teach academically poor students are never rewarded and that the rewards are based on the performance of students in National examinations and therefore those whose students do not pass their examinations are not rewarded thus they are less motivated.

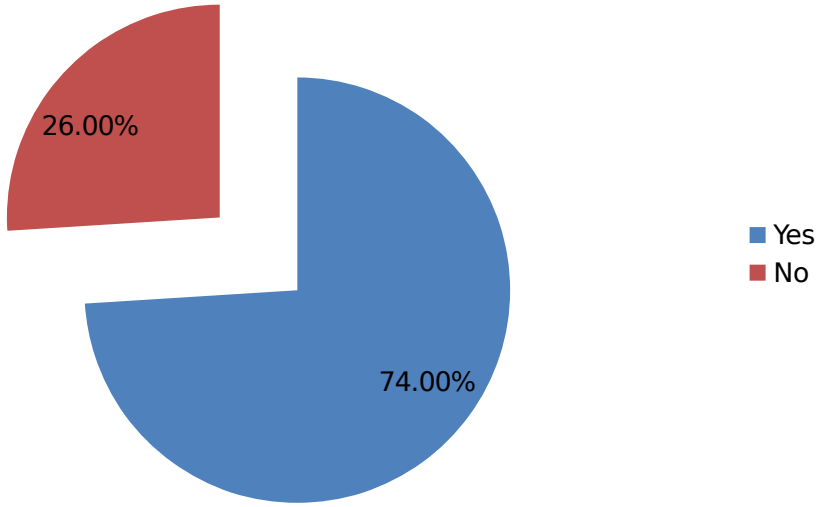
4.6 Desire for professional growth and Teacher Motivation in Public Secondary School in Machakos County

In this section, the researcher sought to find out how professional development influences employee motivation

4.6.1 Attendance of In-service Training

Teacher respondents were asked to indicate whether they had attended the in-service training organized for teachers. The study found that 68(74%) of the respondents indicated that they had attended in-service training organized for teachers while 24(26%) indicated that they had not attended such trainings. From the findings of the study, it can be said that most of the teachers in public secondary schools in Machakos County had attended trainings organized for teachers. The findings of the study were as presented in Figure 4.4.

Figure 4.4 Attendance of In-service Training



4.6.2 Influence of In-service Training on Teacher Motivation

Those who indicated that they had attended the in-service trainings organized for teachers were asked to indicate whether the trainings affected their motivation. The findings of the study were as presented in Table 4.7.

Table 4.7 Influence of In-service Training on Teacher Motivation

Influence of Training on Teacher Motivation	Frequency	Percentage
Yes	63	93
No	5	7

Total	**68**	**100**

The findings on Table 4.6 shows that that 63(93%) indicated that the trainings affected their motivation while 5(7%) indicated that the trainings did not affect their motivation. From the findings of the study, it can be said that teacher training affected their motivation. The findings are in line with the findings of a study done by Burke (1995) who found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit.

The respondents were further asked to explain how the trainings affected their motivation. The following were the explanations given: Those who had attended the trainings on special education programs organized by KISE were motivated in that their attitude towards teaching changed and they could handle the students better, trainings on better teaching methods helped in curriculum delivery which improved the performance of students thus motivating teachers and that it gave the teachers opportunity to become better equipped and competent.

In an interview with the principals on the effect of teacher training and development on their motivation, they mentioned that training improves teachers' confidence and knowledge which helps them in implementing curriculum thus motivating them.

4.6.3 Influence of Training on Teacher Motivation

To test on the effect of trainings on teacher motivation, the respondents were given different statements on the effect of training on teacher motivation and were asked to

indicate the level of their agreement with each statement. The findings of the study were as presented in Table 4.8.

Table 4.8 Influence of Training on Teacher Motivation

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total (%)	
	f	**%**	**F**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Fully trained teachers are ever Motivated to teach thus Improving their performance in terms of curriculum Delivery	54	59	27	29	7	8	3	3	**92**	**100**
Training among teachers improves their job satisfaction thus improving performance	42	46	21	23	18	20	6	7	**92**	**100**
Availability of training opportunities among teachers motivates them to perform	22	24	39	42	15	16	7	8	**92**	**100**
Training improves teachers Confidence thus improving their performance in terms of curriculum delivery	65	71	18	20	4	4	3	3	**92**	**100**

Table 4.7 shows that 65(71%) of the respondents strongly agreed with the statement that training improves teachers' confidence thus improving their performance in terms of curriculum delivery.

The study also found that 54(59%) of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that 42(46%) of the respondents strongly agreed that training among teachers improves their job

satisfaction thus improving their performance. The study finally found that 39(42%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform. From the findings of the study, it can be said that teacher training in public secondary schools in Machakos County affect their motivation. Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled Teachers Matter comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. The respondents were further asked to mention other ways by which training affects teacher motivation. The following were mentioned: that the trainings sharpens their teaching skills thus motivating them to teach better, that they learn new methods of teaching aimed at ensuring full understanding of the respondents and that attending teacher trainings allows them to be given promotion.

On their explanation, principals mentioned that reward system affect teacher motivation, they emphasized that good reward systems make teachers to feel satisfied and realize that their work is appreciated.

4.7 Work Situational Factors and Teacher Motivation in Public Secondary Schools in Machakos County

4.7.1 Satisfaction with the School Environment

Teacher respondents were asked to indicate whether they were satisfied with the school environment in which they worked. The study found that 61(66%) of the respondents indicated that they were satisfied with the environment of the schools in which they worked while 31(34%) indicated that they were not satisfied with their

school environment. From the findings of the study, it can be said that school environment affects teacher motivation. The findings of the study were as presented in Figure 4.5.

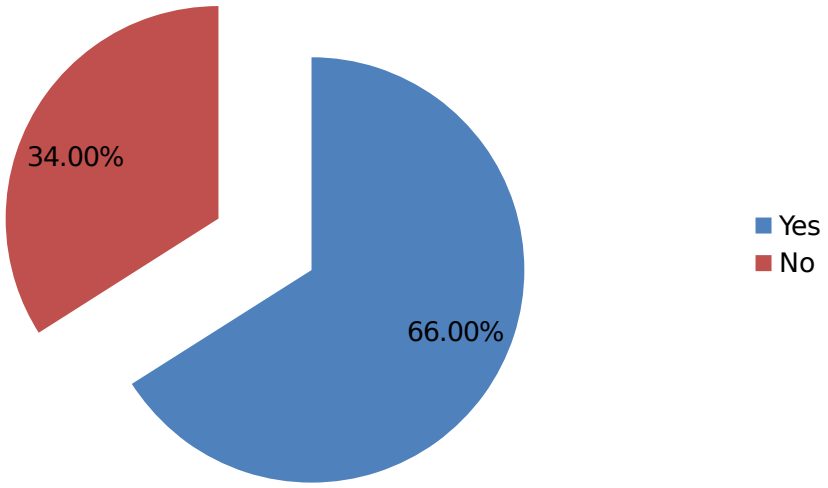


Figure 4.5 Satisfaction with the School Environment

The respondents were further asked to give explanations for their answers. Those who indicated that they were satisfied with the school environment mentioned that there were adequate facilities and resources for teaching and learning, that the school is convenient, that the school environment is peaceful and conducive for leaning and that the leadership of the school has created a conducive environment for teachers and the staff working within the school thus motivating them to perform their duties to their abilities.

Those who indicated that the environment was not conducive mentioned that sometimes their opinions are disregarded and decisions are made to suit school leadership as opposed to those who are being led and that some leaders are over strict thus creating an environment which de-motivates teachers.

4.7.2 Influence of school environment on Teacher Motivation

To test on this, the respondents were given different statements on the effect of school environment on teacher motivation and were asked to indicate the level of their agreement with each statement. The findings are presented in Table 4.9.

Table 4.9 Influence of school environment on Teacher Motivation

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total (%)	
	f	**%**	**F**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Teaching and learning resources are inadequate thus de-motivating teachers	43	47	35	38	6	7	5	5	**92**	**100**
There are tight rules and Regulations in schools which de-motivate teachers	20	22	12	13	12	13	37	40	**92**	**100**
Education policies in schools are tight on teachers thus they get dissatisfied with their jobs	15	16	17	19	7	8	49	53	**92**	**100**
The arrangement of offices and the spaces available in the offices de-motivates teachers	12	13	4	4	45	49	29	32	**92**	**100**

The findings on Table 4.8 shows that 47% of the respondents strongly agreed that teaching and learning resources are inadequate in school thus de-motivating teachers

to teach. The study also found that 40% of the respondents strongly disagreed that there are tight rules and regulations in schools which de-motivate teachers. It was also found 53% of the respondents strongly disagreed that education policies in schools are tight on teachers thus they get dissatisfied with their jobs. It was finally found that 49% of the respondents indicated that the arrangement of offices and the spaces available in the offices de-motivates teachers. According to Robbins (2003), the arrangement of one‘s workspace is important primarily because it significantly influences social interaction.

Principals mentioned that conducive work environment motivates teachers thus making them willing to stay longer at their work places thus increasing their contact hours with the students.

4.8 Correlation Analysis

To test if there was relationship between teachers motivation and school management practices. Pearson correlation was used to measure the degree of association between variables under consideration i.e. independent variables and the dependent variables. Pearson correlation coefficients range from -1 to +1. Negative values indicates negative correlation and positive values indicates positive correlation where Pearson coefficient <0.3 indicates weak correlation, Pearson coefficient >0.3<0.5 indicates moderate correlation and Pearson coefficient>0.5 indicates strong correlation. Table 4.10 presents the correlation matrix between teacher motivation and management practices

Table 4.10 correlation Matrix between Promotion and teachers commitment

	Management practices	**Teachers motivation**

Management practices	Pearson Correlation	1	.526**
	Sig. (2-tailed)		.000
	N	92	92
Teacher motivation	Pearson Correlation	.526**	1
	Sig. (2-tailed)	.000	
	N	92	92

**. Correlation is significant at the 0.05 level (2-tailed).

According to Table 4.10, the Pearson product moment correlation index obtained on management practices and teachers motivation is r = 0.526**. It is positively moderate significance or p-value = 0.000 which is less than alpha = 0.05 implying that school management practices and teachers motivation to work were statistically and significantly related

To test if there was relationship between reward system and teachers' motivation a correlation analysis was conducted using Pearson's correlation coefficient and significance statistics at the two tailed levels and the findings are shown in the correlation matrix below.

Table 4.11 Correlation Matrix between Reward System and Teachers Motivation

		Reward system	**Teachers Motivation**
Reward system	Pearson Correlation	1	.573**
	Sig. (2-tailed)		.000
	N	92	92
Teacher Motivation	Pearson Correlation	.573**	1
	Sig. (2-tailed)	.000	
	N	92	92

**. Correlation is significant at the 0.05 level (2-tailed).

According to Table 4.11, the Pearson product moment correlation index obtained on reward system and teachers motivation is r = 0.573**. It is positively moderate significance or p-value = 0.000 which is less than alpha = 0.05 implying that reward system and teachers motivation were statistically and significantly related.

To test if there was relationship between professional development and teachers' motivation the researcher used Pearson correlation. A correlation analysis was conducted using Pearson's correlation coefficient and significance statistics at the two tailed levels and the findings are shown in the correlation matrix below.

Table 4.12 Correlation Matrix Professional Development and Teachers Motivation

		Professional development	**Teachers motivation**
Training and development	Pearson Correlation	1	.249**
	Sig. (2-tailed)		.002
	N	92	92
Teacher commitment	Pearson Correlation	.249**	1
	Sig. (2-tailed)	.002	
	N	92	92

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4.12, illustrates that the Pearson's Correlation r = 0.249** computed for professional development and teachers motivation was positively low with significance or p-value = 0.002 which is less than alpha=0.05. This result indicates that there is low significant relationship between professional development and teachers' motivation.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to determine the factors affecting teacher motivation in public secondary schools in Machakos County. The findings were guided by the objectives of the study.

5.2 Summary of the Findings of the Study

This section presents the summary of the findings of the study according to the objectives

5.2.1 Influence of Professional development on Teacher Motivation in Public Secondary school in Machakos County.

Regarding the influence of professional development on teacher motivation, it was found that job satisfaction affects employee motivation. This was evidenced by the fact that leadership and promotional opportunity elsewhere influence job satisfaction to a large extent as indicated by 57% and 67% respectively). The study also found that perceived fairness in teacher promotion system influence job satisfaction among teachers to a small extent and that work environment/condition influenced job satisfaction among teachers to a large extent.

5.2.2 Monetary Reward System and Teacher Motivation in Public Secondary School

It was found that the monetary reward system influence teacher motivation. This was evidenced by the fact that 49(53%) of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. The study also found that 32(35%) of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 43(47%) of the respondents strongly agreed with the statement that teachers are promoted on the basis of their qualifications and performance. The study also found that 41(45%) of the respondents agreed that teachers output outweigh the pay they receive in terms of salary. The study finally found that 55(60%) of the teachers strongly agreed that teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance.

5.2.3 Professional Development and Teacher Motivation in Public Secondary School in Machakos County

On the effect of training on motivation, the study found that training affect teacher motivation as indicated by 63(93%). The study found that 65(71%) of the respondents strongly agreed with the statement that training improves teachers' confidence thus improving their performance in terms of curriculum delivery. It was also found that 54(59%) of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that 42(46%) of the respondents strongly agreed that training among teachers improves their job satisfaction thus improving their performance. It was finally found that 39(42%) of

the respondents agreed that the availability of training opportunities among teachers motivates them to perform.

5.2.4 Work Situational Factors and Teacher Motivation in Public Secondary Schools in Machakos County

Regarding the effect of work situational factors on teacher motivation, the study found that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools de-motivates teachers. The study also found that the respondents strongly disagreed with the statement that availability of tight rules and regulations in schools, tight education policies in schools and arrangement of offices and the spaces available in the offices affects teacher motivation as indicated by 40% of the respondents.

5.3 Conclusions

From the findings of the study, it can be concluded that job satisfaction, reward systems, professional training and development and work situational factors affect employee motivation.

5.4 Recommendations

Regarding the effect of job satisfaction, the study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources.

The study also recommended that teachers should be remunerated well to motivate them in their job. This can be achieved through offering incentives to teachers and rewarding teachers whose students scored high marks. This would motivate them to improve on curriculum delivery.

On teacher training, the study recommended that teachers should attend in-service training to update their skills. By attending trainings, teachers would develop confidence in teaching their subjects and become motivated.

The study finally recommended that the school management should ensure that the school environment should be conducive. This can be done by ensuring high standards of discipline among students and ensuring that school rules and regulations are adhered to.

5.5 Recommendations for Further Research

This study was carried out in public secondary schools in Machakos County to determine the factors affecting teacher motivation. The researcher therefore recommends that another study be done in other counties on the effect of school leadership style on teacher motivation which was not the concern of the study.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Madam/Sir,

RE: REQUEST FOR DATA COLLECTION PERMISSION

I am a post graduate student pursuing a Master of Education Degree (M.Ed) at KCA University. I am researching a project on INFLUENCE OF TEACHER MOTIVATION FACTORS ON SCHOOLS MANAGEMENT PRACTICES IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS COUNTY. To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Your name and that of your school will not be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

_____

Jacqueline Mutua

APPENDIX II: QUESTIONNAIRE FOR TEACHERS AND PRINCIPALS

The information you give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.

SECTION A: BACKGROUND INFORMATION

1. Kindly indicate your gender

   Male [ ] Female [ ]

2. What is your highest academic qualification?

   Diploma [ ] Bachelors Degree [ ] Masters Degree [ ]

   Any other (specify)_____

3. What is your age Bracket?

   25 Years and below [ ] 26-35 Years [ ] 36-45 Years [ ]

   46-55 Years [ ] Above 55 Years [ ]

4. How long have you been in the teaching profession?

Less than two years [ ] 2-5 yrs [ ] 6-10 yrs [ ]

11-15 yrs [ ] Over 15 years [ ]

5. For how long have you taught in your current school?

   Less than two years [ ] 2-5 yrs [ ] 6-10 yrs [ ]

   11-15 yrs [ ] Over 15 years [ ]

6. Indicate the category to which your school belongs

a) Mixed Day school

b) Mixed Day Boarding school

d) Boys Boarding school

e) Girls Boarding school

Section B: Motivation among Staff

7. Please indicate your level of agreement or disagreement with the following statements. Kindly show by a mark your choice in row

Use the key below to answer the questions

Key

SA=strongly agree

A=agree

U=undecided

D=disagree

SD=strongly disagree

About your Individual Self	**SA**	**A**	**U**	**D**	**SD**
I am happy working in this school					
My is job highly satisfying					
I feel I make significant difference in the life of my students					
Given an opportunity to change my job, I would not hesitate to leave teaching					
The well being of the students is the greatest concern of most teachers					
The local community has respect for teachers					

I commit myself work for this school without being followed					

Section C: Teachers desire for professional development

8. Have you ever attended any in-service training organized for teachers?

Yes[ ] No [ ]

9. If your answer is yes, to what extent did the training affect your motivation to teach?

To a large extent [ ] To a little extent [ ] Not at all [ ]

10. The following are some statements on employee training and motivation. Please indicate the extent of your agreement with the statements with regard to teacher motivation in your school.

1-Strongly Agree, 2-Agree, 3-Neither agree nor disagree, 4-Disagree, 5-Strongly Disagree

Statement	1	2	3	4	5
Fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery					
Training among teachers improves their job satisfaction thus improving their performance					
Availability of training opportunities among teachers motivates them to perform					
Training improves teachers confidence thus improving their performance in terms of curriculum delivery					

11. What are other ways in which teacher training affect their motivation to teach

Section D: Monetary reward

12. Are you satisfied with your current pay as a teacher? Yes [ ] No [ ]
13. Has the school formulated practices touching on monetary rewards?

    Yes [ ] No [ ]

14. To what extent do you agree with the following statements about your schools monetary reward? To a large extent [ ] To a little extent [ ] Not at all [ ]
15. The following statements are about reward practices in your school during the last two years. With regard to your own professional development needs, show your level of need in each of the areas listed.

Strongly Disagree (SD)Disagree (D) Agree (A)Strongly Agree (SA)

About reward system in your school	SA	A	D	SD
Extrinsic reward are emphasized				
Money is a frequent extrinsic reward given to teachers in return for good performance				
Intrinsic rewards are emphasized				
School management emphasizes spiritual reward to commitment to work as the ultimate.				
Reward system in our school is inclusive				
Extrinsic rewards such as money and materials appeal to teachers in this school more than intrinsic motivation				
School management understands fully the need to reward teachers.				
School management uses rewards to encourage teachers to work more.				

16. What are other ways in which rewards systems for teachers affect their motivation?.....

    ..... ……

Section E: Working conditions

17. Is the school environment under which you work as a teacher satisfactory?

Yes [ ] No [ ]

Briefly explain your answer? _____

18. The following are some ways in which work environment influences work motivation. Please indicate the extent to which each of the statement has affected teacher motivation in your school?

1- Very large extent 2- Large extent 3- Moderate extent

4- Small extent 5- No extent at all

Statement	1	2	3	4	5
Teaching and learning resources are inadequate in school thus de-motivating teachers to teach					
There are tight rules and regulations in schools which de-motivate teachers					
Education policies in schools are tight on teachers thus they get dissatisfied with their jobs					
The arrangement of offices and the spaces available in the offices de-motivates teachers					

19. In what other ways does work environment affect teachers‘ motivation?

_____

20. What would you recommend to be done by the following categories of people in improving teacher motivation?

School management:_____

_____

Teachers:_____

_____

Thank you for your time and cooperation.