

Assessment of Motivation of Teachers in Primary Schools in Embu and Kirinyaga Counties, Kenya

Ngare A.M.¹ & Njoka J.N.² & Mwaruvie J.M.³

^{1,2,3}Karatina University, Karatina, Kenya

Correspondence: Njoka J.N., Karatina University, Karatina, Kenya.

Email: njokajohannes@gmail.com

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Abstract: Motivation of teachers plays an essential function in promotion and production of quality education in the world and Kenya in particular. It is critical to establish the role played by motivation of teachers in the stimulation and realization of an engaged and focused learner in the teaching and learning process. This study sought to assess the motivation of teachers in primary schools in Embu and Kirinyaga counties in Kenya. The study was guided by the following objectives, which were to; examine the status of motivation of primary school teachers and to compare the motivation of primary school teachers in Embu and Kirinyaga counties in Kenya. The study was guided by the Herzberg's motivation-hygiene theory due to its theoretical framework. The Correlational research design was adopted for the study. The population that was targeted consisted of all public primary schools which were, 384 in Embu and 199 in Kirinyaga County while teachers in the two counties were 3,923 and 2,925 in Embu and Kirinyaga counties respectively. The sample was selected using the Mugenda & Mugenda (2003) criteria of 10-30% where the lower figure was used yielding a sample of 234 respondents, comprising of 58 head teachers, 58 schools' Board of Management (BOM) chairpersons and 116 teachers. The two (2) County Quality Assurance and Standard Officers (CQASO) from the two counties were selected using the purposive sampling technique. The questionnaires and interview schedules were used for data collection. The questionnaires were administered to both the head teachers and teachers, whereas the interview schedule was for the CQASOs and BOM chairpersons. Data was analyzed using both descriptive and inferential statistics with aid of Statistical Package for Social Sciences (SPSS) version 21.0. Results of the data were presented using tables. From these results it is concluded that the motivation of teachers was very high at over 80.6%. The study recommends the need to sustain and strengthen the incentives given to teachers in the two counties.

Keywords: Incentives, Intrinsic Motivation, Extrinsic Motivation, Motivation-Hygiene Theory

1. Introduction

Motivation is a complex concept because it seeks to describe factors and conditions that are abstract and residing within individuals that are not perceived in concrete terms. European Union (2013) states that when skilled persons are attracted to teaching profession in respect to other professions asking the same

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education qualifications and still encourage them to continue being in the teaching career that is teacher motivation. Skaalvik and Skaalvik (2015) indicate that there is an increased workload for teachers all over the world leading to discipline problems amongst teachers.

This results to decreased level of job satisfaction and commitment, stress and low levels of efficacy. In Kenya, motivation of teachers is influenced by a myriad of factors that affect their productivity. The productivity of teachers is manifested in the holistic development of learners consisting of the cognitive, affective and their psychomotor domains. Dooley et al. (2005) explains that cognitive domain refers to intellectual ability and mental processes involved in learning. The affective domain comprises of the self-reported learner perceptions toward learning, self-assessment, regulation and motivation. Whereas the psychomotor domain highlights the learner interpersonal and performativity activities, the teacher's role is to continually move the learners to higher levels of learning and development. Using the Bloom's taxonomy, teachers can create stimulating classroom environment at any grade level and any topic.

Research reports show that primary schools' classrooms are characterized with passive learners and teacher dominance, the main concern being high examination scores (Hardman, 2009; Kenya National Examinations Council, 2010). The teacher is a major implementer of the school curriculum that imparts to the holistic development of the pupil. Other reports as indicated by Mwangi (2011) show that teaching and learning has low learner enthusiasm since is full of teacher centred activities. This is an old fashioned approach which Friere (1972) called banking. It barely promotes the learners' skills development in construction of knowledge, innovativeness and life skills. Instead, it promotes rote-learning, skills creativity of the learner, knowledge building and innovativeness. This produces high exam achievers but find very challenging when asked to put into practice their theoretical knowledge and skills.

There are some affective components in cognitive and psychomotor behaviour that involves a big part of the human brain (Neuman & Forsyth, 2008). Learning and knowledge retention is highly reinforced or affected by attitudes, knowledge and values (Ayaydin & Tok, 2015). Consequently, teaching styles and methodologies are significant as education course content whereas the affective domain affects the cognitive (Smith, 2007). This means, the learners' stance towards a given subject strongly contribute to the achievement in the test scores. Most of the teacher's present instructions punctuated mechanically of home works, tests, procedures that are full of rigid timetable, syllabi and examinations.

The instructional methods that promote learner's holistic development are rarely utilized on account that they are time-consuming and requires profound preparation by teachers and learners. On the contrary, teachers are quick to adopt the less demanding talk and chalk pedagogies and exam oriented techniques especially those involving cramming and drilling for summative assessments. A teacher in Kenya and other African countries is the implementer of the primary school curriculum, which should contribute to learner's holistic development. In this view it is necessary that the teachers' role in contributing to the holistic growth of the pupil be investigated based on how teachers are trained in preparation for a holistic development of a learner.

Moreover, there are policy documents that articulate the need for relevant and quality education and training that is adaptable to the dynamics of the contemporary society. These policy documents have given prominence to such concepts as the 21st century skills, the sustainable development goals (SDGs), the Kenya Vision 2030, the Modern Goals of Education (CFBT 2012), and The Constitution of Kenya (2010). In these documents, teachers are expected to embrace modern instructional strategies and approaches which involve reflective teaching and integrating ICT in education for a holistically developed learner. It is only a well motivated teacher who would be able to promote the holistic development of learners by utilizing innovative and learner-centered pedagogies.

From the foregoing, this study sought to explore and analyze the status of motivation of primary school teachers in Embu and Kirinyaga counties in Kenya.

2. Statement of the Problem

Teacher motivation in the 21st century has become a major clarion call to education stakeholders with the objective of promoting effective teaching and learner attainment of expected learning outcomes. The need for teacher productivity and quality assurance has also become very critical in education enterprise. It is imperative to develop a school culture that seeks to satisfy the requirements of ensuring a motivated workforce especially teachers in educational institutions. The attainment of desirable academic performance by learners majorly relies on the commitment and efforts of teachers. Teachers can only demonstrate commitment and passion in their service delivery when they are appropriately and adequately motivated.

The performance of learners in public primary schools in Kenya has been a subject of concern among stakeholders. There has been concern regarding the motivation of teachers as reflected by the unsatisfactory performance of the pupils in the entire republic and Embu and Kirinyaga counties in particular. Uwezo (2012) reported that in every 10 pupils in class eight, seven were unable to do class three work. Yet primary education is expected to provide a sound foundation to a learner for further education and other personal future exploits. This situation necessitated the need for a study to confirm the motivation of teachers in primary schools in Embu and Kirinyaga counties in Kenya. The findings of the study would be instrumental in seeking innovative ways of promoting motivation of teachers in order to ensure quality education is provided for and attainment of requisite competencies by learners for personal and national development in Kenya.

3. Methodology

This study used the correlational research design which enabled comparing motivation of teachers of primary schools from Embu and Kirinyaga counties in Kenya. The study targeted all public primary schools, 384 in Embu and 199 in Kirinyaga counties. Embu County has around 3923 teachers in those public primary schools and Kirinyaga, 2925 teachers. This included head teachers and classroom teachers, 384 and 199 BOM chairpersons in Embu and Kirinyaga counties respectively. One County Quality Assurance and Standard Officer (CQASO) from each county. From the targeted population of 583 primary schools in the two counties, the study selected a sample of 58 primary schools. Mugenda and Mugenda

(2003) recommend a sample of 10 to 30%, where the lower figure was used. From each sampled school three teachers were selected one to represent the lower, one from upper classes and the head teacher. The chairperson of each of the selected school's Board of Management (BOM) was also sampled. The total number of respondents was therefore 234.

4. Literature Review

The concept of motivation has been exemplified by various theories. Psychologists describe motivation as a psychological continuous event that directs, arouses, and maintains human behaviour inclined towards a set goal (Akyeampong & Asante, 2005). Dornyei and Ushoda (2001, 2011) assert that, motivation can be defined into two dimensions; magnitude and direction of the way human beings behave. Agreeably, motivation explicitly states the reason that make human being decide to do something, the length at which they are willing to continue doing the activity and vigour at which they pursue the work. Moreover, Sinclair (2008) defined motivation of teachers in terms of teacher being attracted to teaching, retention rate and the degree at which the teacher concentrates in the teaching profession. Dornyei and Ushoda (2011) and Sinclair (2008) agreed on two scopes of teacher's motivation, as; the motivation to do teaching work and the desire to continue with the teaching work. This is farther divided into four areas of teachers motivation; noticeable intrinsic motivation highly related to inbuilt desire to teach, social effects that relate to impacts of external constraints and conditions, secular part that emphasizes lifelong allegiance and demotivating circumstances originating from undesirable influences.

The status of motivation of a teacher is connected to the principals of quality education offered by teachers to their respective country. It is also the level at which teaching career is secure, teachers remuneration, working requisites, professional growth and teacher's participation in making of crucial decisions. Teachers' motivation in low income countries show that it is low and decreasing (Richardson et al., 2014). They contend that motivation rates vary according to country. In a huge number of primary schools, teachers are unsatisfied with the work they do and are demotivated to stay in or improve the profession.

Global trends as analyzed by Hargreaves and Flutter (2013) show that global reduced economy has damaged teacher's remuneration and working environment in most countries especially in Europe. As a result of work insecurity and salary reductions, teacher's job satisfaction and self-esteem has really declined. Social direction also affect the teachers' status as witnessed where countries the conditions and position of teachers remain high since stake holders like parents and social communities regard them for the contributions they make to their school going children's growth and development and the future status of teacher's motivation.

In a study conducted in Sierra Leone by Action Aid, more than 80% of primary school teachers do not wish to be teachers or want to remain in it (Bennel, 2014). Likewise, a study conducted in Malawi, Papua New Guinea and Zambia established that teachers' motivation is declining and fragile. Teachers are reported to be having low self-esteem in their roles and feel the communities surrounding the school do not respect them. However, in Taiwan, teachers interviewed said they were intrinsically motivated to join

the profession (Wang & Fyu, 2002). This could also be making them remain in the teaching profession without moonlighting and seeking for greener pastures.

In Alcazar et al. (2006) study on the absenteeism of primary school teachers in Peru, which the researcher considered a sign of low teachers' motivation, the data showed that teachers' absenteeism was high in notably poor and rural communities. Teachers in rural areas and high poverty areas were absent twice as much than those in urban and well-to-do areas.

Teachers in Tanzania already in the profession have lower levels of motivation in urban primary schools. One third of them say they would not make the same career choice again if given a chance (Bennel & Mukyanuzi, 2005). On the contrary, 80% of primary school teachers teaching in rural areas in Tanzania reported that they would take teaching career if they had a chance again. Bennel and Mukyanuzi (2005) assert that teachers in rural areas have extended families nearby and social networks as well as greater commitment to their community, which give them a kind of satisfaction.

Similarly, in a study conducted on job satisfaction and motivation by Sargent and Hannun (2005) in China rural areas, there were striking differences in primary teacher motivation between various communities. It was interesting that teachers from economically endowed communities were less satisfied. Teachers found in villages felt more involved and engaged in their work. This is very motivating and attractive to a larger number of teachers living in the rural parts of China.

Studies on job satisfaction and motivation between female and male teachers, Bennel (2014) found out that there were some significant differences while others have no statistically significant variations. There are motivational differences among men and women in Organization for Economic Co-operation and Development (OECD) member nations. Men are more focused on extrinsic motivation whereas women focus on intrinsically acquired rewards. Razzaque (2013) study regarding training primary school teachers' motivations to join the profession in Pakistan, found that male in-waiting teachers are likely to have selected teaching for social contribution and intrinsic consideration, whereas female teachers choose teaching for utility influences such as time for family and work security.

A number of governments and school administrators have tried to use financial incentives to motivate teachers. In India 44% of teachers are absent from work, but when provided with financial incentives or bonuses, the number of absenteeism decreased tremendously. However, when such kind of a programme in Kenya funded head teachers to use to reward the teacher's duty attendance, found out there was no significant impact on their attendance. Attendance rewards are more effective when administered by other education stakeholders (Murnane & Ganimian, 2014). Teachers' motivation is better received and accepted when all education stakeholders get involved and show their sincere concern to the teachers' general welfare.

In India, teachers are in dire need for appreciation by their head teachers. Teachers eagerly want to display their personal achievements for they are hardly recognized for the progress in their learners' performance (Mooji, 2008). Razzaque (2013) asserts that lack of good reputation and career growth has a detrimental effect on the pre-service teachers' motivation and perceptions. The developing countries need to give

teachers a say in instructional styles and school decision-making; this produces positive effects on their motivation (World Bank 2009). Teachers work is hard and enormous and thus teachers' motivation is a huge factor in how much learners learn. When teachers are demotivated even if they are well trained, their work would still remain wanting.

Teachers teaching in the primary schools are victims of negligent tendencies by the government plus the education stakeholders where their working environments are considered as one of their highest depressing (Waga & Simativa, 2014). It is even worse when these teachers are found in rural areas of the country for they lack basic facilities like housing, clean water, electricity, sanitation facilities, banking and currently even network. This has made teachers to find teaching profession unpleasant, particularly when they assess their condition in comparison with those of their colleagues found in urban parts where availability of transport and communication and other facilities is better. Sergent and Hannum (2005) concurred with these findings in a research conducted in China which indicated that teachers working in rural areas faced unique challenges. For instance, lack of access to transport and poor physical conditions of infrastructure due to the area's poverty.

Human beings generally seek for recognition from others in order to prosper and if not recognized it could lead to lack of self-esteem and demotivation. Those who work in low paid jobs and low class jobs, they lack respect and racism, they complain highly about the lack of respect than the low pay (Wills 2006). Owens (2004) cited that recognition is a very great motivation for both teachers and head teachers, thus produce very high work satisfaction. Njiru (2014) concurred with the above findings, however he noted that, needs for motivating administrators are different from those of the subordinates. Also, primary school teachers' motivational needs are quite different from the ones for the post primary teachers.

In Africa there is increasing show of concern that large numbers of people teaching in public primary schools are lowly motivated resulting from a myriad of factors. These factors include: low morale, work dissatisfaction, inadequate controls, poor rewards and excessive political interference on public education. This result to a decline on the education quality in the public schools resulting to a number of parents taking their children to private school commonly referred to as academies. This has amounted to mass exodus in some of these African countries. Large numbers of teachers therefore have ended up in seeking secondary income from private teaching or tuition and other economic activities outside work.

A study conducted in Sierra Leone showed that 80% of teachers in primary schools are unwilling to continue with the teaching profession (Action Aid, 2003). Studying the motivation of teachers in Nigeria, Adelabu (2005) indicated that teachers work morale in Nigeria has shown some consistent improvement because of the arrival of democratic governance and the increase in speed of involvement in the education by the private sector. Adelabu (2005) however cites major challenges in improving teachers of Nigeria work morale as follows:

The Nigeria educational system appears to be staffed by teachers with poor morale and low levels of commitment to their work. There is a systematic motivation crisis with the Nigeria educational system, school buildings are largely dilapidated, schools are overcrowded and

reward systems in terms of salaries and emoluments appear largely unsatisfactory. Improvement in recent years are not deep enough to record satisfactory improvement in teacher's morale (p.20).

Adelabu (2005) finds the dissatisfaction of teachers in Nigeria as coming from the differences between teaching and other careers like nursing in areas like amount of time they spend at the work place and ways of salary payment, fringe benefits, working environment and conditions plus the prospects of promotion.

Nwachukwu (2002) also asserts there is a major connection between teachers' satisfaction and their effectiveness in school. Sources of teaching related work satisfaction are like they have greater effect on work performance. His analysis indicated that physiological and security needs, self-esteem and self-actualization needs are all important and critical predictors of work performance among the teachers of Nigeria. Others are adequate government educational policies plus a salary that can be said to be reasonable and fringe benefits that enable them to realise their basic needs for instance shelter, food, healthcare and clothing.

A survey conducted by Ayaydin and Tok (2015), showed that learners in places where teachers earn reasonably high salary for better performance, the learners do well in subjects like reading, arithmetic and science. This shows that there is significant correlation between well-compensated teachers in terms of salary and learners performance.

On the contrary, a study conducted in USA, studying the relationship between incentive payments, motivation of teachers and learners' achievement (McKinney, 2000) concluded that career payment did not have influence on motivation of teachers nor did it show any effect on learners' achievement on mathematics and reading. Further, demographic characteristics of teachers like age, gender, years of experience, academic certificates earned and even membership to various professional organizations did not have any significant impact on the learners' scores in mathematics or reading, neither did the school size affect these scores in any way.

In another study in India, Emirbey (2017) established that a teacher who undertook a pre-service training together with those possessing master's degree qualifications raised the learner's achievement by about one fifth of a standard deviation. Interestingly, teachers who were members of trade unions were found to lower the learners' achievement by 0.25 standard deviations. This however, shows an awkward situation since most of the unionized teachers receive better pay. The question remains whether the teachers' right to join a trade union puts their interest first or those of their learners.

Michaelowa (2002) asserts that there exist certain conflicts between the goals of teacher's work satisfaction and achievement of the learners in respect to the individual qualification of the teacher. This concurs with Kingdon (2006) study, that there is a monotonous mutual association between the attained level of education of teachers and education outcomes, teachers who reach a high level of qualification appear to be very disappointed about their professional life realities.

Teachers as employees of various institutions are supposed to offer a very high work performance in their schools. Their employers are highly expectant of the quality and quantity of the work performed by these teachers (Unsar, 2011). These employers demand high standard of patriotism, hard work, loyalty, dedication and devotion. Ubom and Joshua (2004) assert that the role and context of strategies of motivations and the tools used cannot be under emphasized, since when motivation level is high it improves the productivity which is automatically the greatest interest of the employer.

Kivaze (2000) also says needs of employees are necessitated by a number of factors. The reason is individual beings have their unique likes and tastes. Education managers need to come up with good ways of determining methods and means of awarding teachers if their expectations are to cause some impacts to the general performance of their institutions.

Brown (2003) argues that teachers at initial stages must be prepared to teach all subjects or multiple levels, organize for extra-curricular activities as well as adjusting to the needs of the society and the environment. In many countries, teachers have shown a great preference for schools in urban schools which have been due to so many factors as earlier indicated. Akyeamong and Stephen (2002), identify the quality of accommodation in rural areas, school resources and infrastructure, access to leisure facilities among many factors. In Mozambique, some NGOs and local people have constructed houses for their teachers attempting to make teaching in rural remote areas somehow attractive. The same case with Lesotho, houses are never provided for teachers but some NGO's and social groups have organized for teachers' living quarters. In Malawi, EMIS data has revealed a great relationship between the availability of staff quarters and the female teachers' presence in schools (Mulkeen, 2005). Hedges (2000) put forward that posting an unmarried female teacher to a very remote isolated area is a way of limiting her from getting married when her time is due. Some other countries like Ghana, unmarried female teachers are never posted to rural regions as a government of policy. In case where women have been posted in places they deem to be hardship area and see themselves as having been unfairly treated, they look for early transfer (Hedges, 2002).

Teachers working in areas where children are seen to be less interested in schooling are very demotivated. Taylor and Mulhall (2001) say that parents in some areas depend on their children for household chores and especially during crop harvesting periods. School calendar is designed in such a way that it has to follow a fixed schedule and learners are expected to be in school as scheduled even when agricultural activities ask for their assistance. Moreover, some parents hardly give parental encouragement to their children to go to school and do not find it necessary to provide them with basic requirements while in school. Such kind of learners finds learning less relevant and unattractive, for they get little support from their home environment. All these lead to their absenteeism, which is a teachers' morale killer.

In most of the countries, tutors are particularly required to take up extended responsibilities on top of their teaching duties like HIV/AIDs sensitization, social development, guidance and counseling (Bennel, 2014). In others, teachers are asked to give immunizations, take census information and even distribute food stuffs (Guajardo, 2011). Teachers in India assist in political campaigns and election supervision (Mooji, 2008). In a study conducted in Indonesia, when teachers were asked to identify factors which could positively

motivate them, 49% of respondents picked on improvement of school conditions as a factor that would influence them to work harder and better (Emirbey, 2017). A teacher spends more than two fifth of his daily hours in the school compound thus expecting it to be more appealing and accommodative.

In another study conducted by Kadzamira (2006), it was established that teachers in Malawi, Zambia and Papua New Guinea low-class housing is a source of demotivation and ill-feeling. Most schools have dilapidated houses or small structured facilities leaving teachers without a choice other than to live far from schools in highly rented private houses. Teachers in these countries say their school buildings have leaking roofs, poor sanitation and shattered windows (VSO, 2002). In Peru major rationale for teacher dissatisfaction is where they are forced to live far from their immediate relatives and separated with their spouses. A similar feeling was established in Tanzania where nearly 50% of teacher respondent rated their conditions of work as very poor and approximately one third of the female teachers found living far from their husbands as very annoying (Bennel & Mukyanuzi, 2007).

In Kenya, primary schools are victims of serious negligence by the government and the society alike. Schools' environment is regarded as the highest depressing place and especially worse when the school is located in the rural areas. Some schools in rural areas lack basic facilities such as libraries, staffroom, clean water or no water at all, housing and all-season road network. These teachers do find their work dissatisfying and unpleasant, particularly when they compare themselves with their colleagues in urban locations. These factors impact negatively on their morale at work (Waga & Simatwa, 2014).

5. Results and Discussion

The status of motivation was operationalized by analyzing the participants' scores on the status of motivation questionnaire. Respondents were asked to give their opinions using a questionnaire with 11 items on a five point likert scale ranging from strongly disagree (1), disagree (2), Not sure (3) agree (4) and strongly agree (5). The items were keyed in such a way that a high score indicated a high degree of motivation. A mean score and standard deviation was computed for each statement and a aggregate mean score was also computed for status of motivation. The mean scores in a five point likert scale were interpreted as follows; strongly disagree (1-1.99), disagree (2.00-2.99), not sure (3.00-3.99), agree (4.00-4.99) and strongly agree (5.00).

A) The first objective sought to analyze the status of motivation of teachers and head teachers in primary schools. The respondents' scores were computed to get the mean and standard deviation as summarized in Table 1. The results shows that the respondents were generally indecisive when asked about their opinions about the following statements; teachers in their schools were well motivated ($\bar{x} = 3.46, s = .99$), parents and teachers worked collaboratively and amicably ($\bar{x} = 3.71, s = .94$) and The BOM respected and motivated teachers ($\bar{x} = 3.35, s = 1.07$). However, the computed mean scores and standard deviations indicated that the respondents agreed with the following statements; teachers regularly and promptly attended class lessons ($\bar{x} = 4.44, s = .69$), teachers went to school on time daily ($\bar{x} = 4.32, s = .79$), teachers marked pupils' work promptly ($\bar{x} = 4.29, s = .73$), the respondents actively participated in co-curricular activities ($\bar{x} = 4.00, s = .88$), there was team-work in the school ($\bar{x} = 4.43, s = .77$) and

that the working environment in this school is conducive ($\bar{x} = 4.01, s = .89$). The respondents also agreed that they hardly left school without permission ($\bar{x} = 4.25, s = 1.24$) and teacher absenteeism was not a problem in this school ($\bar{x} = 4.05, s = 1.20$).

Table 1: Status of motivation of teachers and head teachers in primary schools

| s/no | Statements | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree | n | \bar{x} | s |
|------|---|----------------|-------|----------|----------|-------------------|-----|-----------|------|
| 1. | Teachers in this school are well motivated. | 11 | 99 | 26 | 26 | 8 | 170 | 3.46 | .99 |
| 2. | Teachers in this school come to work on time daily. | 76 | 83 | 4 | 6 | 2 | 171 | 4.32 | .79 |
| 3. | I mark pupils work promptly | 69 | 88 | 6 | 7 | 0 | 170 | 4.29 | .73 |
| 4. | I am active participant in co-curricular activities | 47 | 94 | 12 | 16 | 1 | 170 | 4.00 | .88 |
| 5. | There is team-work in this school | 92 | 68 | 6 | 2 | 3 | 171 | 4.43 | .77 |
| 6. | The working environment in this school is conducive | 48 | 90 | 15 | 13 | 2 | 168 | 4.01 | .89 |
| 7. | I hardly leave the school without permission. | 104 | 39 | 5 | 6 | 15 | 169 | 4.25 | 1.24 |
| 8. | Parents and teachers work collaboratively and amicably. | 25 | 100 | 19 | 23 | 3 | 170 | 3.71 | .94 |
| 9. | Teacher absenteeism is not a problem in this school. | 76 | 66 | 5 | 10 | 14 | 171 | 4.05 | 1.20 |

| | | | | | | | | | |
|---|--|----|----|----|----|----|-----|------|------|
| 10. | The BOM do respect and motivate teachers | 16 | 75 | 39 | 27 | 11 | 168 | 3.35 | 1.07 |
| 11. | Teachers regularly and promptly attend class lessons | 88 | 76 | 4 | 3 | 1 | 172 | 4.44 | .69 |
| Aggregate Mean Score (\bar{x}) = 4.03, Standard Deviation (s) = .49 | | | | | | | | | |

The overall computed mean score and standard deviation for the status of motivation of head teachers and teachers in primary schools in the two counties was 4.03 with standard deviation of .49. This mean score indicates that on a general scale the respondents rated the status of teachers in the two counties as well motivated. The significance of research of teacher motivation is evident as an essential factor related to a myriad of variables in education such as pupils' motivation, academic performance, practice in teaching and teachers' job satisfaction and overall prosperity. Social direction influences the teachers' status as witnessed in countries where the conditions and position of teachers remain high since stake holders value them for their contributions to their school going children's growth and development and their future status of teachers' motivation.

Divergent views by Richardson, Karabenik & Watt (2014) demonstrate that teachers' motivation in low income countries is not only low but also declining. They contend that motivation rates are low in a large number of primary schools, because teachers are unsatisfied with what they do and demotivated to continue being in or improve the teaching work. Similarly, a study conducted in Sierra Leone by Action Aid, established that more than 80% of primary school teachers do not wish to be teachers or want to remain in it (Bennel, 2014). Similar, findings were found in a study conducted in Zambia, Papua New Guinea and Malawi where teachers' motivation is declining and fragile.

The study further examined the opinions of the BOMs chairpersons on the status of teacher motivation in Embu and Kirinyaga Counties. The respondents were requested to rate the motivation of teachers in their schools as either high or low with a use of an interview schedule.

These findings indicate that the BOM chairpersons perceived the levels of motivation of teachers to be lower in day primary schools in the rural regions as compared to their colleagues in urban areas primary boarding schools. Schools in rural areas are deprived of resources and infrastructure and they usually serve the children of the rural population which consists mainly of poor peasants who are not supportive to the school programmes. As a result, teachers may find their work difficult in conditions of diminished parental support.

These findings were in agreement with Chandrasekar (2011) who stated that the environment at work place influences the teachers' morale and work performance either positively or negatively. In case the place of work environment is disliked by the teachers they feel demotivated and hence affecting their overall performance. In contrast to this view, a study conducted by Sargent and Hannun (2005) on job

satisfaction and motivation in China rural areas, established that there were remarkable differences in primary teacher motivation between various communities. It was interesting that teachers from economically developed communities were lowly satisfied whereas, those in the rural areas registered higher levels of motivation. Similarly, Bennel and Mukyanuzi (2005) found out that 80% of primary school teachers teaching in rural areas in Tanzania reported higher levels of motivation compared to their counterparts in urban areas. Bennel and Mukyanuzi (2005) concluded that the high levels on teacher motivation in rural areas could be due to the proximity to the extended families and social networks as well as greater commitment to their community, which gave them a kind of satisfaction.

The results of the interviews of BOM chairpersons' perceptions on the factors that contributed to motivation among teachers in public primary schools in the two counties were also analyzed. In both counties, motivational programmes were indicated as contributing to teachers' motivation, while timely payment of salaries was indicated as a motivator by 50% of the respondents in urban day schools in Kirinyaga county and 20% in Embu county. The respondents did not find other motivating factors available to teachers. Low cost of living in rural areas was not a motivating factor to teachers as only 3.6% in Embu County and none (0%) of the respondents in Kirinyaga County indicated it as a motivating factor. These findings show that generally majority of the BOM chairpersons did not perceive the working conditions of two counties to be motivating factors for primary school teachers.

B) The second objective compared motivation of teachers by county and school type. A descriptive analysis of responses was done and the mean scores, standard deviation, minimum and maximum scores computed for each of the three school categories from the two counties. The findings were summarized in Table 2.

Table 2: Comparison of teachers' motivation by county and school category

| | School Category | N | Mean | Std. Dev. | Minimum | Maximum |
|----|---------------------|-----|------|-----------|---------|---------|
| 1. | Embu rural day | 90 | 3.99 | .52 | 2.00 | 4.90 |
| 2. | Embu urban day | 15 | 4.17 | .29 | 3.55 | 4.64 |
| 3. | Embu boarding | 9 | 4.15 | .41 | 3.36 | 4.73 |
| 4. | Kirinyaga rural day | 47 | 3.95 | .50 | 2.64 | 4.91 |
| 5. | Kirinyaga urban day | 6 | 4.56 | .40 | 4.00 | 5.00 |
| 6. | Kirinyaga boarding | 5 | 4.16 | .35 | 3.64 | 4.55 |
| | Total | 172 | 4.03 | .49 | 2.00 | 5.00 |

Data presented in Table 2 revealed that the respondents from Kirinyaga Urban Day Primary schools had the highest mean score for status of motivation ($\bar{x} = 4.56, s = .40$), followed by Embu urban day schools ($\bar{x} = 4.17, s = .29$), Kirinyaga boarding ($\bar{x} = 4.16, s = .35$), Embu boarding ($\bar{x} = 4.15, s = .41$), Embu rural day ($\bar{x} = 3.99, s = .52$) and Kirinyaga rural day ($\bar{x} = 3.95, s = .50$). Respondents in urban day

primary schools posted the highest levels of motivation while the rural day schools posted the lowest. These findings indicate that the status of teacher motivation was found to be higher in urban and boarding schools compared to rural day primary schools. The results of this study disputed some of the earlier studies, for instance Bennel & Mukyanuzi (2005) in Tanzania whose study found that there were lower levels of motivation among teachers in urban primary schools. However, in a study by Sargent & Hannun (2005) in China, established that teachers in poor rural areas had lower levels of motivation than their urban counterparts hence concurring with this study. There were striking differences in primary teacher motivation between various communities, with teachers from economically endowed communities being less motivated, while teachers in villages felt more involved and engaged in their work.

These findings also concur with Kadzamira (2006) who argued that it is important to take into account the conditions and terms of teaching service aiming at motivating and retaining teachers in primary schools. Nadeem et al. (2011) report also agrees with this view and adds that, the social status and economic conditions of teachers have shown to have some significant effects on their levels of motivation. These include the teachers and general working environment. They also contend that when there is insufficient social and economic condition in the area where the school is positioned, adversely affects the level of motivation for teachers.

C) Results of the tests of hypothesis

The study tested the following null hypothesis:

Ho1: There is no statistically significant difference in the motivation of primary school teachers from Embu and Kirinyaga Counties in Kenya.

In order to establish if there were statistically significant differences in the status of motivation among teachers from Embu and Kirinyaga Counties an independent sample t-test was computed. The findings are illustrated in Table 3.

Table 3: Results of t-test of teachers motivation in embu and kirinyaga counties

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------------------------|-----------------------------|---|------|------------------------------|---------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Status of teachers motivation | Equal variances assumed | .476 | .491 | -.049 | 170 | .961 | -.00389 | .08006 | -.16194 | .15415 |
| | Equal variances not assumed | | | -.048 | 110.051 | .962 | -.00389 | .08132 | -.16505 | .15726 |

It is observed from Table 3 that the level of significance .961 was greater than the α -value (.05), thus there was no statistically significant differences in the mean scores of status of motivation among teachers from Embu and Kirinyaga Counties. Therefore, the null hypothesis was accepted and it was concluded that the status of motivation among teachers from Embu and Kirinyaga Counties was largely the same. Generally, the study revealed that in both Embu and Kirinyaga Counties the status of motivation among teachers and head teachers was above average in the scale used. Teachers in public primary schools in Kenya face

similar work conditions due to the introduction of free primary education in Kenya in 2002. The free primary education implemented in 2002 continues to face the challenge of large class sizes, high teacher-learner ratio and staff shortage among others that leads to work overload and inadequacy of instructional materials (Majanga, Nasongo & Syllvia, 2010). These conditions impacted negatively on teachers across different school categories and locations, thus resulting to low morale among teachers due to heavy workload and overcrowded classes while working for longer hours with intent of covering the heavy syllabus.

6. Conclusion and Recommendations

The study established that the overall computed mean score and standard deviation for the status of motivation of teachers and head teachers in primary schools was 4.03 with standard deviation of .49. This mean score indicated that on a general scale the respondents rated the status of motivation in the two counties as generally well-motivated. Respondents in urban day primary schools posted the highest levels of motivation while the rural day schools posted the lowest levels of motivation. These findings indicate that the status of teacher's motivation was found to be higher in urban and boarding schools compared to rural day primary schools.

Hypotheses testing of the computed values of t-test indicated that there were no statistically significant differences in the mean scores of status of motivation among teachers in Embu and Kirinyaga Counties. Therefore, the null hypothesis was accepted and it was concluded that the status of motivation among teachers in Embu and Kirinyaga Counties were the same.

From the findings of the study, the study recommends the need to sustain and strengthen the motivation of teachers in the two counties. This is because, teachers who are intrinsically motivated are responsible, have personal development and have self-drive at work, this automatically translates to better learner's outcome.

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