

**STRATEGIES TO ENHANCE MOTIVATION OF TEACHERS IN
PUBLIC SECONDARY SCHOOLS OF MAARA DISTRICT NITHI
COUNTY KENYA**

BY

BEATRICE KANANA KIUGU

**A Project Submitted in Partial Fulfillment of the Requirements for a Master of Education
Degree in Educational Planning, Management and Administration of Mount Kenya
University**

November, 2012

ABSTRACT

High quality teaching staff is a cornerstone to successful education system. Many studies have associated motivational factors to enhanced job performance, positive work values, high levels of employee motivation and low levels of burnout and turnover. The study was to establish the factors that influence motivation of teachers in Maara District in Kenya. The dependent variable of the study was teacher motivation and the independent variables are working conditions, interpersonal relations and organizational practices and job characteristics. The objectives of the study was to investigate the factors that influence the motivation of teachers in Maara District Public Secondary Schools, to determine whether there are differences in motivation of teachers across age, gender, teaching experience and academic qualifications, to identify management interventions that can be designed to enhance teacher motivation in Maara District. The study will contribute to the pool of knowledge which is vital for present and future scholars and also identify factors which influence individual teacher motivation which is crucial to effective educational management. The study was guided by Abraham Maslow's Hierarchy of needs theory. Descriptive survey design was used targeting 42 schools and 398 teachers in public secondary schools of Maara District. Stratified random sampling was used to select 11 schools from which 11 principals and 110 teachers were randomly selected to participate in the study. Data was collected using a modified Likert scale type of questionnaire which was administered after validation. Two questionnaires were used one for principals and one for teachers. Descriptive statistics was be used to analyze data obtained including frequency count, mean and percentages. The results of data analysis were presented in summary form using frequency distribution tables, bar graphs and pie charts. Thematic analysis has also been used in identifying strategies to influence motivation of teacher and importance of motivating teachers. Head teachers will benefit from findings which will show management styles which may be employed and teacher involvement to facilitate the teaching and learning process. Hence overall performance of teachers will be enhanced once they are motivated. It was established that majority of the principals are males. This is an indication of gender imbalance and is it a key factor to motivation of teachers. For example, female teachers are motivated by non-monetary rewards especially praise and recognition. The government in collaboration with the B.O.Gs should improve the working conditions. This will entail putting up conducive infrastructures for teachers and also employing more teachers to ensure teachers workload is reduced. The schools should put up modern offices and furniture for teachers.