

**FACTORS INFLUENCING MOTIVATION OF SECONDARY
SCHOOL TEACHERS IN NYANDARUA NORTH SUB
COUNTY NYANDARUA COUNTY**

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ABSTRACT

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This study aimed at finding out which factors affect teachers' motivation in public secondary schools in Nyandarua North Sub County. Specifically, the study sought to find out the influence of job satisfaction on teacher motivation in public secondary schools, to determine the effect of reward system on teacher motivation in public secondary schools and to find the effect of professional training and development on teacher motivation in public secondary schools. The study adopted descriptive survey design and targeted 30 principals and 680 teachers from all the 30 schools in the Sub County. Purposive sampling technique was used to sample principals while simple random sampling technique was used to sample teachers. A total of 8 teachers were randomly sampled from each of the 14 schools used in the actual study. Questionnaires and interview schedules were used as instruments for data collection. Quantitative data was coded tallied and analyzed using descriptive statistic such as frequencies and percentages. The result of data analysis was reported in summary form using frequency tables, bar graphs and pie charts. Qualitative data analysis for the open ended questions was done using content analysis where ideas were grouped into themes. The study found that, the nature of motivation policies at the school level was found to be a major factor whereby majority of teachers described them as weak, insufficient and lacking in adequate incentives to ensure motivation among the teachers. Job satisfaction was identified as the second factor affecting motivation of the teachers. The study found that teacher's level of job satisfaction is low and the situation is attributed to poor remuneration, unfair promotion policies, lack of fringe benefits, poor working environment, poor interpersonal relationships with their supervisors and poor working conditions. Thirdly, reward system for teachers was found to affect the teacher's level of motivation. Majority of the teachers perceive their job as lacking opportunities for personal and career development implying that to a large extent, the professional does not offer opportunities for career and personal development. Also, majority of the teachers perceive the teaching profession as to be enjoying status and prestige due to it to a low extent indicating therefore that majority of the teachers do not find their job rewarding enough. Finally, the study identified school based challenges affecting teacher motivation as lack of autonomy to develop motivational policies, budgetary limitations, poor perception of the teachers that motivation can only be monetary, poor attitude of the other stakeholders towards motivation of teachers and poor human resource management skills among the school management that does not value the human capital. Government policy based challenges mentioned include absence of a vote head to cater for staff motivation, limitations imposed by public officer's ethics bill, budgetary constraints and lack of training in human resource management.