

**FACTORS THAT INFLUENCE MOTIVATION OF MEMBERS OF STAFF:
CASE STUDY: MAAI MAHIU SECONDARY SCHOOL
(NAIVASHA, KENYA)**

BY

**HUMPHREY NJENGA KIMANI
REG. NO. BED/10806/61/DF**



**Research Report Submitted to the Institute of Open and Distance
Learning as Partial Fulfillment of the Requirements for the Award
of Bachelors Degree in Education Science of Kampala International
University.**

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DECLARATION

This project is my original work and has not been presented for a Degree in Education in any University.

Student's signature



Humphrey Njenga Kimani

Reg. No. BED/10806/61/DF

APPROVAL

This project has been presented for examination with my approval as the
University Supervisor.



Mr. Ochen Moses



Date

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LIST OF ABBREVIATIONS

M.M.S.S.	-	Maai Mahiu Secondary School
P.G.D.E.	-	Post Graduate Diploma in Education
T.S.C.	-	Teachers Service Commission

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I wish to express my sincere gratitude to my supervisor, Mr. O. Moses for his continued encouragement and indispensable guidance which helped me to complete this project. I would also wish to thank Ms. Alice Mugi of Maai Mahiu Secondary School, for the support and contributions during my project period. Special thanks also go to all the other staff of Maai Mahiu Secondary School who helped me to get the information I needed for the project.

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DEDICATION

I dedicate this project to my dear wife Mrs. Mary Wangari Njenga and our lovely children Martin and Elsie, who on many occasions had to sacrifice, accept, tolerate and understand my chronic unavailability during the study period.

ABSTRACT

The objective of the study was to establish the factors that influence the motivation of the members of staff at Maai Mahiu Secondary School (Naivasha Kenya). Through the literature review several theories of motivation were identified. *Ex post facto* research design was applied in the study.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

Motivation has been defined as: the cognitive decision-making process through which goal directed behaviour is initiated, energized, directed and maintained (Huczynski & Buchanan, (2001); those processes both instinctive and rational by which people seek to satisfy basic drives, perceived needs and personal goals, which trigger human behaviour (Cole, 1996); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian, & Lindner, 1995); the direction and persistence of action (Mullins, 1985); and the will to achieve (Bedeian, 1993). For this study, motivation was operationally defined as the inner force that drives individuals to accomplish personal and organizational goals.

—At one time, employees were considered just another input into the production of goods and services. What perhaps changed this way of thinking about employees was research, referred to as the Hawthorne Studies, conducted by Elton Mayo from 1924 to 1932 (Dickson, 1973). This study found out that employees are not motivated solely by money, it also established that employees behavior was linked to their attitudes (Dickson, 1973). The Hawthorne Studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bedeian, 1993).

Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study results (Terpstra, 1979). Some major approaches that led to the understanding of motivation are Maslow's need-hierarchy theory, Herzberg's two-factor theory, Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory among others.

According to Maslow, employees have five levels of needs (Maslow, 1943): physiological, safety, social, ego, and self-actualizing. Maslow argued that lower level needs had to be satisfied before the next higher level need would motivate employees. Herzberg's work categorized motivation into two factors: motivators and hygiene (Herzberg, Mausner, & Snyderman, 1959). Motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction.

Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated.

Adams' theory states that employees strive for equity between themselves and other workers. Equity is achieved when the ratio of employee outcomes over inputs is equal to other employee outcomes over inputs (Adams, 1965).

Skinner's theory simply states that those employees' behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated (Skinner, 1953). Managers should positively reinforce employee behaviours that lead to positive outcomes and negatively reinforce employee behaviours that lead to negative outcomes.

According to Mullins (1985), motivation inspires morale. High staff morale enables workers to perform with a lot of enthusiasm and it exists in an organization when workers are adequately motivated. Owen, (1771), viewed people as similar to machines. A machine that is looked after properly, cared for and maintained well, performs efficiently, reliably and lastingly, similarly people are likely to be more efficient if they are taken care of.

Maai Mahiu Secondary School has been selected as a focus area for this study.

1.2 Statement of the Problem

Quality staff constitutes the pre-eminent resource available to any institution. Human resource management presents significant challenges to the teachers service commission in terms of competencies, numbers of staff, mismatches, culture, values, attitudes, behaviours, motivation, staff development, productivity, policies, procedures and practices among others. More specifically, the school is witnessing problems of low morale and poor work performance that have adversely affected staff commitment and service delivery. There is

therefore need to address issues of low staff morale and productivity through policy and other problem solving initiatives in the areas of staff development, performance improvement programmes performance appraisal, improved terms and conditions of service, customer care and discipline. (T.S.C. strategic plan 2005-2010).

1.3 General Objective

The general objective was to examine the factors that influence motivation of members of staff.

1.4 Specific Objectives

- (i) To establish how training of members of staff was implemented at the Maai Mahiu Secondary School.
- (ii) To establish how promotion opportunities were availed to members of staff at the Maai Mahiu Secondary School.
- (iii) To establish how conducive the work environment was at Maai Mahiu Secondary School.

1.5 Purpose of Study

The purpose of this study was to establish the factors that influence the motivation of members of staff at Maai Mahiu Secondary School in Naivasha, Kenya.

1.6 Research Questions

- (i) Do training opportunities exist to cater for interests of members of staff at Maai Mahiu Secondary School?

- (ii) Do promotion opportunities exist for members of staff at Maai Mahiu Secondary School?
- (iii) Are the working conditions at Maai Mahiu Secondary School conducive?

1.7 Significance of the Study

The outcome of the study can be used to sensitize the management of human resources at Maai Mahiu Secondary School.

1.8 Basic Assumptions

The study assumed that the respondents knew the importance of motivation in the work place.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

According to Mugenda and Mugenda (1999), literature review enables the researcher to evaluate previous work done by other researchers in related studies. It allows the researcher an opportunity to examine and access the previous approaches to the problem and also helps one to discover research possibilities that have been overlooked before. It also ensures that existing gaps in the research question are identified and taken into account.

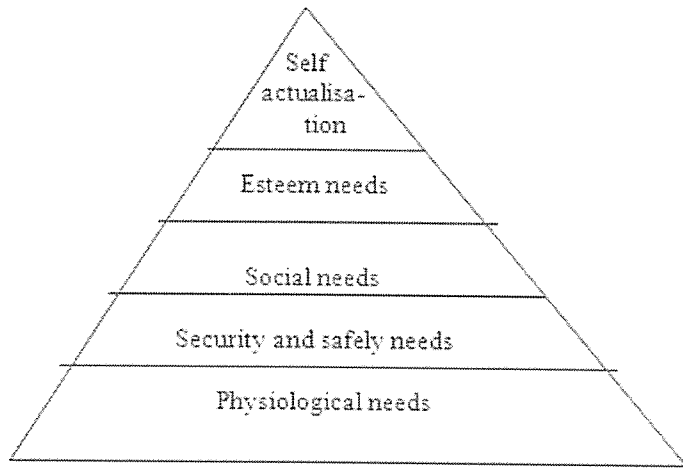
2.2 Theories of Motivation

Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study results (Terpstra, 1979). The major approaches that have led to our understanding of motivation are Maslow's need-hierarchy theory, Herzberg's two- factor theory, Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory.

2.3 Content Theories of Motivation

One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by psychologist Abraham Maslow (1943). He saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and

he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator.



Source: <http://www.laynetworks.com/motivation.html>

As each of these needs is substantially satisfied, the next need becomes dominant. From the standpoint of motivation, the theory would say that although no need is ever fully gratified, a substantially satisfied need no longer motivates. So if you want to motivate someone, you need to understand what level of the hierarchy that person is on and focus on satisfying those needs or needs above that level.

McGregor (1960), in his book "The Human side of Enterprise" states that people inside the organization can be managed in two ways. The first is basically negative, which falls under the category X. It holds that some managers view workers as lazy and irresponsible and so need very close supervision and control. The other is basically positive, which falls under the category Y and

holds that some managers may view workers more favourable as people, who under appropriate conditions get committed to the employer and make efforts on initiatives.

On analysis of the assumptions it can be detected that theory X assumes that lower-order needs dominate individuals and theory Y assumes that higher-order needs dominate individuals. An organization that is run on Theory X lines tends to be authoritarian in nature. In contrast Theory Y organizations can be described as “participative”, where the aims of the organization and of the individuals in it are integrated; individuals can achieve their own goals best by directing their efforts towards the success of the organization.

Frederick Herzberg (1966), tried to modify Maslow’s need Hierarchy theory. His theory is also known as two-factor theory or Hygiene theory. He stated that there are certain satisfiers and dissatisfiers for employees at work. Intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. He devised his theory on the question: “What do people want from their jobs?” He asked people to describe in detail, such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that opposite of satisfaction is not dissatisfaction. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that presence of certain factors in the organization is natural and the presence of the same does not lead to motivation. However, their

non-presence leads to demotivation. In similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact. Examples of Hygiene factors are; Security, status, relationship with subordinates, personal life, salary, work conditions, relationship with supervisor and company policy and administration. Examples of Motivational factors are; Growth prospectus job advancement, responsibility, challenges, recognition and achievements.

Alderfer has tried to rebuild the hierarchy of needs of Maslow into another model named ERG i.e. Existence – Relatedness – Growth. According to him there are 3 groups of core needs as mentioned above. The existence group is concerned mainly with providing basic material existence. The second group is the individuals need to maintain interpersonal relationship with other members in the group. The final group is the intrinsic desire to grow and develop personally.

David McClelland developed a theory on three types of motivating needs namely, need for power, need for affiliation and need for achievement. Basically people with high need for power are inclined towards influence and control. They like to be at the center and are good orators. They are demanding in nature, forceful in manners and ambitious in life. They can be motivated to perform if they are given key positions or power positions. In the second category are the people who are social in nature. They try to affiliate themselves with individuals and groups. They are driven by love and faith. They like to build a friendly

environment around themselves. Social recognition and affiliation with others provides them motivation. People in the third area are driven by the challenge of success and the fear of failure. Their need for achievement is moderate and they set for themselves moderately difficult tasks. They are analytical in nature and take calculated risks. Such people are motivated to perform when they see at least some chances of success.

McClelland observed that with the advancement in hierarchy the need for power and achievement increased rather than Affiliation. He also observed that people who were at the top, later ceased to be motivated by this drives.

2.4 Context Theories of Motivation

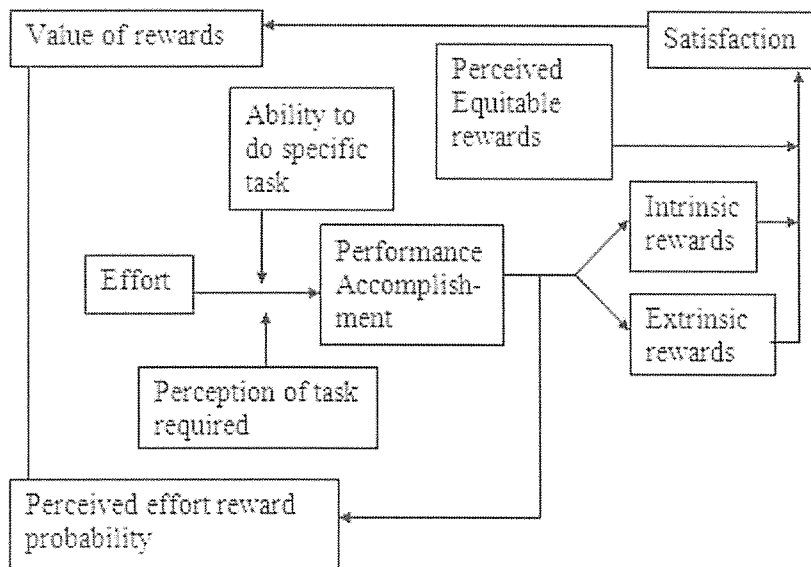
Jeremy Bentham's (1800), The Carrot and the Stick Approach, His view was that all people are self-interested and are motivated by the desire to avoid pain and find pleasure. Any worker will work only if the reward is big enough, or the punishment sufficiently unpleasant. This view - the 'carrot and stick' approach - was built into the philosophies of the age and is still to be found, especially in the older, more traditional sectors of industry.

Elton Mayo (1924 - 1932), His work is famously known as "Hawthorne Experiments." He conducted behavioral experiments at the Hawthorne Works of the American Western Electric Company in Chicago. He made some illumination experiments, introduced breaks in between the work performance and also introduced refreshments during the pauses. On the basis of this he drew the



conclusions that motivation was a very complex subject. It was not only about pay, work condition and morale but also included psychological and social factors.

Vroom (1964) Valence x Expectancy theory; the theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual to make this simple, expectancy theory says that an employee can be motivated to perform better when there is a belief that the better performance will lead to good performance appraisal and that this shall result into realization of personal goal in form of some reward. Lyman W. Porter and Edward E. Lawler developed a more complete version of motivation depending upon expectancy theory.

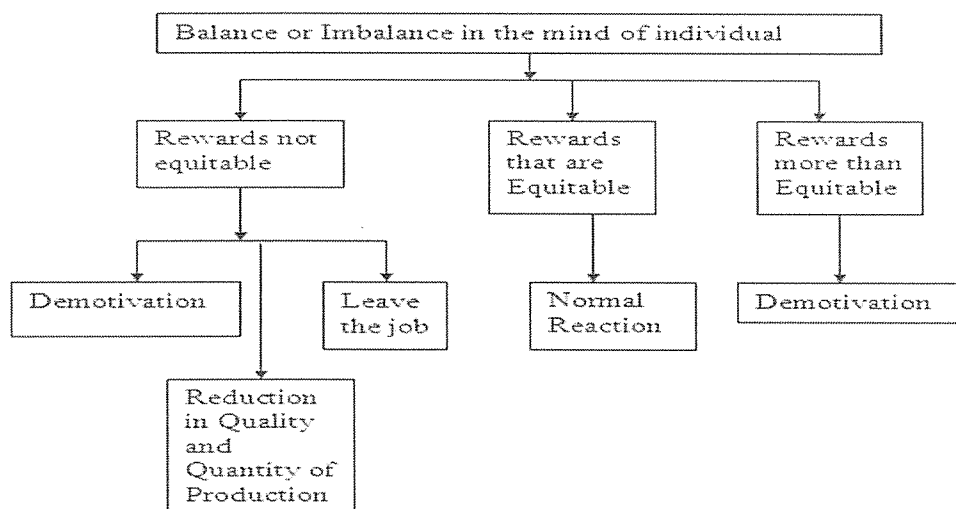


Source: <http://www.laynetworks.com/motivation.html>

Actual performance in a job is primarily determined by the effort spent. But it is also affected by the person's ability to do the job and also by individual's perception of what the required task is. So performance is the responsible factor that leads to intrinsic as well as extrinsic rewards. These rewards along with the equity of individual leads to satisfaction. Hence, satisfaction of the individual depends upon the fairness of the reward.

As per the equity theory of J. Stacey Adams (1965), people are motivated by their beliefs about the reward structure as being fair or unfair, relative to the inputs. People have a tendency to use subjective judgment to balance the outcomes and inputs in the relationship for comparisons between different individuals. Accordingly:

$$\frac{\text{Out comes by a person}}{\text{Inputs by a person}} = \frac{\text{Out comes by another person}}{\text{Input by another person}}$$



Source: <http://www.laynetworks.com/motivation.html>

If people feel that they are not equally rewarded they either reduce the quantity or quality of work or migrate to some other organization. However, if people perceive that they are rewarded higher, they may be motivated to work harder.

B.F. Skinner, who propounded the reinforcement theory, holds that by designing the environment properly, individuals can be motivated. Instead of considering internal factors like impressions, feelings, attitudes and other cognitive behavior, individuals are directed by what happens in the environment external to them. Skinner states that work environment should be made suitable to the individuals and that punishment actually leads to frustration and de-motivation. Hence, the only way to motivate is to keep on making positive changes in the external environment of the organization.

Locke & Latham (1988) these researchers introduced the goal theory. They argued that what motivates a person is the goal he has set to achieve in life. Their investigations indicated that performance improved when a person sets specific goals rather than vague ones. This was however only true for these who believed that they had the ability to achieve these goals. They advised that an effort should be made to harmonize individual and company goals as this eliminates any conflict of loyalty for the worker.

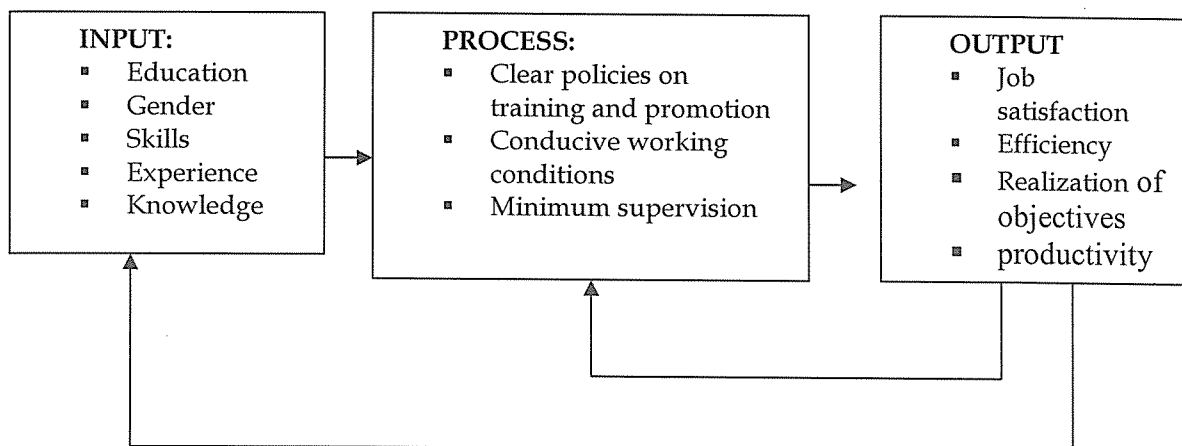
Jacques (1961 and Robbins (1993), these two researchers investigated on the effect of equitable treatment of workers. They found out that workers always compare themselves to peers in terms of their contribution to the organization and resultant rewards.

If they sense they are not being treated equitably they feel aggrieved and their level of motivation is negatively affected. This requires that each cadre of workers should have same scheme of service.

Chris Agyris's (1961) research discovered that workers hated their seniors who treated them as if they were immature babies unable to make even simple decisions or perform routine tasks without undue orders. He concluded that the best way to motivate workers was to give them challenging tasks and the freedom to act. Unnecessary supervision was to be avoided.

2.5 Conceptual Framework

The study was based on a conceptual framework which had several variables. It was thought that the factors that influence the motivation of members of staff at Maai Mahiu Secondary School included training, promotion and working conditions. It was thought that if these factors were properly addressed, they could lead to high productivity.



CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The following are the contents of this chapter, methods of data collection, research design, sample and sampling procedures, research instrument, instrument validity and reliability, data collection procedures and data analysis.

3.2 Methods of Data Collection

(i) Questionnaires;

These were used to collect information from teachers since these respondents are literate and are able to understand the language used.

(ii) Interviews;

Interviews were used to collect information from the heads of departments since they are always very busy and have little time to fill questionnaires.

3.2 Research Design

The researcher applied the *ex post facto* research design. This helped her to investigate the possible cause-and-effect relationships by observing some existing consequences and searching back through the plausible causal factors.

3.3 Target Population

The members of staff working at Maai Mahiu Secondary School who are approximately 25 in number comprised the study population. A total number

of 25 questionnaires were administered, 20 were returned which resulted to a response rate of 80%. Computer aided analysis was employed and the results were presented in form of tables, graphs and pie charts.

3.3.1 Gender of the respondents:

The above question sought the gender of the respondents. As illustrated by table 3.3.1 below, it was established that 70% of the respondents were male while 30 % were female.

	No. of Respondents	% No. of percentage
Male	14	70%
Female	6	30%

Source: Survey data

Table 3.3.1 – Responses to gender of respondents

3.3.2 Age Bracket of the respondents:

The aim of this question was to identify the age bracket of the respondents. The results indicated that 40% (8) of the employees are between 36 and 40 years old. 20% (4) are between 25 and 30 years old. The findings are tabulated in table 3.3.2 here below.

Age	No of Respondents	% No. of respondents
25-30	4	20%
31-35	2	10%
36-40	8	40%
41-45	3	15%
46 and above	3	15%

Source: Survey data

Table 3.3.2 – Age bracket of the respondents

3.3.3 Educational level and professional qualifications

This question sought to find out the level of education of the members of staff and their professional qualifications. 40% of the members of staff had ordinary diploma, 50% had acquired bachelors degrees and 10% had acquired masters degree as illustrated by table 3.3.3 here below in their respective areas of specialization.

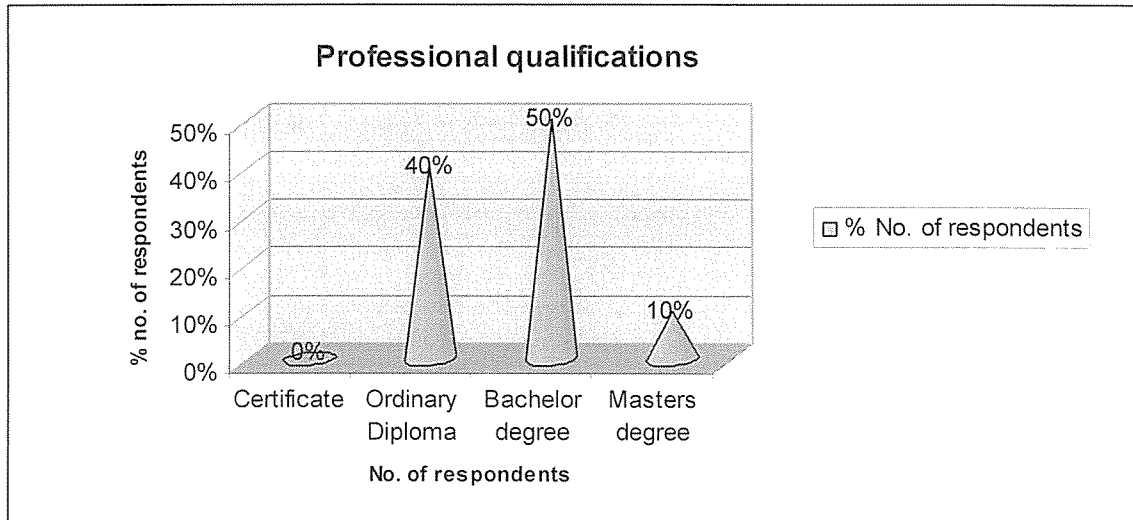
Educational level	No of Respondents	% No. of respondents
Primary	0	0%
Secondary	0	0%
Tertiary	8	40%
University	12	60%
Any other	0	0%

Source: Survey data

Professional qualifications	No. of respondents	% No. of respondents
Certificate	0	0%
Ordinary Diploma	8	40%
Bachelor degree	10	50%
Masters degree	2	10%

Source: Survey data

Tables 3.3.3 – Educational level and professional qualifications obtained



Source: Survey data

Fig. 1 - Professional qualifications obtained by the respondents

3.3.4 Numbers of years worked by the respondents

The aim of the question was to find out the length of time the respondents had worked in the institution. This was to enable the researcher establish whether the respondents had been in the institution long enough to know the factors which influenced motivation. Majority of the respondents had served the institution for between 5 – 12 years and could therefore clearly identify the factors influencing morale among them.

No. of years worked	No. of respondents	% No. of respondents
1-5	4	20%
5-10	13	65%
Over 10	3	15%

Source: Survey data

Table 3.3.4 - No. of years respondents have worked in the university

3.4 Sample and Sampling Procedure

Purposive sampling procedure was used in the study because it allowed the researcher to choose subjects who were in best position to provide the information required.

3.5 Research Instrument

A questionnaire with closed questions was designed to collect views of the targeted staff. The questionnaire was delivered by hand and collected. Personal interviews were also made. The questionnaire had 20 questions on a scale of five, that is, strongly agree, agree, neutral, disagree, strongly disagree.

3.6 Instrument Validity and Reliability

A comprehensive review of the relevant literature on various factors that influence motivation was carried out. Expert advice on the content was sort from the supervisor, Mr. Ochen. Finally, a pilot study was carried out to enable the investigator readjust the inadequately phrased question items.

3.7 Data Collection Procedures

After the proposal was approved by the supervisor, appointments were booked with the respondents for pilot study and also for the main study. This helped the investigator to check the raw data on the questionnaires to identify those items

wrongly responded to, spelling mistakes and questions which were vague to the respondents.

3.8 Data Analysis Procedures

The data was edited and coded accordingly. Calculations of percentages and frequencies were conducted. The findings were then reported in form of pie charts, graphs and tables.

CHAPTER FOUR

4.0

DATA ANALYSIS

4.1 Introduction

Chapter four is composed of data analysis, introduction, training opportunities, promotion opportunities and working conditions.

4.2 Training Opportunities

4.2.1 The question sort to know if training opportunities existed in the Teachers Service Commission specifically at Maai Mahiu Secondary School?

75% of the respondents agreed that training opportunities existed at the Teachers Service Commission specifically at Maai Mahiu Secondary School. 15% strongly agreed while another 10% remained neutral. This is illustrated by table 4.2.1.

	No. of respondents	% no. of respondents
Strongly agree	3	15%
Agree	15	75%
Neutral	2	10%
Disagree	0	0%
Strongly disagree	0	0%

Source: Survey data

Table 4.2.1 Training opportunities

4.2.2 The number of times the employer sponsored members of staff for training?

50% of the respondents said they had never been sponsored by the employer for training, 30% said that they had received training only once, 15% said they had received training twice, 5% said they had been trained for three times and no member of staff had been trained for four times and above. Table 4.2.2 illustrates this.

	No. of respondents	% no. of respondents
Once	6	30%
Twice	3	15%
Thrice	1	5%
Four and above	0	0%
Not at all	10	50%

Source: Survey data

Table 4.2.2 – employer sponsored training

4.2.3 The number of courses that the members of staff had sponsored themselves?

70% of the respondents said that they had sponsored themselves once for courses in their areas of specialization. 15% said they had sponsored themselves twice, 10% said they had sponsored themselves three times while 5% said that they had not sponsored themselves for any course. Table 4.2.3 illustrates this.

	No. of respondents	% no. of respondents
One	14	70%
Two	3	15%

Three	2	10%
Four and above	0	0%
Not at all	1	5%

Source: Survey data

Table 4.2.3 Number of courses respondents had sponsored themselves.

4.2.4 The question sort the respondents views on sponsoring themselves for a course.

55% of the respondents strongly disagreed, 15% disagreed, 20% strongly agreed 5% agreed while 5% remained neutral. This is illustrated by table 4.2.4.

	No. of respondents	% no. of respondents
Strongly agree	4	20%
Agree	1	5%
Neutral	1	5%
Disagree	3	15%
Strongly Disagree	11	55%

Source: survey data

Table 4.2.4: employees feeling on self sponsorship

4.2.5 The question sort to establish the respondents view on recognition of their achievement and reward by the employer after acquiring relevant training?

All the respondents unanimously strongly agreed that the employer should recognize their achievement and reward them accordingly after acquiring relevant training.

	No. of respondents	% no. of respondents
Strongly agree	20	100%
Agree	0	0
Neutral	0	0
Disagree	0	0
Strongly Disagree	0	0

Source: survey data

Table 4.2.5 – Respondents feelings on employer recognition of their achievement

4.2.6 The question sort to establish the respondents' views in regard to training policy in the institution.

45% of the respondents strongly agreed that the institution lacks a clear policy on training, 20% agreed, 10% remained neutral, another 10% disagreed while 15% strongly disagreed. They felt that this acts as a hindrance of being trained by the employer. Table 4.2.6 illustrates the information.

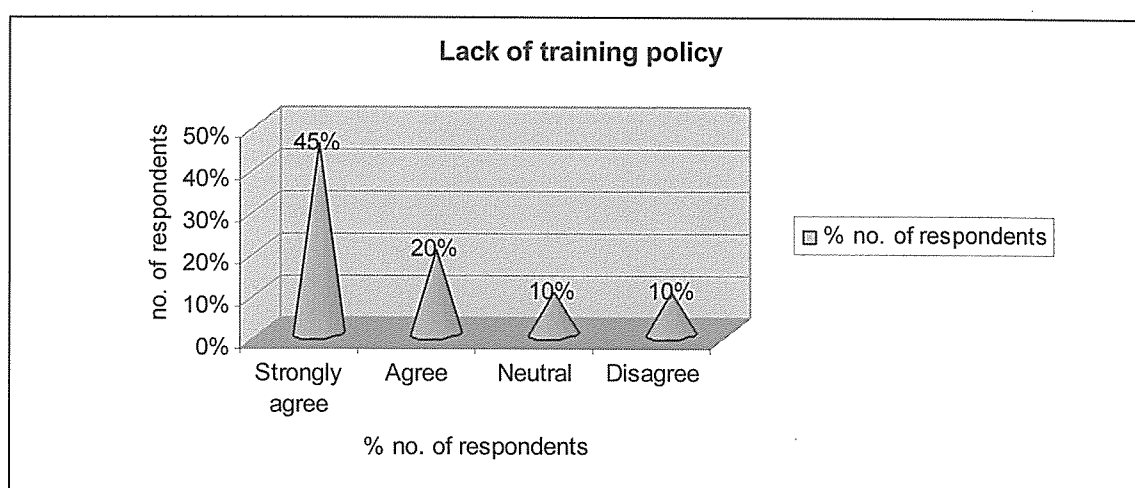
	No. of respondents	% no. of respondents
Strongly agree	9	45%
Agree	4	20%
Neutral	2	10%

Disagree	2	10%
Strongly Disagree	3	15%

Source: survey data

Table 4.2.6: Respondents views in regard to training policy

Figure 2 below shows the frequency of the respondents view to their level of satisfaction.



Source: Survey data

Figure 2: Lack of training policy

4.3 Promotion Opportunities

4.3.1 The question sort to know if promotion opportunities exist in the TSC, specifically at Maai Mahiu Secondary School?

100% of the respondents unanimously agreed that promotion opportunities existed at the Teachers Service Commission, specifically at Maai Mahiu Secondary School. Table 4.3.1 here below illustrates this.

	No. of respondents	% no. of respondents
Strongly agree	0	0%
Agree	20	100%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Source: survey data

Table 4.3.1 - existence of promotion opportunities

4.3.2 The present grade of the respondents:

The question sort to establish the grades held by the respondents. It was established that 5% of the respondents were in Principal grade and above, 30% were in grade M, 20% in grade L, 35% in grade K and 10% in grade J as illustrated in table 4.3.2 here below.

	No. of respondents	% no. of respondents
J	2	10%
K	7	35%
L	4	20%
M	6	30%
Principal and above	1	5%

Source: Survey data

Table 4.3.2 - respondents grades

4.3.3 The question sort to establish how long the respondents had served in their present grades.

35% of the respondents said that they had served in the same grade for between 11-15 years, 25% for between 16-20 years, 0% for between 1-5 years, 25% for between 6-10 years while 15% had been in the same grade for over 20 years.

Table 4.3.3 illustrates the information.

No. of years	No. of respondents	% no. of respondents
1-5	0	0%
6-10	5	25%
11-15	7	35%
16-20	5	25%
Over 20	3	15%

Source: survey data

Table 4.3.3: Number of years served in present grade

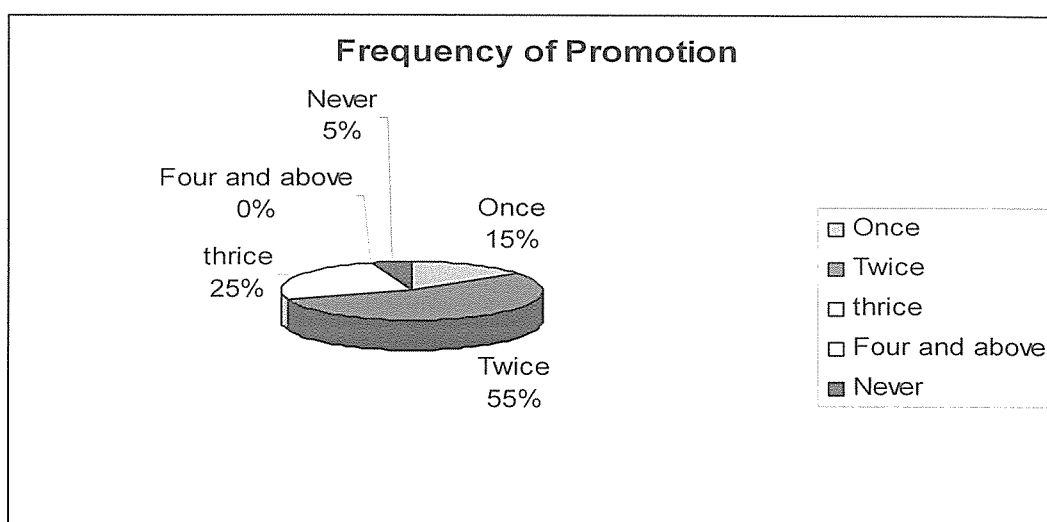
4.3.4 The question sort to find out how many times the respondents had been promoted since their first appointment.

5% of the respondents said that they had never been promoted since their first appointment, 55% said that they had been promoted twice, 25% said that they had been promoted three times while 15% said that they had only been promoted once. This is illustrated in table 4.3.4 and also represented in Figure 3.

No. of years	No. of respondents	% no. of respondents
Once	3	15%
Twice	11	55%
thrice	5	25%
Four and above	0	0%
Never	1	5%

Source: survey data

Table 4.3.4 Respondents' frequency of promotion



Source: Survey data

Figure 3: Frequency of promotion

4.3.5 The question sort to establish whether lack of vacancies was a major hindrance to promotion.

55% of the respondents strongly disagreed that lack of vacancies was a major hindrance to promotion, 30% disagreed, 10% agreed while 5% of the respondents remained neutral. This is illustrated in table 4.3.5 here below.

No. of years	No. of respondents	% no. of respondents
Strongly agree	0	0%
Agree	2	10%
Neutral	1	5%
Disagree	6	30%
Strongly disagree	11	55%

Source: survey data

Table 4.3.5: Respondents views on lack of vacancies

4.4 Working Conditions

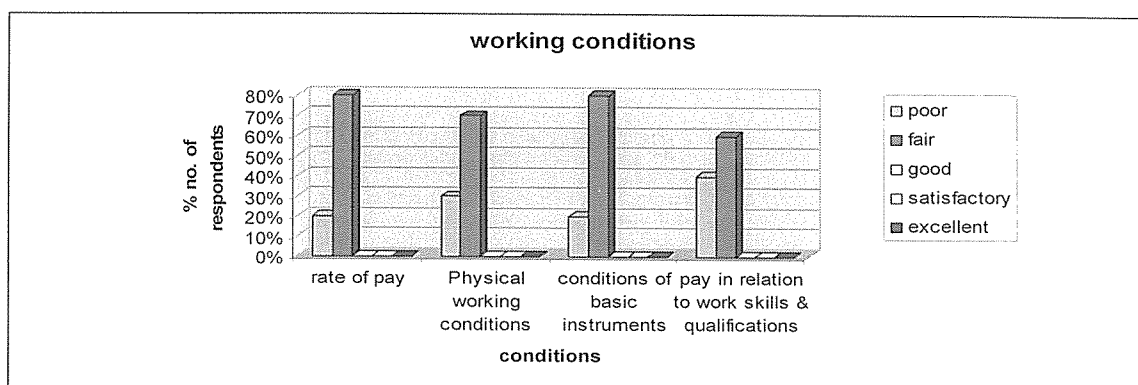
4.4.1 Questions 15, 16, 17 and 18 sort to establish the respondents views regarding the pay, general physical working conditions, conditions of the basic instruments, tools and equipment and how the respondents rated their qualifications and work skills in comparison with the pay.

80% of the respondents rated their salaries and allowances as fair while only 20% rated their salaries and allowances as poor. 70% of the respondents described their general physical working conditions as fair while 30% describe them as poor. 80% of the respondents rated the condition of the basic instruments, tools and equipment they use at work as fair while 20% said they are poor. 60% of the respondents felt that given their qualifications and the work skills, the TSC was paying them fairly, while 40% felt it was paying them poorly. This is illustrated by table 4.4.1 and also figure 4 here below.

	No. of respondents				% no. of respondents			
	Q15	Q16	Q17	Q18	Q15	Q16	Q17	Q18
Poor	4	6	4	8	20%	30%	20%	40%
Fair	16	14	16	12	80%	70%	80%	60%
Good	0	0	0	0	0	0	0	0
Satisfactory	0	0	0	0	0	0	0	0
Excellent	0	0	0	0	0	0	0	0

Source: Survey data

Table 4.4.1: Respondents feeling about working conditions



Source: Survey data

Fig. 4: Respondents feelings about the working conditions

CHAPTER FIVE

5.0 SUMMARY OF THE STUDY, FINDINGS OF THE STUDY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, findings of the study, discussions, conclusions and recommendations.

5.2 Summary of the Study

Motivation has been defined as those processes both instinctive and rational by which people seek to satisfy basic drives, perceived needs and personal goals, which trigger human behaviour. Different theorists came up with various factors that influence motivation which includes needs, equity, rewards, recognition among others.

It is evident that motivated employees are needed in our rapidly changing workplaces. This is because they help organizations to survive and they are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees' changes constantly.

5.3 Findings of the Study

5.3.1 Training opportunities

The investigator established that training opportunities existed in the Teachers Service Commission as a whole and also at Maai Mahiu Secondary School. He also established that there was a clear policy on training though majority of the members of staff did not know of their existence and application.

The majority of the respondents were of the opinion that the employer should endeavour to sponsor them for training, though on several occasions they tried to sponsor themselves. The employer should also recognize and award those who have attained relevant training accordingly. This should act as a motivator.

5.3.2 Promotion opportunities

Though all the members of staff at Maai Mahiu Secondary School unanimously agreed that promotion opportunities existed in the Teachers Service Commission (TSC) and also at Maai Mahiu Secondary School (MMSS), it was evident that there was lack of promotion of members of staff which forced them to stay for many years in one grade even with relevant qualifications. This acted as a clear cause of demotivation.

Despite the fact that promotion opportunities depended on the availability of vacancies, ~~lack of vacancies should not be seen as a hindrance to promotion but~~ establishment should be frequently revised in comparison with the work load

and qualification of members of staff because even after acquiring new skills or undertaking further training, promotion was not automatic.

5.3.3 Working conditions

The respondents were of the opinion that the employer should endeavour to improve the general physical working conditions including the general outlook of the building inside and outside, and also the environment where Maai Mahiu Secondary School is situated. The employer should also endeavour to improve the condition of basic instruments, tools and equipment used by the members of staff at MMSS. These include the furniture, computers, chalkboards, quality of chalk, among others. Good working conditions should enhance their productivity and hence output.

5.4 Discussions

5.4.1 Training Opportunities

The quality of employees and their development through training and education are major factors in determining long-term profitability of an organization. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity.

Training should not be considered for new employees only but for all employees because it helps them adjust to rapidly changing job requirements.

Reasons for emphasizing the growth and development of personnel include, creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization, enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff, building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale, and ensuring adequate human resources for expansion into new programs.

Research has shown specific benefits that an organization receives from training and developing its workers which include increased productivity, reduced employee turnover, increased efficiency resulting in financial gains, decreased need for supervision. Employees frequently develop a greater sense of self-worth, dignity and well-being as they become more valuable to the firm and to society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals.

5.4.2 Promotion opportunities

A clear criteria for promotion for all cadres of staff should be developed and implemented and all members of staff be made aware of it. This should help curb the problem of workers staying in one grade for many years without being promoted even with proper qualifications. Promoting from within is good

business practice and has been shown to be a powerful employee motivator.

Internal promotion policies can generate loyalty through the recognition of individual merit and improved morale by fulfilling employees' need for increased status.

5.4.3 Working conditions

The working environment is made up of many factors which include human, physical, financial, and administrative among others. Human factors consist of colleagues, superiors, customers that an individual worker has to deal with. Physical factors include facilities such as buildings, office furniture and working tools and aids. Administrative factors include style of management and supervision, laid down policies, rules, procedures among others. Since conducive working environment is necessary in every production process, the employer should endeavour to improve the general physical working conditions at Maai Mahiu Secondary School (MMSS) including the general outlook of the building inside and outside and also the environment where the School is situated. For example, a modern car park should be put in place, classrooms should be re-painted, the laboratory and library facilities should be fully stocked with the necessary materials and at the reception area suitable easy-chairs should be put in place to keep the customers/parents comfortable while waiting to be served. The reception desk should be fully computerized to ease filing and retrieval of students' records.

5.5 Conclusions

The following conclusion was drawn from the findings.

5.5.1 Training opportunities

The training opportunities existed at Maai Mahiu Secondary School and the Teachers Service Commission at large. Members of staff should endeavour to enroll themselves to different institutions of higher learning so as to acquire the relevant training and put themselves in privileged positions for promotion to higher grade after they are availed.

The members of staff should acquaint themselves with the training policy so that when one meets the criteria, he/she can apply for training for consideration alongside the other qualified personnel. Training opportunities should be availed to all members of staff

5.5.2 Promotion opportunities

It was established that promotion opportunities existed at Maai Mahiu Secondary School and the Teachers Service Commission at large. Members of staff should be encouraged to look for promotion even outside their station of work since different cadres of staff have different schemes of services and the promotion policy is similar across the board. Promotion opportunities should be enhanced and establishments in all departments and should be revised regularly.

5.5.3 Working conditions

It was established that the Teachers Service Commission pays its members fairly though it should aim at paying satisfactorily. The management should improve the general physical working conditions and the basic instruments, tools and equipment used at work. Improved working conditions would lead to high productivity and output which would act as a motivator to the members of staff. The management should emphasize on systematic and highly structured work and equip workers with relevant equipment and facilities for better performance.

5.6 Recommendations

The investigator recommended that the same area of motivation be investigated again in different Secondary Schools at the Teachers Service Commission (TSC). This is because it emerged that there are other factors that motivate employees that the study was not able to pursue.

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APPENDICES

Appendix I: Letter of introduction to respondents

Dear Respondents,

I am a Bachelor of Education student at the Kampala International University, Uganda carrying out a research titled “The factors that influence the motivation of members of staff at Maai Mahiu Secondary School, Teachers Service Commission”. The research project is in partial fulfillment of the requirement of Bachelor of Education degree of the Kampala International University.

I would be grateful if you provide the information being sought by the questionnaire provided. Your response will be treated in strict confidence.

Your sincerely

Humphrey N. Kimani

Enc

Appendix II: Questionnaire

Instructions

Please fill in the following questionnaire as diligently as you can. Tick only once where appropriate. Do not indicate your name in the questionnaire. Information given shall be treated with strict confidence.

SECTION A: General Information

1. Gender
Male ☐
Female ☐
2. Age Bracket
25-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐
46 and above ☐
3. Level of education
(i) Primary ☐
(ii) Secondary ☐
(iii) Tertiary ☐
(iv) University ☐
(v) Any other ☐
4. Professional qualifications
(i) Certificate ☐
(ii) Ordinary Diploma ☐
(iii) Higher Diploma ☐
(iv) Bachelors Degree ☐
(v) Masters degree ☐
5. How long have you worked in this organization?
(i) Less than 5 years ☐ (ii) 5 - 10 years ☐
(iii) 10 - 15 years ☐ (iv) Less than 20 years ☐
(iv) Over 20 years ☐

SECTION B: Training Opportunities

6. Do training opportunities exist in the Teachers Service Commission and specifically in Maai Mahiu Secondary School?

- | | | | |
|-----------------------|--------------------------|---------------|--------------------------|
| (i) Strongly agreed | <input type="checkbox"/> | (ii) Agree | <input type="checkbox"/> |
| (iii) Neutral | <input type="checkbox"/> | (iv) Disagree | <input type="checkbox"/> |
| (v) Strongly disagree | <input type="checkbox"/> | | |

7. How many times has the employer sponsored you for training?

- | | | | |
|-----------------|--------------------------|---------------------|--------------------------|
| (i) once | <input type="checkbox"/> | (ii) twice | <input type="checkbox"/> |
| (iii) Thrice | <input type="checkbox"/> | (iv) four and above | <input type="checkbox"/> |
| (iv) Not at all | <input type="checkbox"/> | | |

8. How many courses have you sponsored yourself?

- | | | | |
|----------------|--------------------------|---------------------|--------------------------|
| (i) One | <input type="checkbox"/> | (ii) Two | <input type="checkbox"/> |
| (iii) Three | <input type="checkbox"/> | (iv) Four and above | <input type="checkbox"/> |
| (v) Not at all | <input type="checkbox"/> | | |

9. In your view, do you consider it fair to sponsor yourself for a course?

- | | |
|-----------------------|--------------------------|
| (i) Strongly agree | <input type="checkbox"/> |
| (ii) Agree | <input type="checkbox"/> |
| (iii) Neutral | <input type="checkbox"/> |
| (iv) Disagree | <input type="checkbox"/> |
| (v) Strongly disagree | <input type="checkbox"/> |

10. After attaining any relevant training, do you think the employer should recognize your achievement and reward you accordingly?

- | | |
|------------------------|--------------------------|
| (i) Strongly agree | <input type="checkbox"/> |
| (ii) Agree | <input type="checkbox"/> |
| (iii) Neutral | <input type="checkbox"/> |
| (iv) Disagree | <input type="checkbox"/> |
| (iv) Strongly disagree | <input type="checkbox"/> |

11. In your opinions do you think that lack of a clear policy on training is a hindrance of being trained by the employer in this institution?

- | | | | |
|-----------------------|--------------------------|---------------|--------------------------|
| (i) Strongly agree | <input type="checkbox"/> | (ii) Agree | <input type="checkbox"/> |
| (iii) Neutral | <input type="checkbox"/> | (iv) Disagree | <input type="checkbox"/> |
| (v) Strongly disagree | <input type="checkbox"/> | | |

SECTION C: Promotion Opportunities

12. Do promotion opportunities exist in the Teachers Service Commission specifically at Maai Mahiu Secondary School?

- | | | | |
|-----------------------|--------------------------|---------------|--------------------------|
| (i) Strongly agree | <input type="checkbox"/> | (ii) Agree | <input type="checkbox"/> |
| (iii) Neutral | <input type="checkbox"/> | (iv) Disagree | <input type="checkbox"/> |
| (v) Strongly disagree | <input type="checkbox"/> | | |

13. What is your present Grade?

- | | | | |
|-------------------------------|--------------------------|--------|--------------------------|
| (i) J | <input type="checkbox"/> | (ii) K | <input type="checkbox"/> |
| (iii) L | <input type="checkbox"/> | (iv) M | <input type="checkbox"/> |
| (v) Principal Grade and above | <input type="checkbox"/> | | |

14. How long have you served in that grade?

- | | | | |
|-------------------|--------------------------|--------------------|--------------------------|
| (i) 1-5 years | <input type="checkbox"/> | (ii) 6 – 10 years | <input type="checkbox"/> |
| (iii) 11-15 years | <input type="checkbox"/> | (iv) 16 – 20 years | <input type="checkbox"/> |
| (v) Over 20 years | <input type="checkbox"/> | | |

15. How many times have you been promoted since your first appointment?

- | | | | |
|-------------|--------------------------|-------------------|--------------------------|
| (i) once | <input type="checkbox"/> | (ii) twice | <input type="checkbox"/> |
| (iv) thrice | <input type="checkbox"/> | (iv) four & above | <input type="checkbox"/> |
| (v) never | <input type="checkbox"/> | | |

16. In your view, do you consider lack of vacancies as a major hindrances to promotion in this institution?

- | | | | |
|-----------------------|--------------------------|---------------|--------------------------|
| (i) Strongly agree | <input type="checkbox"/> | (ii) Agree | <input type="checkbox"/> |
| (iii) Neutral | <input type="checkbox"/> | (iv) Disagree | <input type="checkbox"/> |
| (v) Strongly disagree | <input type="checkbox"/> | | |

SECTION D: Working conditions/Remunerations

17. How would you rate your salary and other allowances in this institution?

Poor ☐ Fair ☐ Good ☐ Satisfactory ☐ Excellent ☐

18. How would you describe the general physical working conditions?

- | | | | |
|---------------|--------------------------|-------------------|--------------------------|
| (i) Poor | <input type="checkbox"/> | (ii) Fair | <input type="checkbox"/> |
| (iii) Good | <input type="checkbox"/> | (iv) Satisfactory | <input type="checkbox"/> |
| (v) Excellent | <input type="checkbox"/> | | |

19. How would you rate the condition of the basic instruments, tools and equipment you use at work?

- | | | | |
|---------------|--------------------------|-------------------|--------------------------|
| (i) Poor | <input type="checkbox"/> | (ii) Fair | <input type="checkbox"/> |
| (iii) Good | <input type="checkbox"/> | (vi) Satisfactory | <input type="checkbox"/> |
| (v) Excellent | <input type="checkbox"/> | | |

20. Given your qualifications and the work skills, do you think the Teachers Service Commission is paying you?

- | | | | |
|---------------|--------------------------|---------------------|--------------------------|
| (i) Poorly | <input type="checkbox"/> | (ii) Fairly | <input type="checkbox"/> |
| (iii) Good | <input type="checkbox"/> | (vi) Satisfactorily | <input type="checkbox"/> |
| (v) Excellent | <input type="checkbox"/> | | |

Appendix III: Work Plan

Proposal development	March - April 2008
Approval	April 2008
Data collection	May 1, 2008 – June 15, 2008
Data analysis	June 15, 2008 – June 30, 2008
Project write-up	June 30, 2008 – July 7, 2008

Appendix IV: Budget

Project Development

Stationery	1,000
Typing and printing project	1,000
Photocopying (project, questionnaire)	1,500
Binding of project (3 copies) @ 200/=	600
Transport	500
Miscellaneous expenses (10%)	460
TOTAL	5,060/=

