

**KONGU – INI VILLAGE, MBIRI LOCATION, KIHARU DIVISION  
IN MURANG'A NORTH DISTRICT**

**BY  
MWANGI ELIZABETH WANJIKU  
BED/21407/81/DF**

**RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF  
OPEN AND DISTANCE LEARNING PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE AWARD OF  
BACHELORS DEGREE IN SECONDARY  
EDUCATION OF KAMPALA  
INTERNATIONAL  
UNIVERSITY.**

**NOVEMBER 2010.**

## DECLARATION

**This project is my original work and has never been presented for a Degree in Education in any University.**

Signed: .....

**MWANGI ELIZABETH WANJIKU**

Date: .....

## APPROVAL

This research report is submitted for examination with my approval as a University supervisor.

Signed



.....

Mr. kibuuka Muhammad .T

Date:

15<sup>th</sup> / 04 / 2010  
.....

## **DEDICATION**

I dedicate this project to my beloved mother Peris Wanjiru Karichu and My dear husband Mr. George Ndamaiyu Mathia, My Siblings and dear friends, who on many occasions had to sacrifice, accept, tolerate and understand my chronic unavailability during the study period.

## **ACKNOWLEDGEMENT**

First, I thank God for His continued grace and favour that He has shown me in all aspects of my life.

I wish to express my sincere gratitude to my supervisor, Mr. Kibuuka Muhammad .T for his continued encouragement and indispensable guidance which helped me to complete this project.

I would also wish to thank Mrs. Mrs Njuhigu Green Cottage Academy, for the support and contributions during my project period.

Special thanks also go to all other staff of Green Cottage Academy who helped me to get the information I needed for the project.

I would not forget to thank and pray for my parents and my Husband for their financial and moral support during the course.

## **TABLE OF CONTENTS**

Declaration .....	i
Approval .....	ii
Dedication .....	iii
Acknowledgement .....	iv
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
LIST OF TABLES .....	x
LIST OF FIGURE.....	x
ABSTRACT .....	xi
<b>CHAPTER ONE.....</b>	<b>1</b>
Introduction.....	1
1.0 Background .....	1
1.1Statement of the problem.....	2
1.2 General Objective .....	3
1.3 specific objectives.....	3
1.4 Purpose of study.....	3
1.5 Research questions .....	3
1.6 Significance of study .....	3
1.7 Basic Assumptions .....	3

<b>CHAPTER TWO .....</b>	<b>4</b>
2.0 Literature review .....	4
2.1 Introduction .....	4
2.2 Theories of Motivation.....	4
2.3 Content Theories of motivation.....	4
2.4 Context Theories of Motivation .....	6
2.5 Conceptual framework.....	10
 CHAPTER THREE .....	 12
3.1 Research methodology.....	12
3.0 Introduction .....	12
3.1 Methods of Data Collection.....	11
3.2 Research Design .....	11
3.3. Target Population .....	11
3.3.1 Gender of the respondents: .....	11
3.3.2 Age bracket of respondents .....	13
3.3.3 Educational level and Professional qualifications .....	12
3.3.4 Number of years worked by the respondents.....	13
3.4 Sample and sampling procedure.....	14
3.5 Research Instruments .....	14
3.6 Instrument Validity and reliability.....	15
3.7 Data collection Procedures .....	15

3.8 Data analysis Procedures .....	15
<b>CHAPTER FOUR.....</b>	<b>16</b>
Data Analysis.....	16
4.0 Introduction .....	16
4.1 Training opportunities.....	16
_Toc258762076	
4.2 promotion opportunities.....	20
4.3 Working conditions.....	24
<b>CHAPTER FIVE .....</b>	<b>26</b>
Summary of the study, Findings of the study, Discussions, Conclusions and Recommendations .....	26
5.0 Introduction .....	25
5.1 Summary of the study.....	25
5.2 Finding of the study .....	25
5.2.2 Promotion opportunities.....	26
5.2 .3 Working conditions .....	26
5.3 Discussions.....	26
5.4.1 Training opportunity .....	28
5.4.2 Promotion opportunities.....	28
5.4.3 Working conditions.....	28
5.4 Conclusions. ....	30
5.5 Recommendations.....	29

BIBLIOGRAPHY .....	30
APPENDICES.....	32
APPENDICES I Letter of introduction to respondents .....	32
Appendix II: Questionnaire .....	33
Appendix III Work plan .....	38
Appendix IV : budget .....	39
APPENDICES.....	32

## THE LIST OF TABLES

Table 3.3.1 : Response to gender of respondents.....	14
Table 3.3.2 Age bracket of the respondents.....	14
Table 3.3.3 : Education level and professional qualifications.....	14
Table 3.3.4-No. of years respondents have worked in the university.....	14
Table 4.1.1 : Training opportunities .....	15
Table 4.2.1 Employer sponsored training .....	16
Table 4.2.5 Respondents views on lack of vacancies.....	23
Table 4.3.1 respondents feeling about working conditions .....	24

## TABLE OF FIGURE

LIST OF FIGURES Fig. 1: Educational level and professional qualifications obtained.....	15
Fig. 2: Lack of training policy.....	19
Fig. 3: Frequency of Promotion.....	22
Fig. 4: Respondents feeling about working conditions.....	23

## **ABSTRACT**

The objective study was to establish the factors that influence the motivation of the members of staff at Green Cottage Academy. Through the literature review several theories of motivation were identified. *Ex. Post facto* research design was applied in the study.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background

Motivation has been defined as: the cognitive decision-making process through which goal directed behavior 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 behavior (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 organization goals.

At one time, employees were considered just another input in to 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 result (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 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 levels needs had to be satisfied before next higher level need would motivate employees.

Herzberg' work categorized motivation into two factors: motivators and hygiene Herzberg, Mausner, and Snyderman, 1959). Motivator or intrinsic factor such as achievement and

recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, 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 rewards 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' behaviour that lead to positive outcomes will be repeated and behaviour that leads to negative outcomes will not be repeated (Skinner, 1953). Managers should positively reinforce employee behaviours that led to positive outcomes and negatively reinforce employee behaviours that led 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

Green Cottage Academy has been selected as a focus area for this study.

### **Statement of the problem**

Quality of staff constitutes the pre-eminent resource available to any institution. Human resource management presents significant challenges to the teacher's service 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).

## **1.2 General Objective**

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

## **1.3 specific objectives**

(i) To establish how training of members of staff was implemented at the Green Cottage Academy

(ii) To establish how promotion opportunities were availed to members of staff at the Green Cottage Academy.

(iii) To establish how conducive the work environment was at Green Cottage Academy.

## **1.4 Purpose of study**

The purpose of study was to establish the factors that influence the motivation of members of staff at Green Cottage Academy in Kenya .

## **1.5 Research questions**

(i) Do training opportunities exist to cater for interests of members of staff at Green Cottage Academy.

(ii) Do promotion opportunities exist for members of staff at Green Cottage Academy

(iii) Are the working conditions at Green Cottage Academy conducive?

## **1.6 Significance of study**

The outcome of the study can be used to sensitize the management of human resources at Green Cottage Academy

## **1.7 Basic Assumptions**

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

## CHAPTER TWO

### Literature review

#### 2.0 Introduction

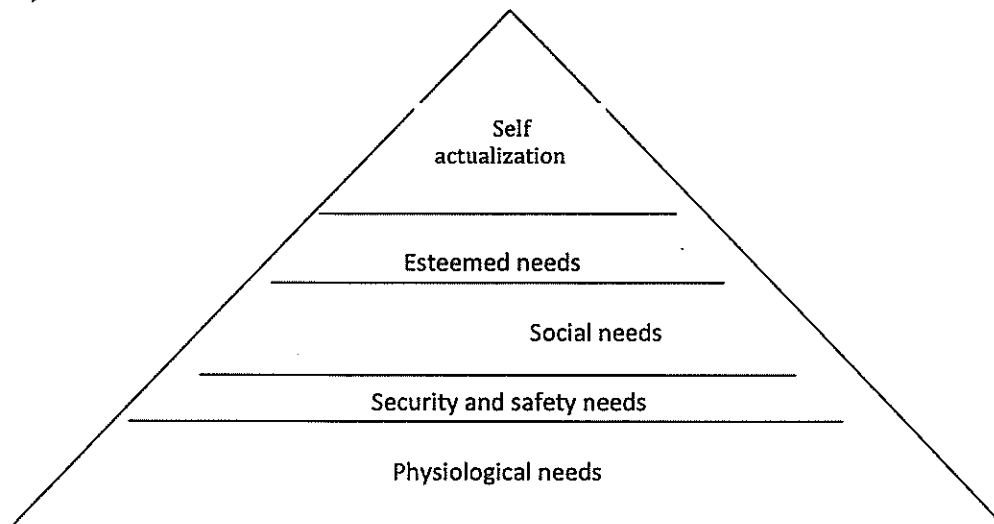
According to Mugenda and Mugenda (1999), literature review enables the researcher to evaluate previous work done by other researchers in related studies. It allows the researcher an opportunity to examine and access the previous approaches to the problem and also helps one to discover research possibilities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

#### 2.1 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 result (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 Skinners' reinforcement theory.

#### 2.2 Content Theories of motivation

One of the most widely mentioned theories of motivation are 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 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 book “the Human side of Enterprise’ states that people inside the organization can be managed in two ways. The first 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 same 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 assumption 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 or Hygiene theory. He stated that there are certain satisfiers and dissatisfies for employees at work. Intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. He advised 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 necessary make the job satisfying. He stated 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 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

Aldefer has tried to rebuild the hierarchy of needs of Maslow into another model named ERG that to say, Existence-relatedness-Growth. According to him there are three groups of core needs 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 manpower, 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 centre 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 them selves 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.

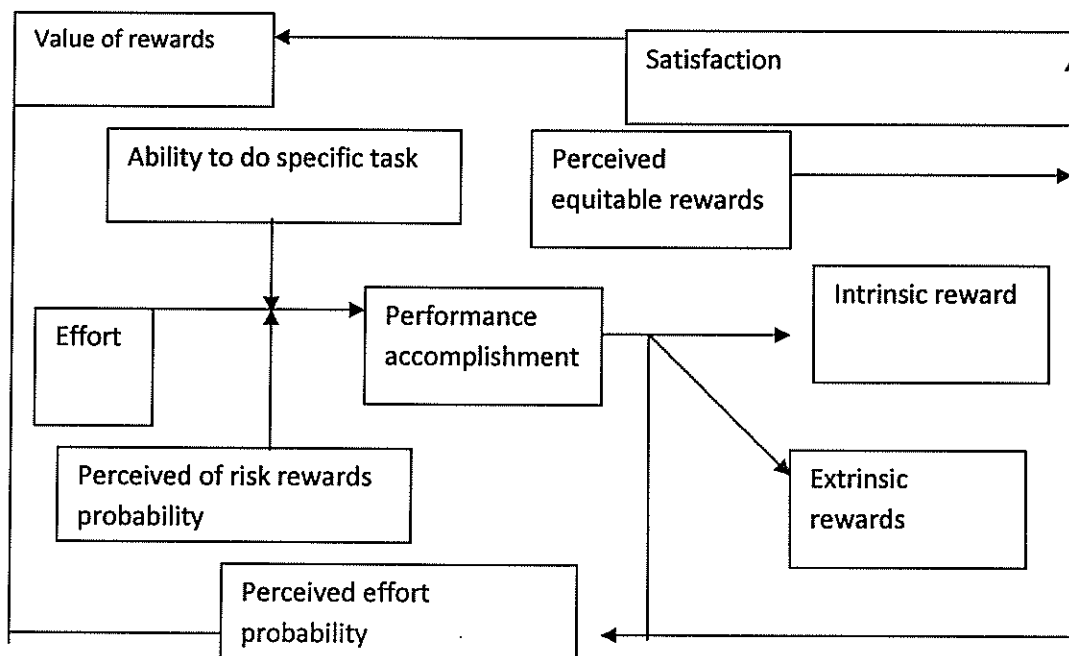
McClelland observed that with the advancement in hierarchy the need for power and achievement increased rather than affiliation. He also observed that people who were at the top, later ceased to be motivated by this drives

### **2.3 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 rewards 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 conclusion 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 attractiveness of that outcome to the individual to make this simple, expectancy theory says that an employee can be motivated to perform better 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.



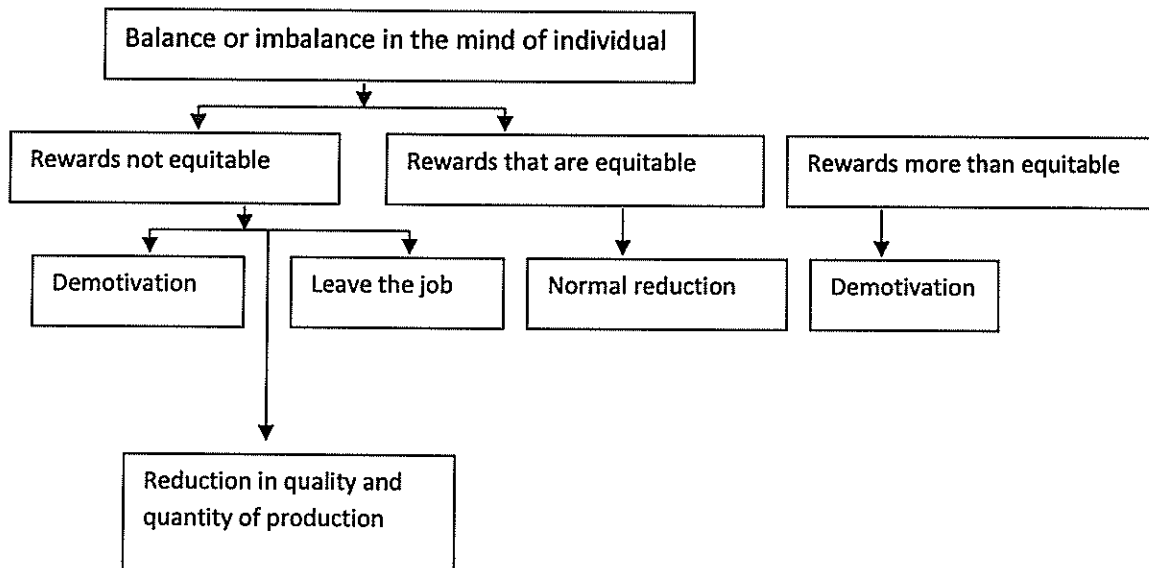
Source: <http://www.laynetworks.com/motivation.html>

Actual performance in a job is primarily determined by the effort spent. But it is also affected by the person's ability to 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 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 outcome and inputs in the relationship for comparisons between individuals.

Accordingly:

$$\frac{\text{Outcomes by a person}}{\text{Inputs by a person}} = \frac{\text{outcomes by another person}}{\text{in put by another person}}$$



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 organizations. However, if people perceive 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 factor 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 punishments actually leads to frustrations and de-motivation. Hence, the only way to motivate is to keep on making positive changes in the external environment of the organization

L.ocke and 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 investigation indicated that performance improved when a person sets specific goals rather than vague ones. This was however only true for those 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 workers

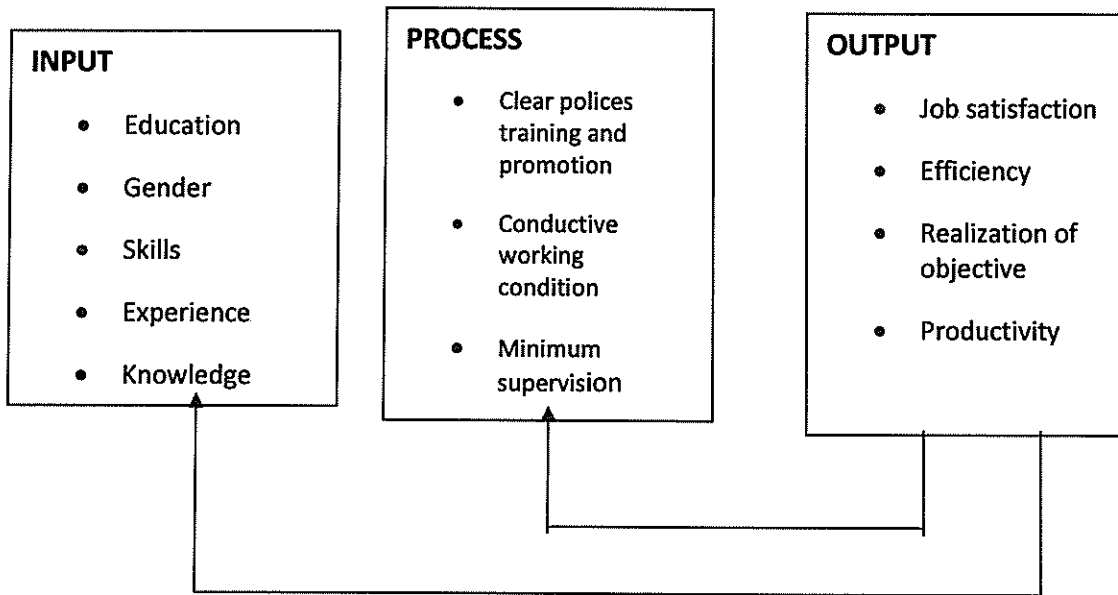
Jacques (1961) and Robbins (1993), these two researchers investigated on the effect of equitable treatment of workers. They found that workers always compare themselves to peers in terms of their contribution to the organization and resultant rewards.

If they sensed they are not being treated equitably they feel aggrieved and their level of motivation is so negatively affected. This requires that each cadre of workers should have some schemes 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.

## 2.4 Conceptual framework

The study was base on a conceptual framework which had several variables. It was thought that the factors that influence the motivation of members of staff at Green Cottage Academy include training, promotion and working conditions. It was thought that if these factors were properly addressed, they could lead to high productivity.



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

## **CHAPTER THREE**

### **Research methodology**

#### **3.0 Introduction**

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

#### **3.1 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* to 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 Green Cottage Academy who are approximately 25 in number comprised the study population. A total number of 25 questionnaires were administered, 20 were returned which resulted to the 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 the table 3.3.1 below, it was established that 70% of the respondents were male while 30% were female.

**Table 3.3.1 :Response to gender of respondents**

	<b>No. of Respondents</b>	<b>Percentage (%)</b>
Male	14	70
Female	6	30
Total	20	<b>100</b>

**Source: Survey data**

### **3.3.2 Age bracket of 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.

**Table 3.3.2: Age bracket of the respondents**

<b>Age</b>	<b>No. of respondents</b>	<b>Percentage (%)</b>
25-30	4	20
31-35	2	10
36-40	8	40
41-45	3	15
46 and above	3	15
<b>Total</b>	20	<b>100</b>

Source: Survey data

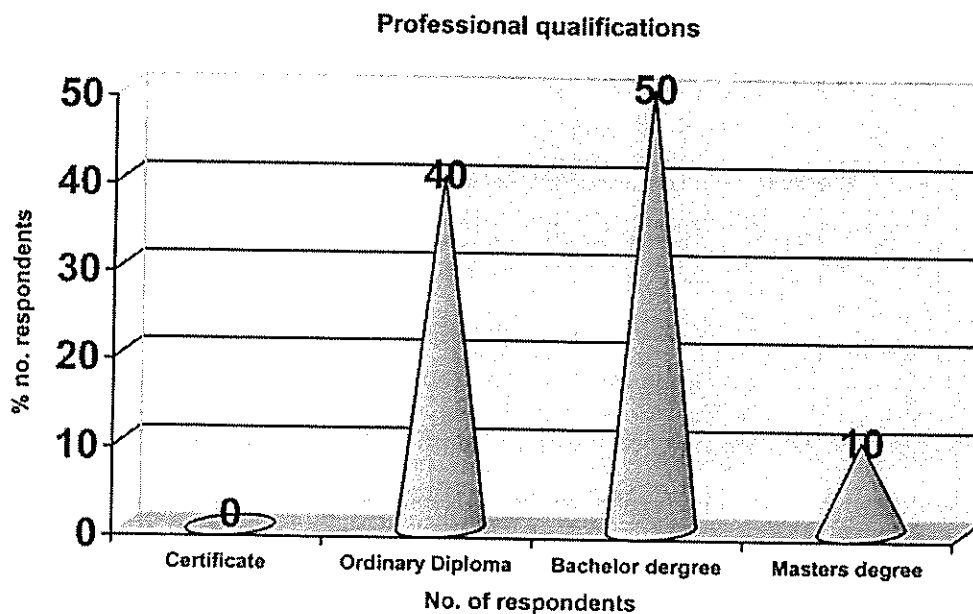
### **3.3.3 Educational level and Professional qualifications**

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 bachelor's degree and 10% acquired master's degree as illustrated by table 3.3.3 below in their respective areas of specialization.

**Tables 3.3.3: Educational level and professional qualifications**

Educational level	No. of respondents	Percentage (%)
Primary	0	0
Secondary	0	0
Tertiary	8	40
University	12	60
Any other	0	0
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Survey data



Source: Survey data

### 3.3.4 Number 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 influence 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.

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

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

Professional qualification	No. of respondents -	Percentage (%)
Certificate	0	0
Ordinary diploma	8	40
Bachelors degree	10	50
Masters degree	2	10
Total	20	100

**Sources: survey data**

### **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 better position to provide the information required.

### **3.5 Research Instruments**

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 questionnaires had 20 questions on a scale of five, that is strongly agree, agree, neutral, disagree and 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. Kibuuka Muhammad. T a pilot study was carried out to enable the investigator to re-adjust 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 a pilot study and also for 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 piecharts, graphs and tables.

## CHAPTER FOUR

### DATA ANALYSIS

#### 4.0 Introduction

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

#### 4.1 Training opportunities

**4.1.1 The question sort to know if training opportunities existed in the teachers' service commission specifically at Green Cottage Academy.**

75% of the respondents agreed that training opportunities existed at the teachers' service commission specifically at Green Cottage Academy 15% strongly agreed while another 10% remained neutral. This is illustrated by table 4.2.1

**Table 4.1.1: Training Opportunities**

	No. of respondents	Percentage
Strongly agree	3	15
Agree	15	75
Neutral	2	10
Disagree	0	0
Strongly disagree	0	0
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Survey data**

**4.1.2: The number of times the employer sponsored number of staff for training**  
50% of the respondents said they had never been sponsored by the employer for training, 30% said they had received training only once, 15% said they had received training

twice, 5% said they had been trained for three time and no member of staff had been trained for four times and above.

**Table 4.1.2: Employer sponsored training**

	No. of respondents	Percentage
Once	6	30
Twice	3	15
Thrice	1	5
4 and above	0	0
Notatall	10	50
<b>Total</b>	<b>20</b>	<b>100</b>

Source: survey data

**Table 4.1.3. Number of courses respondents had sponsored themselves**

	No. of respondents	Percentage (%)
One	14	70
Two	3	15
Three	2	10
Four and above	0	0
Not at all	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

Source: survey data

#### **4.1.4 The question sort the respondents' views as on sponsoring themselves for a course.**

55% of the respondents strongly disagreed, 15% disagreed, 20% strongly agreed, 5% agreed while 5% remained neutral.

**Table 4.1.4 Employees feeling on self sponsorship**

	No. of respondents	Percentage (%)
Strongly agree	4	20
Agree	1	5
Neutral	1	5
Disagree	3	15
Strongly disagree	11	55
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** survey data

#### **4.1.5 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.

**Table 4.1.4 Respondents feeling on employer recognition of their achievement**

	No. of respondents	Percentage (%)
Strongly agree	20	100
Agree	0	0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** survey data

#### 4.1.6 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, and another 10% disagreed while 15% strongly disagreed. They felt that this acts as a hindrance of being trained by the employer.

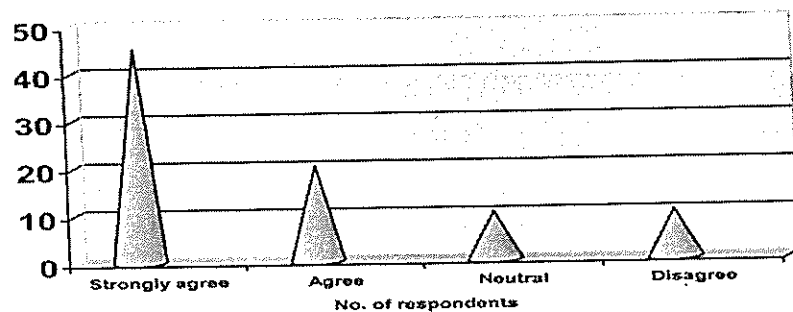
**Table: 4.1.6 Respondents' views in regard to training policy**

	No. of respondents	Percentage (%)
Strongly agree	9	45
Agree	4	20
Neutral	2	10
Disagree	2	10
Strongly disagree	3	15
<b>Total</b>	<b>20</b>	<b>100</b>

Source: survey data

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

**Lack of training policy**



Source: survey data

## 4.2 promotion opportunities

### 4.2.1 The question sought to know if promotion opportunities exist in the TSC, specifically at Green Cottage Academy.

100% of the respondents unanimously agreed that promotion opportunities existed at the teachers Service Commission, specifically at Green Cottage Academy.

**Table 4.2.1 Existence of promotion opportunities**

	No. of respondents	Percentage (%)
Strongly agree	0	0
Agree	20	100
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
<b>Total</b>	<b>20</b>	<b>100</b>

Source: survey data.

### 4.2.2 The present grade of the respondents:

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

**Table 4.2.2 Respondents grades**

	No. of respondents	Percentage (%)
J	2	10
K	7	35
L	4	20
M	6	30
Principal	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: survey data**

**4.2.3 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 4.2.3 Number of years served in present grade**

No. years	No. of respondents	Percentage (%)
1-5	0	0
5-10	5	25
11-15	7	35
16-20	5	25
Over 20	3	15
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: survey data**

No. years	No. of respondents	Percentage (%)
1-5	0	0
5-10	5	25
11-15	7	35
16-20	5	25
Over 20	3	15
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: survey data**

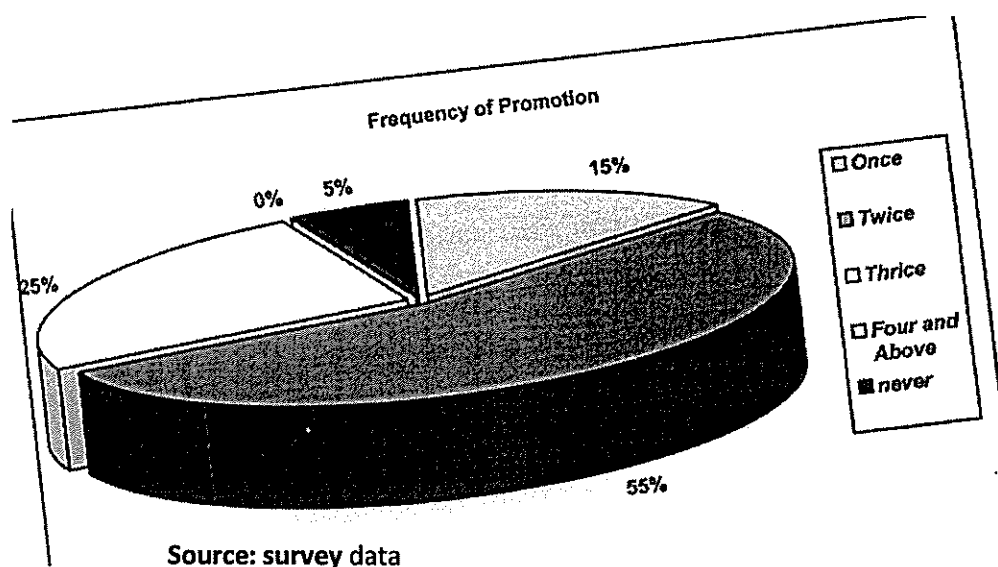
#### 4.2.4 The question sort to find out how many times the respondents had been promoted since their first appointment

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 they had been promoted three times while 15% said that they had only been promoted once. This is illustrated below.

**Table 4.2.4 Respondents' frequency of promotion**

No. years	No. of respondents	Percentage (%)
Once	3	15
Twice	11	55
Thrice	5	25
Four and above	0	0
Never	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: survey data**



#### 4.2.5 The question sort to establish whether lack of vacancies was a major hindrance to

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 below

**Table 4.2.5 Respondents views on lack of vacancies**

No. of years	No. of respondents	Percentage (%)
Strongly agree	0	0
Agree	2	10
Neutral	1	5
Disagree	6	30
Strongly disagree	11	55
Total	20	100

Source: survey data

### 4.3 Working conditions

4.3.1 Question 15, 16, 17 and 18 sought to establish the respondents' views regarding the pay, general physical working conditions, conditions off the basic instruments, tools and equipments and how the respondents rated their qualifications and work skills in comparison with the pay.

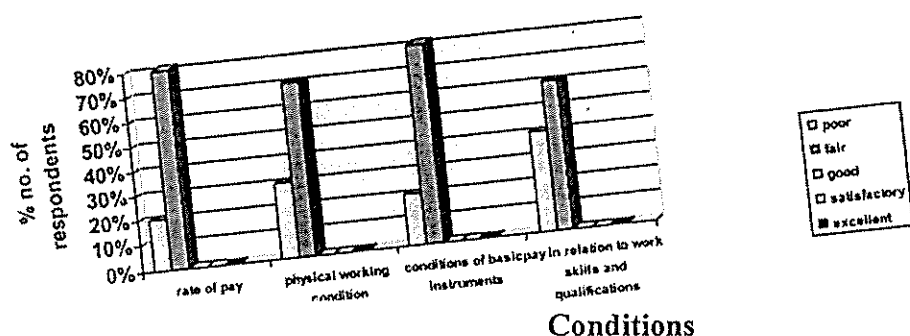
80 % of the respondents rated their salaries and allowances as fair while only 20% rated, their salaries and allowances as poor. 70% of the respondents' distributed their general physical working conditions as far while 30% described them as poor. 80% of the respondents rated the condition of the basic 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 below

**Table 4.3.1 respondents feeling about working conditions**

	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
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Source: survey data

#### Working conditions



team, which enhances the company's competitive position and improves employees 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, and 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.

### **5.3.2 Promotion opportunities**

A clear criteria for promotion for all cadres of staff should be developed 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 promotional policies can generate loyalty through the recognition of individual merit and improved morale by fulfilling employees' need for increased status.

### **5.3.3 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 Green Cottage Academy (GCA) including the general outlook of the buildings 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 filling and retrieval of students' records.

## **5.4 Conclusions.**

The following conclusion was drawn from the findings.

### **5.4.1 Training opportunity**

The training opportunity existed at Green Cottage Academy 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 member 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.

### **5.4.2 Promotion opportunities**

It was established that promotion opportunities existed at Green Cottage Academy 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 established in all departments and should be revised regularly.

### **5.4.3 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 equipments 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.

## **5.5 Recommendations**

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

## BIBLIOGRAPHY

- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (ed.), Advances in experimental social psychology. New York: Academic press.
- Armstrong, M (1999), A hand book of human resource management practice, Kogan Page, London.
- Bedeian, A.G.(1993). Management (31d ed.)- New York: Dryden press.
- Bowen, B.E, \$ Radhakrishna, R.B.(1991). Job satisfaction of agricultural education faculty: A constant phenomena. Journal of Agricultural Education, 32(2). 6-22.
- Buford, J.A, Jr, Bedeian, A.G,\$ Linder, J. R. (1995). Management in extension (3rd ed). Columbus, Ohio State University Extension.
- Cole G.A. (1996), Management theory and practice, (5th Ed), ELBS, London, Martins the printers limited.
- Dickson, W.J.(1996), Hawthorne experiments. In C. Heyel (ed.), The encyclopedia of Management, 2nd ed. (PP. 298-302). New York: Van Nostrand Reinhold.
- Herzberg .F.Mausner,B. \$ Snyderman B.B.(1959). The motivation to work. New York: John Wiley \$ Sons.
- Higgins, J.M. (1994). The management challenges (2nd ed.) New York: Macmillan.
- <http://www.joe.org/joe/1998,one/rb3.html>
- <http://www.laynetworks.com/motivation.html>
- Huczynski A. \$ Buchanan D. (2001) Organizational behavior (4th ed.), London, Prentice Hall International (UK) Limited.
- Hugh.A.J. \$ Feldman D. (1986), Organizational behavior. New York. McGraw-Hill, Inc
- Kreitner, R. (1995). Management (6th ed) Boston ,Houghton Mifflin company.
- Maslow, A.H.(1943). A theory of human motivation. Psychological review, July 1943.

Mullins I.J. (1985). Management and Organizational behavior. Landon, Pitman Publishing Limited.

Skinner, B.F.(1953). Scientific and Human Behavior. New York: Free Press. Terstra,

D.E.(1979). Theories of motivation: Borrowing the best. Personnel Journal, 58.376.

Teachers Service Commission (2005),Teachers Service Commission Strategic Plan 2005-. 2010.

Vroom, V.H. (1964). Work and motivation. New York: Wiley.

- (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
- (v) Over 20 years

## SECTION B: Training Opportunities

6. Do training exist in the Teachers Service Commission and specifically in Green Cottage Academy

- (i) Strongly agree  (ii) Agree
- (iii) Neutral  (iv) Disagree
- (v) Strongly disagree

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

- (i) Once  (ii) Two
- (iii) Thrice  (iv) Four and above
- (v) Not at all

8. How many courses have you sponsored yourself?

- (i) Once  (ii) Two
- (iii) Thrice  (iv) four and above
- (v) Not at all

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

(i) Strongly agree ☐

(ii) Agree ☐

(iii) Neutral ☐

(iv) Disagree ☐

(v) Strongly disagree ☐

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

(i) Strongly agree ☐

(ii) Agree ☐

(iii) Neutral ☐

(iv) Disagree ☐

(v) Strongly disagree ☐

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

(i) Strongly agree ☐

(ii) Agree ☐

(iii) Neutral ☐

(iv) Disagree ☐

(v) Strongly disagree ☐

### SECTION C: Promotional Opportunities

12. Do promotion opportunities exist in the Teachers Service Commission especially at Green Cottage Academy

(i) Strongly agree

(ii) Agree ☐

- (iii) Neutral
- (iv) Disagree
- (v) Strongly disagree

13. What is your present grade?

- (i) J  (ii) K
- (iii) L  (iv) M
- (v) Principal grade and above

14. How long have served in that grade?

- (i) 1-5 years  (ii) 6-10 years
- (iii) 11-15 years  (iv) 16-20 years
- (v) Over 20 and above

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

- (i) Once  (ii) Two
- (iii) Thrice  (iv) Four and above
- (v) Never

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

- (i) Strongly agree
- (ii) Agree
- (iii) Neutral
- (iv) Disagree
- (v) Strongly disagree

#### SECTION D: Working conditions/Remunerations

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

Poor

Fair

Good

Satisfactory

Excellent

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

(I). Poor

(II). Fair

(III). Good

(IV). Satisfactory

(V). Excellent

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

(i) Poor

(ii) Fair

(iii) Good

(iv) Satisfactory

(v) Excellent

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

(i) Poor

(ii) Fair

(iii) Good

(iv) Satisfactory

(v) Excellent

### **Appendix III: Work Plan**

Proposed development	Nov-Dec 2009
Approval	Dec 2009
Data collection	Jan 5 <sup>th</sup> 2009 —Feb 10 <sup>th</sup> 2010
Data analysis	Feb 12 <sup>th</sup> 2010 to March 25 <sup>th</sup> 2010
Project write up	March 25 <sup>th</sup> 2010 to April 27 <sup>th</sup> 2010

## **Appendix IV: Budget**

### **Project Development**

Stationary	1500
Typing and printing project	2400
Binding of project (3 copies) @ 400	1200
Photo copying (project, questionnaire)	2000
Transport	1500
Miscellaneous expenses (10%)	860
<b>Total 9460/=</b>	