MOTIVATION OF SCIENCE TEACHERS AND PERFORMANCE OF SECONDARY

SCHOOL CHILDREN IN SCIENCE SUBJECTS, ELDORET MUNICIPALITY,

KAPSOYA VILLAGE OF ELDORET WEST DISTRICT IN KENYA

A CASE STUDY: ELDORET UNION

BY

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BED/20210/81/DF

A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND

DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE AWARD OF THE DEGREE

BACHELOR IN PRIMARY EDUCATION (ECPE)

OF KAMPALA INTERNATIONAL

UNIVERSITY

NOVEMBER 2011

DECLARATION

I PATRICIA WAWIRA NDWIGA hereby declare that to the best of my knowledge this report is original and has neither been published in this university or any other institution of higher learning.

Signed ....

PATRICIA WAWIRA NDWIGA

Date.....14: 08: 2010.................................

APPROVAL

This research report has been submitted for examination with my approval as the University Lecturer.

Signature: ....   Date: ...14/08/10...............

KIBUUKA MUHAMMAD, T.

DEDICATION

This work is dedicated to my dear husband Mr. Maj. Alfred Muriithi Gatumu for being

submissive, supportive, understanding and caring.

ACKNOWLEDGEMENT

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ABSTRACT

This study is out to assess the impact of motivation to Secondary school science teachers of pupils' performance. The study was guided by three specific objectives: to determine the factors in the motivation systems that motivate science teachers in science subjects in Secondary school; to identify the types of motivation that exist in early childhood education schools; to determine the problems associated with motivation in early child hood education in Secondary schools.

To collect data for the study a number of data collection instruments were used, these included: questionnaires, interviews, observation; and review of the related literature.

The sampling techniques used in the study included simple random sampling; purposive sampling; and stratified sampling techniques.

The main findings of the study include: Respondents were of the view that motivation create a psychological distance between the person receiving the motivation they seemed of that motivation disrupt the collaboration needed for school learning. 5 respondents were of the view that motivation kill a person's motivation formed in the work itself. It kills the intrinsic motivation that relates to fulfilling growth needs, which are the most powerful and sustaining sources of motivation.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This chapter looks at the background, statement of the problem, purpose of the study; research objectives research questions, scope, significance of the study and the review.

1.1 Background to the Study

Motivation management is concerned with all the strategies by an organization in formulation and implementation of policies that aim at motivating people justifiably, equitably but also differentially and consistently in accordance with their value to the organization (Maicibi, 2007). Indeed motivation management is about understanding the individual contribution factors and determining the level of pay bonuses and other motivation staffs receive. According to Maicibi (2007), motivation management basically deals with the design, implementation and maintenance of motivation practices that are aimed at improving individual, team and organization performance.

According to Mcshane (2000), financial motivation is a fundamental part of the employment relationship. Schools distribute money and other benefits in exchange for teacher's availability, competencies, and behaviors. It is assumed that motivation help to align individual goals with the goals of the school and to provide a return for the individual teacher's contribution. This concept of economic exchange can be found across cultures. The word for 'pay' in Malay and Slovak means to replace a loss; in Hebrew and Swedish it means making equal. No matter which culture, a pay check means giving back or rebalancing the employee's contribution to the

employer. There is increasing evidence that individual's in most cultures value some amount of performance-based-pay, rather than a fixed salary alone. This however, appears to be still largely missing in most African schools, Kenya included, thus directly having implications on the motivation of the science teachers towards work. This has a negative influence towards their performance.

Motivation is an aspect of human behavior that can be described as label for the determinants of choice to initiate a certain task, the choice to expand a certain amount of effort, and the choice persist in expanding effort over a period of time Stoner, Freeman & Gilbert, (2003). To understand motivation, one has to understand human nature itself Mullins, (1998). Thus, the term motivation may imply "those processes, both instinctive and rational, by which people seek to satisfy the basic drives, perceived needs and personal goals, and which trigger human behavior" Cole, (1995, p. 119.)

The concept of motivation has been a concern of many management theorists and researchers for many years. Fredrick. W. Taylor, the father of scientific management, averred that money is the Secondary incentive in motivation. He believed that punishment, especially withdrawal of benefits or threat of dismissal, was a proper part of motivation. Elton Mayo in Dickson, (1973) set a different stage for theorizing about motivation. He concluded, after a series of studies, dubbed the Hawthorne's experiments, that people needed social contact at work and that human and social process played a central role in influencing organizational and work-group performance and effectiveness.

These theories have now collectively been referred to as content theories. This is because they emphasize more on what actually behaviour rather that how motivation actually occurs. They attempt to explain specific things, which actually motivate the individual at work. They are concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy these needs.

Another set of theories have also been identified in literature, which put more emphasis in their postulations on how motivation occurs rather than what motivates as emphasized by content theories. Such theories are now referred to as process theories. They include Vroom's (1964) expectancy theory, Adam's (1965) equity theory, Locke's (1968) goal theory, and Skinner's (1972) reinforcement theory among others

Mullins, (2002). Vroom's (1964) theory is a series of studies, dubbed the Hawthorne's experiments that people needed social contact at work and that human social processes played a central role in influencing organizational and work-group performance and effectiveness. Mayo's assertion brought about a new thinking in management called the human relations approach. It triggered a series of researches and writers, notably Abram Maslow (1954) in Mullins (2002), who proposed that people's needs are arranged in a hierarchy in which basic needs generally have to be satisfied before higher needs come into play.

Other motivational theorists in literature that were founded on Mayo's assertions include Alderfer (1967), whose work was simply a modification of Maslow's theory, Herzberg's (1972) two-factor (motivator-hygiene) theory and McClelland's (1961,1966) achievement motivation theory, Stoner et al (2003.)

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

Adams' (1965) theory, its part states that employees strive for equity between themselves and other workers. Equity is achieved when the ration of employee outcomes over input). Skinner's (1953) theory simply states those employees' behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated. Managers should negatively reinforce employee behaviour that leads to negative outcomes.

Research has revealed that there are numerous factors that influence employee motivation at work. Such factors tend to include security needs (e.g. job security, adequate financial motivation, promotion prospects), social and affiliation needs (e.g. social contact at work, group membership), recognition and esteem (i.e. acknowledgement by management), need for acceptable level of autonomy in the job, need to find interest and challenge in work itself, need to achieve and sense of satisfaction in one's work, need to achieve growth in personal repertoire of knowledge and skills, and need to find personal growth and development through work, among others.

Motivation will not work unless schools learn to measure science teachers' and tie that information to the motivation. This strengthens the performance-to –out come expectancy because accurate performance measurement increases the probability

that science teachers who perform well are correctly identified and thereby receive larger motivation Mary Ann, (2000). This occurs because it is partly difficult to measure the many elements of job performance and organizational citizenship. More, evidence suggests that performance pay decisions are biased by school politics) tend to receive higher increases.

1.2 Statement of the Problem

Motivation is a major factor that affects employee performance and will in all affect the total school performance. Every organization is unique in itself and organizational motivation factors are bound to vary from organization to organization due to organizationally unique factors like leadership, policies, structure, technology and process, people etc. Motivation not work unless schools learn to measure science teachers' and ties that information to the motivation. This strengthens the performance-to –out come expectancy because accurate performance measurement increases the probability that science teachers who perform well are correctly identified and thereby receive larger motivation Mary Ann, (2000).

Thus although several studies exist on motivation systems, this study was conducted in a unique population, Secondary school science teachers at Eldoret Union school in Eldoret Municipality , of Eldoret West District Kenya.

Cole (1995) asserts that there is need to study organizational remuneration periodically due to changing needs of the employees, personality differences and management attitude. A literature search revealed that no known study exists that explores the nature of motivation among Secondary school science teachers in Kenya Ministry of Education (2004). This study seek to fill this gap on pay

differences, career development, leadership styles, and recognition, working environment, retirement schemes, salary structure, job enrichment and appreciation of work.

Against this background, this study seek to explore the nature of motivation among Secondary school science teachers in Kenya taking the case of Eldoret Union school in Eldoret Municipality of Eldoret West District in Kenya.

1.3 Objectives of the Study

The objectives of the study incorporates both the General objective and the specific objectives

1.3.1 The General Objective

The general objective of the study was to assess the impact of teacher motivation on the performance in science subject' in Secondary schools.

1.3.2 The Specific objectives

1. To determine the factors in the motivation systems that motivates science teachers in science subjects in Secondary schools.
2. To identify the types of motivation that exists in Secondary schools.
3. To determine the problems associated with motivation in science teachers in Secondary schools.

1.4 Research Questions

The research questions were as follows:

1 What work-related factors in the motivation systems that motivate Secondary school science teachers?

2   What are the types of motivation that exist in Secondary schools?

3   What are the problems associated with motivation in Secondary schools?

1.5 Significance of the Study

The role that motivation play to employee performance, especially in our rapidly changing workplaces, has been recognized by numerous researches. Studies indicate that motivated employees help organizations survive and are more productive. To be effective, managers thus need to understand what motivates employees within the context of the roles they perform. This study will seek to avail relevant data on the nature of motivation to the management of Secondary schools to sensitize them on how to motivate their science teachers and improve their performance levels.

Research also suggests that motivation at work influences employee satisfaction and the quality of work life Stoner et al, (2003). The data that will be availed in this study hopes to provide a basis for management decisions to improve the quality of work life among Secondary science teachers and boost their career development prospects through improved attention of management to the teacher motivation and personal factors.

1.6 Scope of Study

The study was conducted among science teachers of Secondary schools in Eldoret Union school in Eldoret Municipality Eldoret West District in Kenya. Generalization shall only be validly made for this population. Any generalization to other populations shall be made while considering the specific characteristics of that population. The

research covered a period between 2003 when Universal Secondary Education was launched in Kenya to-date. The subject of research will be exclusively the assessment of motivation and how they motivate or de-motivate science teachers into performance or none performance respectively.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In recognition of the available existing work already reached in the area of employee motivation, the research reviewed the works of other scholars relevant to this particular study. The review of literature provides ideas, theories and methods of research valuable in formulating and studying the problem.

The literature reviewed, is in line with the objectives of study. It mainly focuses on the factors affecting motivation systems in organizations, the types of motivation that exist and Performance based motivation systems have become tremendously popular, but a few scholars claim that these incentives might do more harm than good for organizations. One strong critic of work place motivation is Alfie Kohn (2004), an educational researcher and writer. Although Kohn identifies many concerns, he mainly links motivation systems to the behavior modification problems. He even suggests that praise is unhealthy when applied as rein-forcer the challenges facing motivation systems in schools.

2.1 Types of Motivation that Exist in Organizations

Financial motivation is a fundamental part of the employment relationship. Organizations distribute money and other benefits in exchange for the employee's availability, competencies, and behaviors. Motivation help to align individual goals and to provide a return to the individual's contribution Mary Ann, (2000). The concept of economic exchange can be found across cultures as earlier noted in the back ground of the study. There are however, a number of motivation systems that

are adopted by various organizations including schools; some of which are elaborated in the preceding discussion Bolt, (1989).

2.1.1 Membership and Seniority-Based Motivation

The largest portion of most paychecks is based on membership and seniority. Employees receive fixed hourly wages or salaries, and many benefits are the same for every one in the firm De Wirst, (1991). Most organizations offer longer vacations to those with higher seniority. Base pay some times increases with the number of years in a job Von Glinow (2000). Japanese firms usually move employees in a higher pay rate for each year on the job or their age.

Company pension plans emphasize seniority because those who leave within the first five years typically forfeit some or all the company's contribution to the pension plan Mschane, (2000). Membership-based motivation may attract job applicants, particularly when the size of the motivation increases with seniority. Seniority-based motivation reduce turn over because the cost of quitting increases with the employee's length of service (Feldman,1988). One problem with membership-based motivation is that they do not directly motivate job performance. Another problem is that membership-based motivation discourages poor performers from leaving voluntarily because they seldom have better job offers.

2.1.2 Job-status Based Motivation

Almost every organization motivation employees for the status of their jobs in the organization. Firms with many employees typically use job evaluation systems to evaluate the worth of each job in terms of its required skill, effort, responsibility, and

working conditions. Jobs that require more skill and effort, have more responsibility, and have difficult working conditions would have more value and consequently would be placed in higher pay grades Mschane, (2000). Organizations that do not rely on job evaluation still tend to motivation job status based on pay survey information about the external labor market.

According to Mary Ann (2000), companies motivation job status to maintain feelings of equity. Job evaluation systems try to maintain internal equity; that is, to ensure that employees feel their pay is fair when compared to how much other jobs in the organization are paid Fitz Gerald.

2.1.3 Competency-Based Motivation

Under this motivation system, employees more for their competencies than the tasks they perform at a particular time Von Glinow (1999). Competencies can be said to be the underlying characteristics of people that lead to superior performance. Competence–based pay in schools pays the science teachers for their skills, knowledge and traits that lead to desired behaviors in schools, for instance improved performance in terms of pupils' grades in examinations.

Teachers like any other professionals are expected to have several competencies Geiser,(1992). Schools should come up with plans that represent a diversity of competency –based up pay. In this kind of plan, science teachers earn higher pay rates with the number of skill modules they have mastered.

2.2 Challenges of Motivation

The challenges of motivation cover areas such as; motivation as punishments and motivation as injurious to relationships in organizations.

2.2.1 Motivation punish

Kohn (2000), suggests that there are punitive features built into every motivation. First, when motivating people, we are demonstrating our control over them. This can eventually assume a punitive quality by making the motivation recipient feel subservient Harpaz, (1990). Second, after being motivated, employees come to expect that motivation in future. If their expectation is not met, they feel punished and in return this lowers teacher motivation, which then affects their levels of performance negatively.

2.2.2 Motivation rupture relationships

Kohn complains that individual motivation create jealousies and competition. In other words, motivation usually leads to feelings of inequity because people invariably compare their motivation to others. Team motivation isn't any better because they encourage peer pressure. Motivation also creates a psychological distance between the person giving and receiving the motivation Jossi, (1997). Token together, motivation disrupts the collaboration needed for organizational learning.

Organizational behaviour scholars have known for years that performance-based motivation are imperfect. Even with these concerns, the organizational behaviour literature generally concludes that, properly implemented financial motivation do motivate employees Kreitner, (1975).

Our opinion that, Kohn's assumptions must be viewed as caveats of performance-based motivation, but not an out right dismissal of them.

One important argument for performance- based motivation comes from the economic concept called agency Theory. According to agency Theory, company owners (principals) and the executives and the employees representing the owners have different objectives (agents) have different goals and interests Locke, (1975). Agency Theory argues that agents will not support the owners' goals unless they happen to coincide with their personal goals or there is compelling incentive to fulfill those goals Noe, (1997). Motivation systems are designed to successfully align employee goals and actions with the owners' interests.

2.2.3 Conceptual/Theoretical Framework

Figure 2.1: Conceptual framework

Motivation   **Science Teacher Performance**

Motivation		Science Teacher Performance
- Good pay - Good environment. - Promotion - Recognition of science teachers' work	Motivation →	- Good results - Inculcate discipline - Guide and counsel pupils - Role model

Interest at work/

Work force

Leads to positive adjustment of

The motivation system

Pupil Performance

-   IIPATRCWNDXC
-   IIPAGRherblWT A
-   yRCdlcCbGNR

Source: Secondary Data

A motivation system that is good should incorporate aspects like: good pay, good working environment, objective promotion of science teachers, and recognition of people's positive contribution to the schools. Such a system leads to a highly motivated and committed teacher workforce (Pace, 1991). Highly motivated science teachers will put all effort directed towards; inculcating moral values among the pupils, playing guidance and counseling role to pupils, and generally acting as role

models to the learners' community. Positive effort-out come relationship will result into good pupil grades in examinations, good pupil behavior and generally a responsible community of pupils Siverman, (1991). When the out come from the pupils is good as reflected in good grades, the employers of the science teachers were triggered into adjusting the motivation systems in terms of increased pay rise; promotions and generally making the working environment much better than it were before.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology and design that was employed in collecting and analyzing data for this study. It included a description of the research population and sample, the instruments that were used in data collection, the procedures of data collection and analysis.

3.1 Research Design

This research took the form of a survey research design. Survey design is that in which the researcher seeks to understand the nature of a phenomenon by investigating and identifying the main variables in a research situation Mugenda & Mugenda, (2003). This study was to assess the nature of motivation and to identify the motivation system variables perceived by employees as most important. It was not seek to examine any relationships between variables. This design was thus suited to aid in answering the study questions.

3.2 Research Population and Sample

All the science teachers of Secondary schools comprised the target population for this study; the managers of the schools were also part of the sample population.

From this population, a total 38science teachers and 22 managers was sampled to participate in the study. The stratified random sampling method was used in selecting the research sample for the science teachers; while purposive sampling was used for the managers this study. This population was considered representative enough of the actual population.

3.3 Research Instruments and Procedures

A survey questionnaire was used in collecting data in this study. This questionnaire was designed based on a review of literature relating to theoretical conceptualization of the concept of employee motivation and other measures of employee motivation in the research literature. The questionnaire asked about employees' perceptions of the nature of factors considered in the motivation systems like salaries, allowances, working environment, career development, promotion and recognition. The questionnaire also asked about the extent to which the employees feel that various factors were low or high in motivation, with respect to their organization. A significant percentage of the items were closed-ended, with few selected open-ended items to clarify on certain issues of concern to the study.

3.4 Data Collection Procedures

Before collecting the data, researcher first met with the authorities of Eldoret West District to gain approval for the research. The purpose and significance was explained to the management. The school heads were approached and briefed about the research process and their approval was sought. Participation, while approved by the school management, was voluntary. The researcher approached selected science teachers and explained the purpose of the research to them, stressing the voluntary nature of their participation and assuring them that confidentially would be maintained, and answered questions from arising from the research process.

3.5 Data Analysis Procedures

The collected data was coded and entered into a computer data analysis program (SPSS) for onward analysis and interpretation. Data was analyzed using descriptive statistics that included frequency distribution tables, charts, percentages and other measures of central tendency i.e. means and standard deviations. The results of this analysis were presented in the succeeding chapter.

3.6 Limitations of the study

The limitations to this study were mainly in areas of cooperation and financial inadequacies.

3.6.1 Cooperation

Since the subject matter required information from SECONDARY science teachers, some of them were uncooperative during interview because they wouldn't know the relevancy of the research. The research however made all effort to counsel the science teachers into compliance; this called for ultimate empathy by the researcher in the process.

3.6.2 Financial Problem

The cost of meeting research expenses and facilities like stationary, typing and photocopying was met by the research in person. With minimum income and limited resources data collection may be done with a lot of difficulty. The research however, came up with a budget prior, which guided the entire expenditure in the process of research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the main findings of the study and the relevant interpretations of those findings. Various aspects relating to the motivation of science teachers in Secondary schools and how it impacts on their performance. The chapter looks into the factors that motivate science teachers in Secondary schools; the forms of motivation or motivation that exist in Secondary schools; and the challenges associated with motivation in Secondary schools. Activities available, relevant interpretations and Implications of all issues raised above are made.

4.1 Socio-Demographic and Distribution of the Respondents

Statistical analysis of the data related to individual characteristics of the sample, shows how the respondents represented the various socio-demographic categories in the study population (see table 1). It is important to note that the process of obtaining information from the respondents yielded a response rate of 100 percent (N=60) which constituted the total number of target population who were interviewed and whose socio-demographic conditions are hereby presented.

Figure 1: Socio-Demographic Composition and Distribution of the
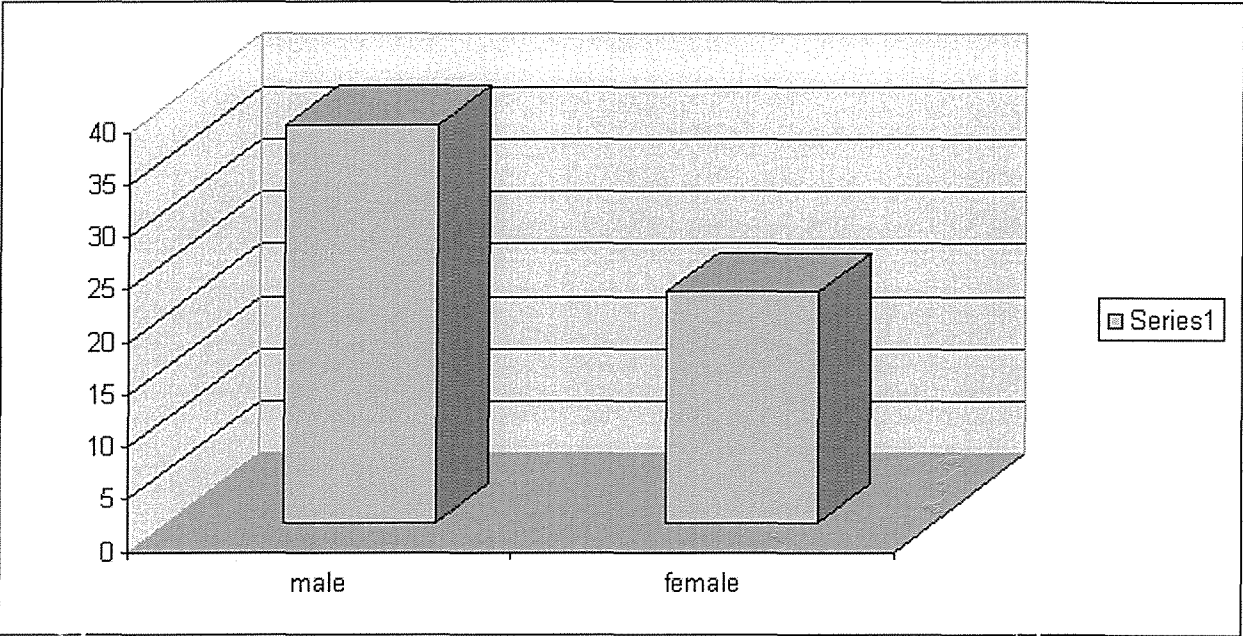
Source: Secondary data(2011)

The research sampled 60 as the total number of respondents as indicated in the table above among which 38 respondents were male while 22 respondents were female. The difference in number was brought about due to the total population of the study area which had more male respondents as compared to their female counterparts.

Figure 2: Showing marital status
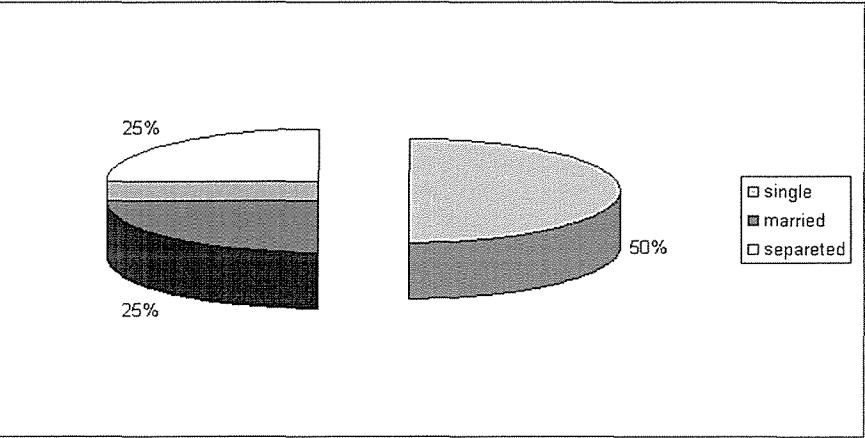
Source: SECONDARY Field data (2011)

The table (4.3) shows are reflection of the marital status of the respondents which indicated that 50% of the respondents reported to be single. This majority could have been attributed to the fact that 50% of the respondents who participated in the study were in the age bracket of 18 to 28 years of age. The study further found out that 25% of the respondents reported to be married while 25% of the respondents reported to be either separated or widowed

Figure 3: Showing levels of education of respondents
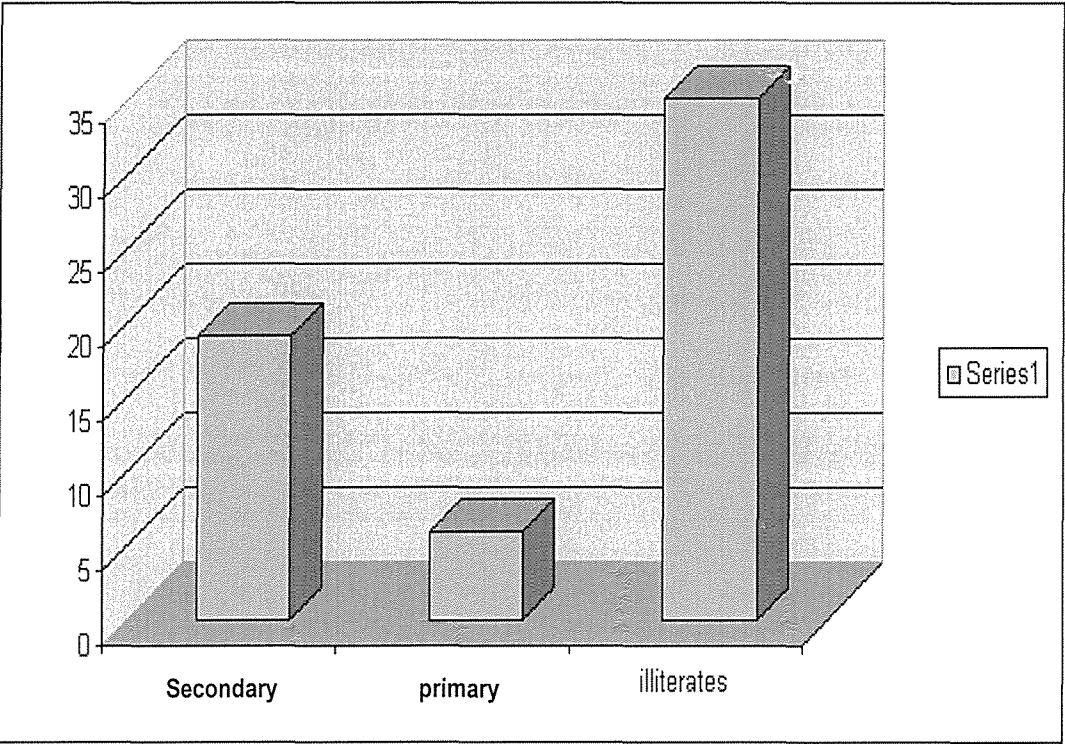
Source: Secondary Field data (2011)

Table 1: Showing the demographic characteristics of respondents

Characteristic	Total (N)	Frequency %
All respondents	(60)	100
Male	38	63.3
Female	22	36.7
Age of respondents		
12-18	30	50
19-39	15	25
40-Above	15	25
Marital status		
Single	30	50
Married	15	25
Separated/widowed	15	25
Level of Education		
Secondary	19	31.6
Secondary	06	10
Illiterates	35	58.3

Source: Secondary Field Study (2011)

Table 1 summaries the demographic composition and distribution of respondents showing their age, marital status, and the level of formal education. As it can be seen from the Table 4.11 and Figure 4.1, more male respondents participated in the

study. It is true however, according to the literature reviewed that gender by and large plays a significant role in the participation in education activities

4.2 Respondents views on factors that motivate science teacher's performance in Secondary schools
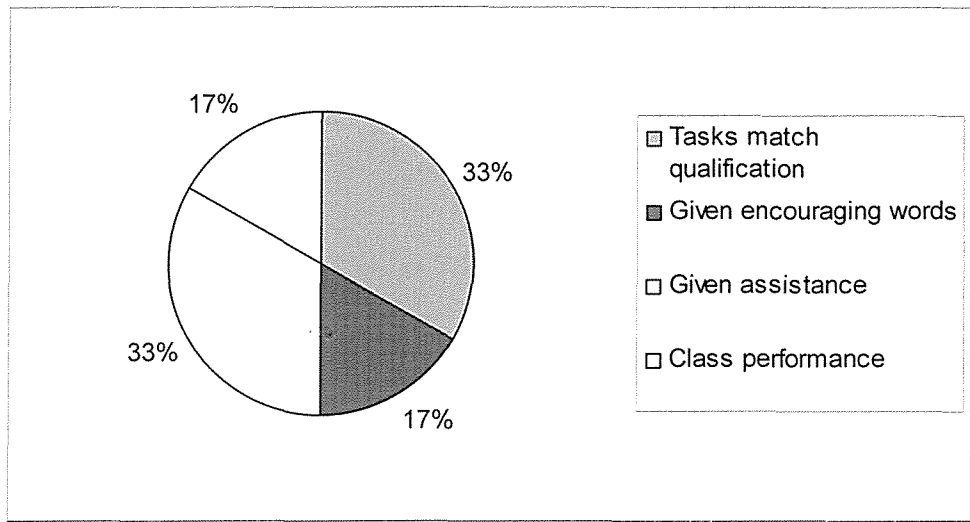
Source: Secondary Field Data(2011)

On factors that motivate science teachers at school, 20 respondents (33.3%) were of the view that they are mostly encouraged to work when they are given tasks that match their qualifications. 10 respondents (16.6%) of the respondents are said to be motivated by being given encouraging words by the top management. 20 of the respondents (33.3%) of the respondents say they are mostly encouraged to work when they are given assistance by other co- workers whenever they are faced wit a problem. While 10 respondents (16.6%) contended that, they get to work harder when the general pupil class performance goes above average with minimum and at peak when there are no recorded pupil class academic failures.

All the 60 respondents (100%) were however in agreement that salary increment and additional monetary allowances would make them work a little harder.

4.3 Respondents' views on forms of motivation in SECONDARY schools

Figure 4: Showing forms of motivation
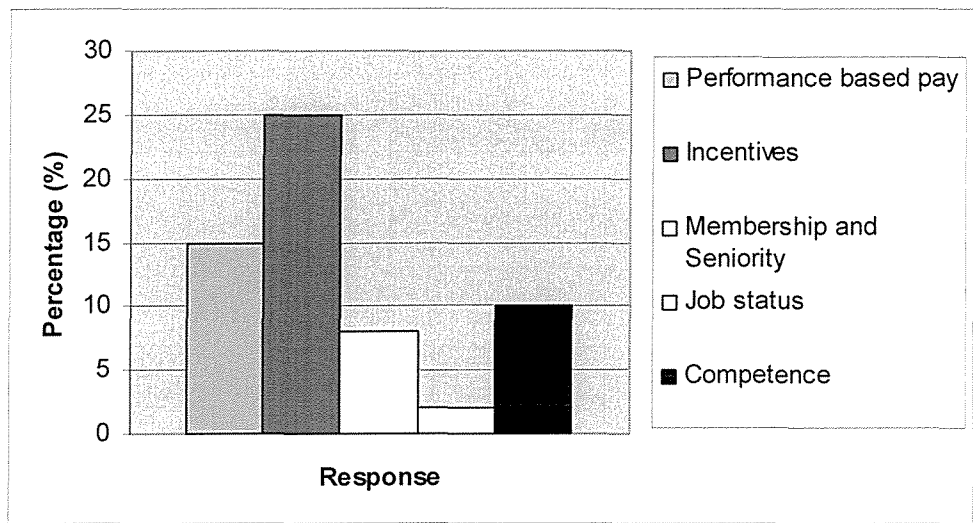
Source: Secondary Field Data (2011)

The findings of the research clearly show that a number of views were enlisted from the forms of motivation that are present in SECONDARY schools; 15 of the respondents were of the views that performance-based pay is the most predominant form of motivate that in SECONDARY schools. 25 of the respondents said that incentives were the most popular form of motivation in the SECONDARY schools. While 8 of the respondents of the view that membership and seniority is the form of motivation that most especially the senior teaching staffs are familiar and comfortable with. 2 of the respondents considered job status as a form of motivation that they would consider as most crucial to the improvement of their teaching performance.

The remaining 10 respondents considered competence as a form of motivation that should not be over shadowed by management of SECONDARY schools and other policy makers in the country. All the 60 respondents however seemed to agree

generally on performances as a form of motivation that should not be over ruled in SECONDARY schools.

4.4 Respondents' views challenges associated with motivation in SECONDARY schools

Figure 5: Showing challenges associated with motivation
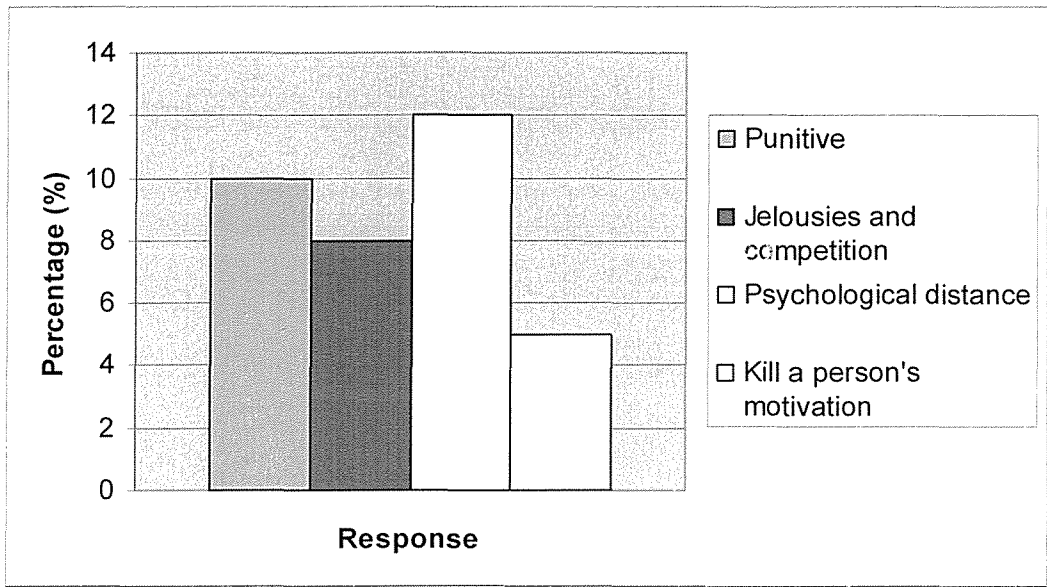
Source: Secondary Field data(2011)

10 respondents of the assertion that motivation is punitive in that motivation are associated with expression of country by the managers over the science teachers receiving the motivation. This at times assumes a punitive quality by making the motivation recipient feel subservient.

Further during the research respondents also added that after being motivated they expect a similar motivation in the future; if their expectation is not met, they feel punished. 8 respondents were of the view that motivation create jealousies and competition, they said that individual motivation lead to feelings of inequity because

people invariably compare their motivation to others. That even learn motivation is not any better, for the reason that such motivation encourage peer pressure. 12 respondents were of the view that motivation create a psychological distance between the person receiving the motivation they seemed of that motivation disrupt the collaboration needed for school learning. 5 respondents were of the view that motivation kill a person's motivation formed in the work itself. It kills the intrinsic motivation that relates to fulfilling growth needs, which are the most powerful and sustaining sources of motivation.

This is in agreement with literature according to Kohn [2000], which employees are less intrinsically motivated to perform after they have received for performing it. 10 respondents asserted that motivation ignore reasons; that motivation use incentives as quick fixes. This is reflected in importance when schools use handout cash to employees who assume early at school meetings and fine to those who arrive late. This concurs with the analysis by Mary Ann [2000] that complains use incentive for the most trial reasons. The researchers' view on this is that schools would be better off identifying the causes of tolerance for instance, and changing the conditions While 15 respondents were of the view that motivation determine creativity because the science teachers on longer explore new opportunities outside the meeting of motivated behaviors of results. In other wards, we can say that motivation motivate employees to get motivation, not to discover better ways to help the organisation. This concurs with quotation by Kohn [2000], that the motivation makes people to do exactly what is necessary to get the motivation and nothing more.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the summary of major findings, makes recommendations in line with the findings, the recommendations in relation to the findings of the study

5.1 Summary of Major Findings

Teachers are motivated when; they are given tasks that match their qualifications, when given encouraging words by top management, when given assistance by co workers; and when the general performance of their pupils is good. The study reveals mainly six forms of motivation in Secondary schools. Performance-based-pay; incentives; membership and seniority, competence; and performance. The challenges associated with motivation are; that, motivation at times assume punitive quality; they create a psychological difference between members in the same school environment; motivation most times may kill intrinsic motivation; as they concentrate on quick fixes.

5.2 Recommendations

Recommendations in this study are in areas such as: accuracy in measurement of performance; the relevancy of motivation; motivation interdependency with the jobs; value of motivation; and consideration for un intended consequences.

5.2.1 Accurate Measurement of Performance

Secondary schools will work best if only they can learn how to measure teacher performance and tie that information to the form of motivation to be given to the respective teaching staff. This is likely to strengthen the performance –to- out –come expectancy because accurate performance measurement increases the probability that science teachers who perform well are correctly identified; which further motivates the teacher.

5.2.2 Ensure that motivation are relevant

Secondary schools need to align motivation with performance within the science teachers' control. Motivation systems in Secondary schools also need to correct for situational contingencies.

5.2.3 Use Team Motivation for Interdependent Jobs

Secondary schools should use team (or organizational) motivation rather than individual motivation where the teaching staff work in highly interdependent jobs. This is for the reasons that, science teachers will be able to see that their bonuses or other incentives depend on how well they work with co workers, and they will act accordingly. The other reason for having team motivation in Secondary schools is that, such motivation in team settings support teacher preferences for team based work arrangements, which eventually would boost school performance.

5.2.4 Ensure motivation are valued

Schools often introduce a motivation without considering, whether science teachers really value it, the issue relates to the valency concept of expectancy theory. If a

motivation is not valued, then it won't motivate. And yet schools should also determine whether there are counter valent factors related to the motivation that would undermine its motivational value.

5.2.5 Watch out for unintended consequences

Secondary schools should bear in mind that performance based motivation systems, which are predominantly used in these schools, some times have unexpected –and un desirable-on teacher performance.

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APPENDICES

APPENDIX 1: SCIENCE TEACHERS' QUESTIONNAIRE

SECTION A (Introduction)

Please tick in ink the appropriate answers in the bracket.

1 Rank: Subordinates ( ) Supervisory (   ) Middle Management (   ) Senior

   Management (   )

2 Year of joining the school ………………………………………

3 Gender: Male ( )   Female (   )

SECTION B (General Factors of Motivation systems)

The following factors relate to factors of motivation. Rate the extent to which they are

important in motivating you as an employee on a scale from 1= least important to 5=

most important.

Factor of Motivation	Rating Score
Feeling of being on things	
Good pay/wages	
Interesting work,	
Job Security	
Promotions and growth in the organization	
Full appreciation of work done	
Good Working Conditions	
Sympathetic help with personal problems	

SECTION C (Salaries, Allowances and Benefits)

1 Comment on the school's salary package in comparison with the civil service sector.

( ) Above   ( ) Below

2 To what extent are salaries, allowances and benefits distribution fair within the school?

1=Quite unfair	2=Unfair	3=Moderately Fair	4-Fair	5=Quite Fair

If 1 or 2 rating why ……………………………………

3. Please rate your agreement or disagreement with the following statement.

My Salary, allowances and benefits are commensurate to my input in the organization				
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

1 Please indicate whether you perceive annual salary reviews to be motivating to you: Yes ( )   No ( )

1 What Suggestions do you have on salaries and Benefits?

……………………………………………………………………………………

SECTION D (Working Environment)

1 How do rate your working set up?

( ) Very Turbulent   ( ) Turbulent   ( ) Stable

2 What improvement would you want put in place?

……………………………………………………………………………………

3 How do you rate provision of shelter by your organization?

( ) Excellent   ( ) Average   ( ) Poor

4 How do you react to work environment within your organization?

( ) Most proactively   ( ) Moderate   ( ) very reactively

SECTION E (Career Development, Promotion & Recognition)

1 Does the school have a career development policy?

( ) Yes   ( ) No

If No, why do you think so:………………………………………………………...

2 How career development is planned in the ECPE schools?

( ) Clear   ( ) Ambiguous   ( ) Don't Know

3 To what extent do you think career plans in your organization are motivating

4 Have you ever been promoted/recognized? ( ) Yes   ( ) No

5 To what extent do you think promotion/recognition motivates staff of ECPE schools?

( ) High extent   ( ) Medium   ( ) Not at all

If yes, what makes you fell recognized? (Rank them 1 – Least to 5-most)

( ) Annual pay rise (   ) promotion ( ) Increased benefits ( ) Awards of excellence

6 How often are you recognized or appreciated at work?

( ) Occasionally ( ) Often   ( ) Most of the time   ( ) Rarely

7   Please rate the extent to which you agree or disagree with the following statement.

The nature of work is quite interesting and challenging				
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

SECTION F (General)

1   Below are some contemporary employee motivation strategies. Which one (s) do you consider most motivating? (Please tick appropriately).

	Least considered			**Most Considered**	
	1	**2**	**3**	**4**	**5**
Money		( )	( ) ( )	( )	(5)
Job rotation	( )	( )	( )	( )	( )
Job enlargement	( )	( )	( )	( )	( )
Job enrichment	( )	( )	( )	( )	( )
Job design	( )	( )	( )	( )	( )

2   Rate the following in terms of most motivating to least motivating.

	Least Motivating			**Most Motivating**	
	1	**2**	**3**	**3**	**4**
Salaries/Benefits/Allowances		( )	( ) ( )	( )	( )
Career Dev./ Promotion	( )	( )	( )	( )	( )
Working Envi./Conditon	( )	( )	( )	( )	( )
Leadership Style	( )	( )	( )	( )	( )

3 How would you assess the level of motivation at your work place? (Tick appropriately)

High ( )   Moderate ( )   Low ( )

4 Which among the following factors if fulfilled by your employer do you find   most motivating?

	Least Motivating			**Most Motivating**	
	1	**2**	**3**	**4**	**5**
Pay	( )	( )	( )	( )	( )
Staff Loans	( )	( )	( )	( )	( )
Pension scheme	( )	( )	( )	( )	( )
Security of the job	( )	( )	( )	( )	( )
Coffee /tea Services	( )	( )	( )	( )	( )
Sports teams	( )	( )	( )	( )	( )
Training & Education	( )	( )	( )	( )	( )
Social events (Health Clubs)	( )	( )	( )	( )	( )
Work teams	( )	( )	( )	( )	( )
Recognition of work	( )	( )	( )	( )	( )
Responsibility	( )	( )	( )	( )	( )
Pay (as a symbol of status)	( )	( )	( )	( )	( )
Prestigious furnishing/location	( )	( )	( )	( )	( )
Career advancement	( )	( )	( )	( )	( )

Challenging job	( )	( )	( )	( )	( )
Autonomy on discharge of duties	( )	( )	( )	( )	( )
Conflict Resolutions	( )	( )	( )	( )	( )
Corporate Leadership	( )	( )	( )	( )	( )
Organization Culture	( )	( )	( )	( )	( )