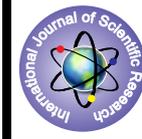


Analysis of Factors that Affect Teachers' Motivation in Secondary Schools: A Case of Nakuru Municipality, Rift Valley Province-Kenya



Education

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ABSTRACT

It has been observed that in the recent past that teachers have been leaving the teaching profession for other lucrative jobs. The exodus of teachers to other employments has led to high staff turnover. The study focused on the financial and non-financial compensation strategies to secondary school teachers and how they affect their job motivation at work. The study was expected to assist the Government, Teacher Service Commission (TSC), Schools' Board of Governors (BOG) and other policy makers to evaluate compensation strategies in place and their effectiveness in motivating teachers. The general objective of the study was to analyze the effects of financial and non-financial compensation on teacher motivation. The literature review highlighted the various compensation and motivation methods in place. Empirical framework showed that teachers' preference of factors of compensation has not been given the necessary attention by various researchers. Theoretical framework focused mainly on Alderfer's ERG Theory and Maslow's Hierarchy of Need Theory. The conceptual framework indicated the linkage between the employees' needs and their effects on motivation. The chosen area of study is Nakuru Municipality which is one of the three municipalities in Rift Valley Province. The population of study consisted of five hundred and forty (540) teachers in twenty (20) public secondary school. The sample comprised of ten (10) secondary school principals and one hundred and eighty (180) teachers. Data was collected using both structured and Likert 5-point questionnaires. The questionnaires were administered through drop and pick technique to avoid delay in data collection and later, all the necessary data collected, was sorted and analyzed. The researcher made recommendations on how to compensate teachers by coming up with compensation strategies such as involvement in decision making, individual recognition and promotion among others that were popular among the teachers. The strategies, if adopted by various stake holders, are expected to lead to teachers' motivation in their work hence, higher employee retention, better quality of service and higher productivity.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Teachers in Kenya are employed by Teachers Service Commission (TSC) which was established by an Act of Parliament enacted in 1967 (TSC Act Cap 212 of 1967). Before the establishment of the Act, teachers were employed by different church missions and organizations. The terms and conditions were different from one employer to the other. In many cases professional and academic excellence were not considered in determining a teacher's suitability for promotion or for appointment to a position of responsibility.

The Kenya National Union of Teachers lobbied for establishment of a single employer and unified improved terms of service for all teachers. The establishment of the commission was therefore the government's response to those calls and was a deliberate step to streamline employment of teachers for the benefits of the education system as a whole. The teachers were also to be paid uniformly depending on qualification and grade. The disparity in remuneration needed to be addressed for equity and fairness.

The commission has powers and is mandated under section 4 (91), section 6 and section 7 (3) of the Act to recruit, employ, remunerate, promote or transfer the teachers in the service as well as take disciplinary measures against the teachers when necessary. In essence TSC is in charge of compensation of teachers. However, individual school management can compensate their teachers over and above what TSC offers.

Nakuru District is one of the districts in Rift Valley Province. The province has three (3) municipalities namely; Kitale, Eldoret and Nakuru. Nakuru Municipality is the largest of the three. The Ministry of Education classifies secondary schools into four groups; National, Provincial, District and Private Schools. All the four categories of schools are found in Nakuru Municipality. However, private schools were not included in the study. The municipality has twenty (20) public secondary schools. The total number of teachers is five hundred and forty (540) and twenty (20) principals.

Employee compensation means all forms of rewards going to

employees and arising from their employment. Employees are supposed to be motivated in order for the organization to achieve results. Compensation methods have to motivate, so a firm's game plan should build in performance bonuses, (Dessler G, 1994). Teachers need to be motivated in order to get good results in secondary schools both in curricular and co-curricular areas. Motivated teachers may help in producing all round citizens. There has been concern by various stakeholders in the education sector on the high rate of turnover of secondary school teachers. The study shed some light on how compensation affects teachers' morale and satisfaction in their career.

1.2 Statement of the Problem

A motivated workforce is every employer's concern if the organization wishes to have competitive advantage. Preliminary observation by the researcher shows that the teaching profession has in the recent past suffered from exodus of teachers from public schools to other more lucrative fields. It is also observed that teaching profession in secondary schools has lately been characterized by low productivity and other undesirable practices. Although there are measures to check such occurrences, sometimes they are costly and therefore seeking for other less costly alternatives may be a better option. The study sought to analyze the main factors that affect teachers' motivation and find out which factors are more popular and most preferred.

1.3 Objectives

General Objective of the Study

The general objective of the study was to analyze the effects of both financial and non-financial compensation on teacher motivation in Nakuru Municipality.

Specific Objectives of the Study

The specific objectives of the study were:

- To identify the main factors of compensation that affect teacher motivation.
- To establish the level of motivation of teachers in public secondary schools.
- To establish the main methods of compensation preferred by teachers.

1.4 Research Questions

- What are the compensation factors that affect teacher moti-

- vation?
 ii. What is the motivation level of teachers in public secondary schools?
 iii. What are the main methods of compensation preferred by teachers?

1.5 Significance of the Study

Through its contribution to the literature, the study was expected to provide a better understanding of how compensation affects motivation. The findings of the study may be of assistance to the Ministry of Education, TSC and the Schools' Boards of Governors in formulating better strategies of compensating secondary school teachers in order to increase service quality and productivity in terms of school results. The findings of the study are expected to shed some light on information regarding teachers' preferences in motivation and alternative compensation methods rather than focusing on pay only.

1.6 The Scope and Limitation of the Study

- (i) The study covered public secondary schools in Nakuru Municipality. However, since compensation schemes are similar for all secondary school teachers in Kenya, the results can be generalized to all public secondary school teachers in the country.
- (ii) The teachers who have already left the service due to compensational constraints were difficult to reach because of the challenges of tracing them; but information from teachers with similar intentions was expected to fill the gap.
- (iii) The levels of motivation attained were challenging to get since there were no clear parameters to measure the levels and hence, this area was likely to be treated with subjectivity.

1.7 Definition of Terms

Motivation – Is the psychological process that causes direction and persistence of an action that is goal oriented. It manifests itself in form of high quality and quantity of output, high retention rate and low staff turnover amongst others.

Compensation – The pay and other benefits that are given to employees, based on time or an agreed piece – rate.

Reward – All those things that an employee receives in exchange of service offered

Intrinsic Reward – Rewards received as a direct consequence of a person's actions. They are rewards that internalize feelings of achievement. The employee gets sustainable long lasting motivation.

Extrinsic Reward – These are rewards that are given by another person in form of pay or monetary rewards. These rewards do not influence the internal feelings of an employee and their effects on motivation are limited.

Flexitime – It is flexible working hour programme

Merit pay – Rewarding employee in proportion to their performance contributions.

Principal – Secondary school head teacher.

CHAPTER TWO LITERATURE REVIEW

2.1 General Literature

Compensation refers to all forms of financial returns and tangible benefits that employees retrieve as part of employment benefits. It is divided into direct compensation which includes financial remuneration like base pay, bonuses and overtime pay and indirect compensation which includes the general category employee benefits like health, pension and leave allowance (Bernardin & Russel, 1998).

Kilika (1999) contends that compensation is categorized into financial and non financial rewards. Financial rewards include salaries, incentives and fringe benefits. Non financial rewards

include non – financial job rewards such as workflow system, information flow, number of operations, complexity of work, skills and attention requirements, status and importance or level of the job. It also consists of non – financial performance rewards.

Matters of employee compensation have been of concern to every employer. The appropriate level of compensation should be determined through participatory process by ensuring coordination between the actors involved. It should aim at being at a level that ensures professionalism and continuity of service and sustainability. Compensation, both financial and non-financial should be sufficient to enable teachers to focus on their professional work rather than having to seek addition sources of income to meet their personal budgets (Debbie, 2007).

Dessler (1994) asserts that the question of what motivates workers to perform effectively is not an easy one to answer. Assumptions are made about the motives for behavior that is observed or recorded from groups studied by researchers. This means that there is likelihood to be a significant chance of subjectivity in any judgment made about motivation (Cole, 1997). However, one undisputed fact is that motivation of employees is crucial for any organization to perform effectively.

Steers & Porter (1979) says that having a motivated workforce leads to improvement in productivity quality, level of customer service, growth, profit and ultimately the delivery of increased stakeholder value. This can be achieved by enhancing the skills and engaging the enthusiasm of employees.

Motivated employees are needed for survival. Motivated employees are more productive, committed and loyal to the organization. Effective performance is a function of motivation. It is upon the managers and the government to come up with ways of making sure that all the employees are motivated though they have diverse preferences (Smith, 1994).

Debbie (2007) contends that teachers are the most important factor in determining the quality of education that children receive. As such governments have a responsibility to ensure that teachers perform to the best of their abilities. To do this, the government must pay attention to a number of factors that affect teachers' performance. Financial compensation is crucial but not the only factor in teacher motivation. Compensation constitutes both a formal and a social recognition of their work. Teachers may be compensated through salaries or other cash payments, food, training or special assistance such as shelter, transport or family support such as day care for children. If teachers are poorly paid, they will not teach regularly or will leave the profession. She further says that, if compensation is irregular or frequently withheld, teacher motivation may be affected. Therefore an established teacher compensation system helps to stabilize the education system and decreases teachers' absenteeism and turnover.

Herzberg (1959), asserts that workers obtain satisfaction (and hence motivation) from achievement that centered on job content such as autonomy, responsibility, self esteem or self-actualization, leadership and challenging job. Okumbe (1998) contends that once a worker is dissatisfied with his/her job then obviously poor performance will result. Davis (1977) says job satisfaction does not seem to reduce absenteeism, turnover and perhaps accident rate. One of the surest sign of deteriorating conditions in an organization is low job satisfaction.

Compensation to employees encompasses both intrinsic and extrinsic rewards. The extrinsic rewards are handled through salary and wage administration while those of intrinsic nature are handled through aspects of organization structure, job content recognition and opportunity for promotion (Belcher, 1974). Chung (1977) asserts that we need to translate this theory into usable programmes in organizations. The programmes should aim at identifying the different needs of the employees in question, the incentives available for use by the organization and then matching these individual needs with the organizational incentives. When incentives are applied to arouse the goal-di-

rected behavior in an organization, they become rewards.

Motivation is the psychological process that causes arousal, direction and persistence of an action that is goal oriented. Kreitner and Kinick (1995) define motivation as psychological process giving behavior purpose and direction. Draft (1988), puts it that motivation is the arousal, direction and persistence of behavior. In a nutshell it can be put that motivation is the inner state that ensure the accomplishment of some goal. Motivation explains why people act the way they do. The better a manager understands organization members' behavior, the more able that manager will be to influence subordinates' behavior to make it more consistent with the accomplishment of organizational objectives. Productivity is as a result of the behavior of organization members, motivating them is the key to reaching organizational goals (Drucker, 1973).

Employees' motivation has always been a management concern. The traditional approach stresses extrinsic rewards and punishment administered by the boss. Today, many managers still prefers punishment over improved motivational techniques. Contemporary approaches explore employees' needs and their behaviors for meeting them. These ideas can be built into job design and used in other ways to more effectively motivate employees.

Debbie (2007), research findings appear to confirm views expressed by Herzberg (1966) that pay is a hygiene factor rather than a motivator and that once people are satisfied with their pay, additional increases will have little effect where other factors are pushing an individual towards quitting. Torrington, et al., (2005) assert that hygiene factors are of some importance up to the threshold. Beyond the threshold, there is little value in improving them, there has been concern that rewards or output (promotion, salary status) equate to the input (skills, efforts, experience) and are fair when compared with the rewards given to others. According to Adams, a key dominant to discipline at work is the extent to which employees judge pay levels and pay increases to be distributed fairly between them and their referrals. Beyond the equity threshold, pay increases will not be a factor of satisfaction anymore. In the words of Fred Lutheran (1992), there are few managers and workers who do not feel that they deserve the raise they received.

If people feel they are inequitably or unfairly rewarded, they may show signs of dissonance and this leads to absence, turnover, on job shirking and low trust employee relations which may make the workers to either reduce quantity or quality of output, ask for greater reward or pay or leave the organization. If they feel that the reward is equitable, they will be satisfied and may continue at the same level of output. If they feel the rewards are greater than what is considered equitable or are over-rewarded, they may work harder and it is possible some may discount the reward. (Koontz & Wehrich, 1990).

In a school setting when teachers are motivated the mean grade of the school in national examination is bound to rise and also the discipline of the students will improve. The form four leavers joining colleges, universities and job market will be reliable and dependable - every nation needs this for its social-economic development. There will be low staff turnover hence consistency and stability of school's operations (Debbie, 2007).

Teachers salary should reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service; should compare favorably with salaries paid in other occupations requiring similar or equivalent qualifications. Simply, salaries should provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualification. A salary should take account of the fact that certain post requires higher qualification and experience to carry greater responsibilities (ILO/UNESCO, 1966).

Teachers pay often account for up to four-fifths of education

spending in Kenya (Calloids 2001). The low pay may result in poorly qualified and disinterested teachers reducing the quality and impact of the education system, but on the other hand, the large number of teachers means that even modest changes to teachers' level of compensation can have dramatic financial consequences for the government (Macdonald, 1999). UNESCO (1998) has it that teachers' salaries form the biggest proportion of education spending in countries in Africa. Teachers organizations assert that salary levels are low, often declining in real terms and relative compared to remuneration of other professionals. Where teacher salaries have been eroded, this has often pushed teachers into second jobs or private tutoring, (Garnor, 1994). Low pay forces teachers to find additional source of income. Secondary income activities create divided attention and loyalty to teaching and impact negatively on the quality of schooling.

One common consequence is high teacher absenteeism as teachers supplement their income with second and third jobs (Chapman, 1994). Research has indicated that when teachers' standard of living is so low that their basic needs are not met, teachers do not give priority to their teaching responsibilities, consequently instructional quality suffers (Daun, 1997).

Teacher behavior and performance which relates directly to low level of job satisfaction and motivation, seriously compromise schooling quality and learning outcomes. Also weak teacher's management and lack of accountability means that public school teachers often get away with under performance and at times gross professional misconduct.

Debbie (2007) revealed that teachers who have higher level of responsibility usually in form of compensatory - time work or administrative posts have significantly higher levels of satisfaction. This means that increased level of responsibility may lead to satisfaction because of the greater involvement challenge and control. In the same research, it was discovered that increased length of service correlated with greater satisfaction with salary, higher level of self-esteem, high level of respect for the teaching profession and decreased level of stress.

Teachers are arguably the most important group of professionals for every nation's future growth. Therefore it is disturbing to find that many of today's teachers are dissatisfied with their jobs. Many factors have been examined in an attempt to find which one promotes teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. Sylvia & Hutchinson (1985) concluded that teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels and intrinsic work elements. True job satisfaction is derived from the gratification of the higher order needs, social relation, esteem and actualization.

Debbie (2007) asserts that it is likely that interactions in the job are linked to high motivation level, thus the possibility that enhanced levels of teacher motivation will lead to superior student achievement cannot be dismissed. She argues that while the relationship between teacher motivation and student achievement has not yet been established, the correlation between teacher motivation and student self esteem cannot be ignored. Teachers with strong positive attitudes about teaching have students whose self esteem is high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance. Rothman (1981) suggests that this association exist because teachers serve as more than just educators, they are role models. The benefits of teacher satisfaction for both teacher and student point to the importance of studying how teachers feel about work. One way of showing support to teachers would be by paying him or her salary commensurate with his or her worth.

Teachers workload (number of students in class and working hours), general classroom conditions, collegial and management support, location, living arrangement and distance to work place are important factors of working conditions. Finding a decent accommodation in rural areas is a major headache for most teachers. Travel to work lead to a much bigger problem for the urban teacher.

In a research carried out in the US by Debbie (2007), teachers reported that they were involved, excited and happy during successful classroom discussions. It would appear that reduction in class size would help promote job satisfaction by facilitating more participation. She observed that classroom interruptions, for example from extracurricular activities require to be checked and procedures need to be streamlined so that the teacher can concentrate on teaching. Teaching facilities need to be improved e.g. teaching aids books and even the working area (staffroom and offices) in order to create a more comfortable working environment. The school environment should be positive for both children and adults. Every person in the staff should be treated as a professional both in and out of class hours. Morale is crucial since teaching requires a great deal of giving hence a nurturing environment will help to replenish the teachers. Teachers should be encouraged to get training to improve their skills. This applies to all employees, of course people like to feel that their employer invest in them as well as in their business.

White (1973) observed that the relationship between preferences and motivation (and so compensation) is mediated by expectation of the employee. These expectations take into account the process by which people learn to expect the consequences of their actions and take cognizant of their feelings and thought. These too are influenced by their training and experience by which they learn that certain kinds of actions are likely to lead into their long term successes. In addition to these, contact with other people, their encouragement and approval, acceptance of what they do to attain the expectation also reinforce.

As stated by Robbins (2004), most of the people work for money and pay is important for its purchasing power. According to Gupta (1990) for employees in developing countries, pay is more than a means of satisfying employees needs. It provides a sense of recognition and determines their social status. Robbins & Decenzo (2000), state that although there are other expectations, most of us work for money.

However, in the words of Torrington et al (2005), there is a strong debate in the retention literature about the extent to which raising pay level motivates staff and reduces turnover. Armstrong & Baron (1980), in their survey reported that staff almost universally disliked the link of performance with pay. Drucker (2002) also contends that for a long time it has been known that money alone does not motivate to perform.

In the words of Luthans (1992), pay is only but a reinforcer. Flippo (1984) puts it that the growth of employee benefits has been rampant, particularly since the World War II and apparently no end is in sight. To him, there is little or no evidence that tremendous variety of supplementary pay often termed fringe benefits, serve to motivate employees to higher productivity. However, he further states that despite the absence of motivational effects, employees' benefit programmes make up a significant portion of most human resource departments' budgets.

2.2 Empirical Literature

Compensation based on motivation theory has been treated in general terms. The focus on the specific areas of motivation of needs incentive programmes has not been given attention (Chung, 1977). Emphasis has been on economic and legal consideration while neglecting the non- economic variables as suggested by Belcher (1974) and also by implication the intrinsic aspects (Hertzberg, 1959).

Miller et al (1998) assert that research findings show that there is evidence of cross-cultural differences in what is valued and what motivated workers. In addition, they warned that failure to recognize the values of this culture for which pay systems are designed could ultimately lead to employees' resistance and ineffectiveness. These matters when assessed against the Kenyan situation leave unanswered questions regarding the totality of the motivation of the Kenyan population of workers including teachers.

Some isolated studies have been undertaken on motivation in general. Most of them have focused majorly on the financial

reward. Detho (1988) looked at the sufficiency of workmen's compensation amount. Kimutai (1993) studied the managerial attitude towards participative decision making in state owned firms. Musomba (1993) studied those motivational factors that affect performance among employees of the Kenya Railways. Bulinda (2003) studied on the effects of non-financial compensation strategies on manager's motivation in Kenya, a case of Pyrethrum Board of Kenya. King'ori (2003) studied on employees' discrimination and job satisfaction of teachers in private international schools in Kenya. Lukuyani (2002) carried out a study on factors contributing to the satisfaction and dissatisfaction among secondary school teachers in Turkana District. Similarly, John (2003) studied on work motivation among secondary school teachers in Kilome division of Makeni District. Koech (2002) studied on job satisfaction levels of employees in the banking sector in Nairobi. She tried to establish the relationship between perception of career development opportunities and job satisfaction of bank employees.

The studies quoted above are enough evidence that matters to do with compensation as a factor of motivation have been studied. However the researchers majorly focused on financial compensation. Researches have also been carried out on compensation for senior level employees such as managers, but very little has been done on lower level employees. The study targeted the lower level workers whose views may not have been adequately sought and considered. It also sought to establish other causes of demotivation in teaching career other than pay.

Motivation of teachers reflected through their compensation preferences has not been assessed; it was unknown whether the schemes in place are of any relevance to the beneficiaries or not. The study reached out to the teachers and got their motivation preferences.

2.3 Theoretical Framework

The study was based on the integration of reknown motivation theories; Alderfer's ERG Theory, Abraham Maslow's (Hierarchy of Needs Theory) as well as Victor Vroom's (Expectancy Theory).

Alderfer ERG theory is an improvement of Malsow's hierarchy of needs theory. It identifies three categories of needs: existence needs, relatedness needs and need for growth. The theory also proposes that movement up the hierarchy is more complex than that of Malsow's and that failure to meet a higher-order need may trigger a regression to an already fulfilled lower order need (Stoner, 1982). This means that a worker who cannot fulfill a need for personal growth may revert to lower-order social needs and redirect his or her efforts toward making a lot of money. This would translate to unsatisfactory performance and low productivity. When the above needs are met, the employee is motivated and directs his/her energies towards the work and consequently, productivity rises (Alderfer, 1986).

Koontz & Weihrich (1998), assert that Victor Vroom developed Expectancy Theory which suggests that the efforts an individual puts into a task will be greater if he or she expects to succeed at the task, to be rewarded for the task, and that the reward is something he or she values. A key point of Vroom's expectancy theory is that an individual's behavior is formed not on objective reality but on his or her subjective perception of that reality. The core of the theory relates to how a person perceives the relationship between three items- effort, performance and rewards. Vroom focused especially on the factors involved in stimulating an individual to put effort into something, since this is the basis of motivation. He concluded that there were three factors; each of them based on the individuals personal perception of the situation. They were: expectancy i.e. the extent of an individual's perception or belief, that a particular act will produce a particular outcome; instrumentality i.e. the extent to which the individual perceives that effective performance will lead to desired rewards and valence i.e. the strength of the belief that attractive rewards are potentially available.

The purpose of the study is therefore to focus on those aspects of motivation theory that underline compensation with regard

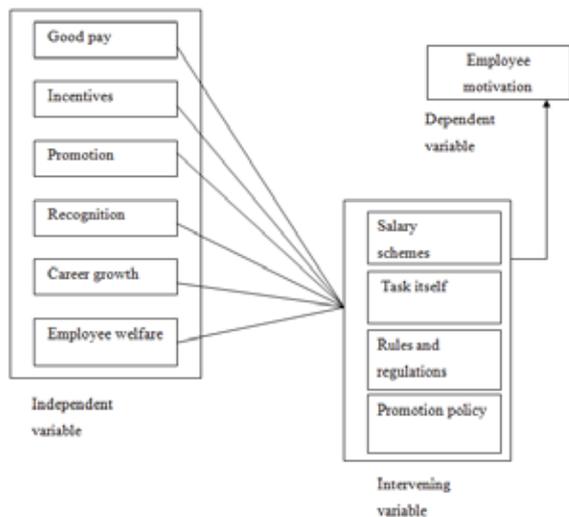
to the needs, incentives and schemes that are in place. As such then, the study looks at both intrinsic and extrinsic aspects of compensation by first analyzing the teachers' compensation preferences and then assessing the extent of these preferences that is met by the current existing schemes.

2.4 Conceptual Framework

Motivation of employees is dependent on compensation strategies. Factors such as good pay, promotion or career growth, recognition, good working conditions and employees welfare among other factors, determines the level of motivation of workers. The moderating variables like external environment, the general state of economy of a country will slightly influenced the dependent and independent variables.

When employees join an organization, they do so with high expectations to fulfill their needs. They have preset goals. They expect to offer their expertise and in return they get compensated for their services. On the other hand, the organization has the responsibility to meet the needs of the employees in order to retain a motivated workforce. This helps to reduce accident rates, achieve high productivity, attain commitment to work and also creates high morale among others. The opposite of this happens when the workforce is demotivated, there is low productivity, high accident rates, absenteeism, high labor turnover among others. The following conceptual framework model shows the relationship between compensation and motivation of employees:

Figure 2.1: Conceptual Framework Showing Effect of Compensation Methods on Motivation in Public Secondary Schools



Source: Authors
CHAPTER THREE
RESEARCH METHODOLOGY
3.1 Research Design

A survey research was employed in the study. It is a method that is most appropriate for obtaining factual and attitudinal information or for research questions about self-reported beliefs, opinion characteristics and present or past behavior. Since the study sought to obtain descriptive and self-reported information from teachers and school principals, survey design was the most appropriate.

3.2 The Target Population

The target population was all the public secondary school teachers in Nakuru Municipality. There are twenty (20) public secondary schools with a staff establishment of five hundred and forty (540) teachers. This number is inclusive of the principals.

3.3 Sampling Procedure and Sample Size

Stratified sampling with optimum allocation technique was used to ensure a fair distribution of different schools in the sample. The schools were stratified into district, provincial and national

categories. They were arranged in alphabetical order. The sample units comprising of schools were then selected from each stratum using a table of random numbers. Ten schools (50% of the total) were selected to represent the twenty schools. According to Kothari (1999), about one third of the total population is considered a representative of the population under study. Therefore; an average of eighteen teachers was randomly selected from each of the ten selected schools in addition to the school's principal. A sample of one hundred and eighty (180) teachers and ten principals was identified and responses were received from all of them.

Table 3.1: Category of School and Sample Size

Status	Total No. of Teachers	Sample Size
National	92	30
Provincial	190	64
District	258	86
Total	540	180

Source: Field Data

3.4 Research Instrument

Likert-five point questionnaires were used to gather information from the respondents. The questionnaires sought to gather information from the respondent in the following areas; personal data, level of job motivation and personal preferences in compensation methods.

3.5 Data Collection Procedure

Data was collected from the selected respondents after getting permission from the National Council of Science and Technology. The researcher pilot-tested the questionnaires in three different schools outside Nakuru Municipality. This was necessary in determining their effectiveness in collecting the required information. With the help of the schools administration, the questionnaires were administered through drop and pick technique to avoid on delays or/and loss of the instruments.

3.6 Data Analysis

Collected data was processed, coded and analyzed to facilitate addressing the research objectives and the research questions. This was done using descriptive, factor analysis and inferential statistics. Descriptive statistics (percentages, frequencies and means) was summarized in tables, pie charts, bar graphs and cross-tabulations. Factor analysis helped in getting the most popular factors of compensation. Inferential statistics was used in making deductions and generalizations about the whole population. Statistical Package for Social Sciences (SPSS) Version 12.0.1 was used in analyzing the data.

CHAPTER FOUR
FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter shows the presentation of data collected and analysis of results and findings as obtained from the field. The information obtained was presented using statistical tables, bar graphs and pie charts. Factor analysis was used to answer research questions and give evidence in the analysis of results.

4.1 General Results

The general results are presented in two categories since questionnaires were developed and administered to head teachers and to other teaching staff separately. This enabled the research to capture all aspects of motivation at school's top management level as well as lower level teaching staff.

Table 4.1 below indicated that 50% of the head teachers have served in that capacity for 5-9 years while only 10% have served for 2 years and 20% for both 2-5 years and over 10 years. This indicates that most of the principals had between 5-9 years experience on the job. The aim was to determine if experience on the job could influence the level of motivation and thereby performance of head teachers.

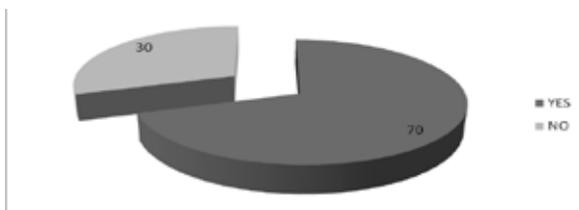
Table 4.1: Number of Years Served as Head Teacher/Principal

Year served as head teacher	Frequency	Percentage
< 2 years	1	10.0
2 - 5 years	2	20.0
5 - 9 years	5	50.0
> 10 years	2	20.0
Total	10	100.0

Source: Field Data

Figure 4.1 below indicated that at least 70% of the head teachers have taken a course in management, which may have improved their skills in handling school matters as well as management of staff members. 100% of the head teachers confirmed that there were no incidences of chronic absenteeism in their schools. It was also confirmed that all head teachers had a good working relationship with staff members.

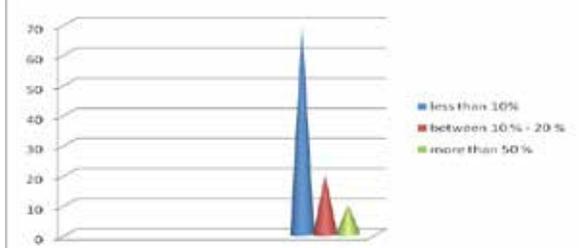
Figure 4.1: Head Teachers Who Have Undertaken an Extra Course in Management



Source: Field Data

Figure 4.2 below, indicated that 70% of the head teachers felt that less than 10% of teachers were problematic, while 20 % believed that between 10-20% were problematic and only 10% believed that more than 50% were problematic teachers. This information was important for analyzing the levels of motivation in the school. In theory, it was premised that demotivated teachers could react by being more problematic than motivated teachers.

Figure 4.2: Problematic Teachers in Public Secondary Schools



Source: Field Data

From Table 4.2 below, 60% of the head teachers in public secondary schools indicated that their main problem was poor TSC policies while an equal 20% complained of poor working conditions and 20% complained of unmotivated students. From literature it was expected that poor working conditions would be the main problem faced by teachers but poor promotional policies by TSC received a higher score and hence it was important to establish the relationship between compensation and motivation in order to set precedence on the possible factors of compensation that may influence motivation of teachers.

Table 4.2: Main Complaints of Teachers in Public Secondary Schools

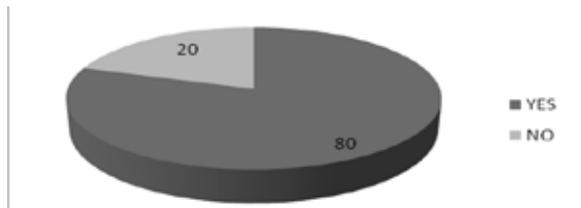
Responses	Frequency	Percent
Poor working conditions	2	20.0
Unmotivated students	2	20.0

Poor TSC policies on promotion	6	60.0
Total	10	100.0

Source: Field Data

From Figure 4.3, 80% of head teachers felt that there was a strong relationship between compensation and motivation among teachers: 20% indicated that a strong relationship does not exist between compensation and motivation. This information underpins the whole study by the fact that a high score was due to the fact that there could be a relationship between compensation and level of motivation

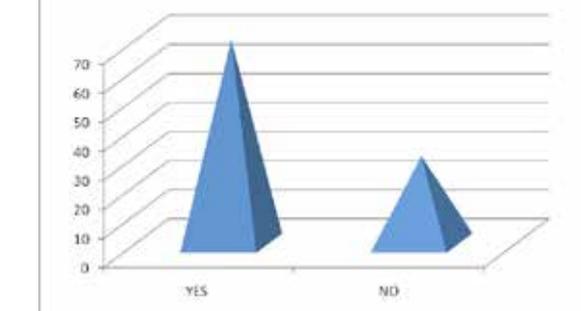
Figure 4.3: Relationship between Compensation and Motivation



Source: Field Data

Figure 4.4 below indicated that head teachers faced serious constraints in motivating teachers. 70% of them indicated that they were facing serious challenges in motivating teachers while 30% said that they did not face serious constraints. The results are presented in figure 4.4 below.

Figure 4.4: Constraints of Motivating Teachers in Public Secondary Schools



Source: Field Data

Table 4.3 below indicates how school status influences the level of motivation of teachers. 47.7% of the respondents were from district schools, 35.6% from provincial schools and 16.7 % were from national schools. The results indicated that there is no close relationship between status of the school and motivation.

Table 4.3: School Status

Status	Frequency	Percent
National	30	16.7
Provincial	64	35.6
District	86	47.7
Total	180	100.0

Source: Field Data

4.2 Results on Levels of Motivation of Teachers

The study aimed at establishing the level of motivation among teachers in public secondary schools. It involved asking respondents to score their level of satisfaction for various motivators under the following areas; reward incentives, TSC policies and administration and working conditions.

4.2.1 Reward Incentives

The reward incentives that were used to determine the level of

motivation among teachers are shown in Table 4.4 on page 23.

Level of Motivation Based on Reward Incentives

A 5-point Likert Scale was used to determine the level of motivation among teachers in various public secondary schools in Nakuru Municipality. The results were summarized in Table 5 below. Levels 1 and 2 represent demotivators at two levels; high and moderate. The scores for highest demotivators were night out allowances followed by disturbance allowance and annual increments in decreasing order. The lowest was house allowance and salary. The scores for moderate demotivators were day out allowances followed by disturbance allowances and retirement benefits in decreasing order. Levels 3, 4 and 5 represented areas of positive motivation. Level 3 results indicated house allowance, salary and fringe benefits respectively were considered by respondents as slight motivators; salary, house allowance and fringe benefits respectively as moderate motivators while salary, medical cover and retirement benefits are highest motivators. This agrees with literature since according to Maslow's hierarchy of needs theory salary, fringe benefits and house allowance are basic motivators as they enable an individual fulfill physiological needs. The next level of needs according to the model is safety needs which are fulfilled by medical cover and retirement benefits.

Table 4.4: Level of Motivation Based on Reward Incentives Key

Highly demotivated 2-Moderately demotivated 3- Slightly motivated 4-Moderately motivated 5-Highly motivated).

	FREQUENCY					TOTAL
	1	2	3	4	5	
Reward Incentives	1	2	3	4	5	TOTAL
Salary	29	37	60	48	6	180
Fringe benefits	45	37	56	39	3	180
Medical cover	63	48	46	17	6	180
Retirement benefits	46	49	56	24	5	180
House allowance	26	37	68	47	2	180
Annual increments	78	34	58	8	2	180
Night out allowance	91	40	44	5	0	180
Day out allowance	77	53	32	16	2	180
Disturbance allowance	85	50	34	10	1	180

Source: Field Data

Results on Factor Analysis

Results from factor analysis on finance based reward incentives showed that medical cover,

salary, disturbance allowance, annual salary increment and night out allowance were the greatest motivators in descending order. The least motivators were retirement benefits and fringe benefits. On the other hand, factor analysis on levels of motivation based on non-financial reward incentives revealed that number of working hours, availability of resources and freedom to find solution to problems affecting ones job scoring the highest. Annual leave and promotion policy scored the least. However, it was noted that non-financial reward incentives generally scored higher than the finance based ones. This may be an indicator that teachers are not only interested in financial compensation but also those that are non-financial in nature. (See Table 4.5 below)

Table 4.5: Factor Analysis (a) On Compensation in Relation to Teacher Motivation

Communalities	Initial	Extraction
Salary	1.000	.669
Fringe Benefits I.E. Loans	1.000	.396
Medical Cover	1.000	.708
Retirement Benefits	1.000	.595
House Allowance	1.000	.595
Annual Increments	1.000	.643

Night Out Allowance	1.000	.627
Day Out Allowance When Out When On Official Duty	1.000	.628
Disturbance Allowance e.g. For Abrupt Transfer	1.000	.655
Flexibility Of The Policies And Procedures Of The Commission	1.000	.335
Promotion Policies For Teachers	1.000	.543
Freedom To Find Solutions To Problems Affecting My Job	1.000	.700
Leave	1.000	.606
Number Of Working Hours	1.000	.741
Availability Of Resources e.g. Working Area Desk, Computer, Reference Materials	1.000	.717

Extraction Method: Principal Component Analysis.

Table 4.6: Level of Motivation Based on Reward Incentives Key

1-Highly demotivated 2-Moderately demotivated 3- Slightly motivated 4-Moderately motivated 5-Highly motivated).

	FREQUENCY					TOTAL
	1	2	3	4	5	
Reward Incentives	1	2	3	4	5	TOTAL
Salary	29	37	60	48	6	180
Fringe benefits	45	37	56	39	3	180
Medical cover	63	48	46	17	6	180
Retirement benefits	46	49	56	24	5	180
House allowance	26	37	68	47	2	180
Annual increments	78	34	58	8	2	180
Night out allowance	91	40	44	5	0	180
Day out allowance	77	53	32	16	2	180
Disturbance allowance	85	50	34	10	1	180

Source: Field Data

4.2.2 TSC Policies and Administration

The variables that were used to analyze the level of motivation under TSC policies and administration included flexibility of policies and procedures, promotional policies, employee freedom and annual leave. The results are summarized in Table 4.7 on page 26. Annual leave among the policies of TSC was considered a strong motivator. This agrees with economic theory that after a certain level of effort workers may prefer leisure than more work leading to the concept of backward bending labour supply curve. TSC policies on promotion and employee freedom are strong demotivators probably because teachers may feel that promotions are unfair and that their freedom at work is limited by too much rules and regulations.

Table 4.7: Level of Motivation Based on TSC Policies and Administration.

Key

1-Highly demotivated, 2-Moderately demotivated, 3- Slightly motivated, 4-Moderately motivated and 5-Highly motivated.

	FREQUENCY					TOTAL
	1	2	3	4	5	
TSC policies & admin	1	2	3	4	5	TOTAL
Flexibility	28	43	76	31	2	180
Promotion	59	43	53	25	0	180
employee freedom	49	52	45	29	5	180
annual leave	21	31	45	60	23	180

Source: Field Data

4.2.3 Working Conditions

Two variables were used to evaluate the level of motivation based on working conditions which included number of working hours and availability of working resources. The summary of results is shown in Table 4.8, which indicated that number of working hours and availability of working resources were both

strong motivators for teachers. This indicated professionalism among the respondents who felt motivated by having resources available to them would enhance their performance. Teachers require time to undertake research for classes and this could be the reason why most felt that the number of working hours is also a strong motivator.

Table 4.8: Level of Motivation Based on Working Conditions Key

1-Highly demotivated 2-Moderately demotivated 3- Slightly motivated 4-Moderately motivated 5-Highly motivated.

Working conditions	FREQUENCY					TOTAL
	1	2	3	4	5	
Number of hours	19	26	55	59	21	180
Available working resources	23	34	39	62	22	180

Source: Field Data

4.3 Results on Preferred Methods of Compensation of Teachers

Results from the component matrix in Appendix III (b) indicated that involvement of teachers in decision making was highly rated as a preferred method of compensation with a score of 0.734. The next in decreasing order was verbal or written appreciation with 0.665, the principal's management style with a score of 0.608 and rewards for performance with 0.607. The factor that scored least was a job with challenging tasks with a score of 0.317. Other methods investigated included adequate salary, opportunities for growth, opportunity to lead, involvement in decision making, recognition of performance and rewards for performance.

4.3.1 Adequate Salary

Table 4.9 showed that 42.2% of respondents indicated that they prefer adequate salary as a method of compensation to a very large extent, 11.7% to a large extent, 19.4% to some extent, 21.7% to a small extent and 5% do not prefer the method at all. This agrees with literature that salary remains the most identifiable and recognized method of compensation among employees. In most employment negotiations, salary level plays a key role in determining if the individual will accept the job or if the organization will accept the individual's offer. Salary level has remained a strong motivator for performance by workers.

Table 4.9: Adequate Salary as a Preferred Method of Compensation.

Response	Frequency	Percent
Not at all	9	5.0
To a small extent	39	21.7
To some extent	35	19.4
To a large extent	21	11.7
To a very large extent	76	42.2
Total	180	100.0

Source: Field Data

4.3.2 Opportunity for Growth

Table 4.10 indicated that 34.4% of respondents indicated that they prefer opportunities for growth as a method of compensation to a very large extent, 15.0% to a large extent, 13.9% to some extent, 22.8% to a small extent and 13.9% do not prefer the method at all. Opportunity for growth for example career advancement, training and development fulfill individual self-esteem needs. (Maslow, 1954)

Table 4.10: Opportunities for Personal Growth

Response	Frequency	Percent
Not at all	25	13.9
To a small extent	41	22.8
To some extent	25	13.9
To a large extent	27	15.0

To a very large extent	62	34.4
Total	180	100.0

Source: Field Data

4.3.3 Opportunity for Leadership

Leadership opportunity can be a means of promotion for teachers. They can be appointed to various positions in the school for example as head of departments, sports/ co-curricular activities, discipline or career masters. Table 9 below shows that 18.9% of respondents indicated that they would like to have an opportunity to lead others to a very large extent, 27.2% to a large extent and to some extent respectively, 20% to a small extent and 6.7% do not prefer it at all.

Table 4.11: Opportunity for Leadership Position

Response	Frequency	Percent
Not at all	12	6.7
To a small extent	36	20.0
To some extent	49	27.2
To a large extent	49	27.2
To a very large extent	34	18.9
Total	180	100.0

Source: Field Data

4.3.4 Involvement in Decision Making

In many schools the head teachers or principals run the show giving staff members very little opportunity to be involved in decision making. Involvement in decision making makes the teachers to feel as part and parcel of the school and therefore can be viewed as a means of compensation as a satisfier according to Herzbergs' two factor theory. 32.2% of respondents indicated that they prefer to be involved in decision making on their work to a very large extent, 16.7% to a large extent, 25% to some extent, 18.3% to a small extent and 7.8% do not prefer it at all. This is presented in Table 4.12 below.

Table 4.12: Involvement in Decision Making

Response	Frequency	Percent
Not at all	14	7.8
To a small extent	33	18.3
To some extent	45	25.0
To a large extent	30	16.7
To a very large extent	58	32.2
Total	180	100.0

Source: Field Data

4.3.5 Recognition of Performance

Recognition of performance falls under self-esteem needs of the individual. Performance of a teacher in secondary schools can be evaluated by KCSE results in the subjects taught by the teacher. Recognition may take the form of positive comments from head teachers or giving certificates for excellent performance. 28.3% of respondents indicated that they prefer recognition as a method of compensation to a very large extent, 23.3% to a large extent, 26.1% to some extent, 14.4% to a small extent and 7.8% do not prefer it at all as shown in Table 4.13 below.

Table 4.13: Recognition of Performance

Response	Frequency	Percent
Not at all	14	7.8
To a small extent	26	14.4
To some extent	47	26.1
To a large extent	42	23.3
To a very large extent	51	28.3
Total	180	100.0

Source: Field Data

4.3.6 Reward for Performance

Rewarding involves short term incentives that can be given to individuals for exceptional performance not only in academia but also other related fields. Schools participate in co-curricular activities such as science congress, drama festivals, sports and others all of which provide opportunity to reward teachers who support such activities. It provides teachers with opportunity to exploit their talents and train students. Rewards can be a powerful compensation method that can be applied on short-term basis. They can be financial rewards or non-financial in nature. In Table 4.14, 26.1% of respondents indicated that they prefer individualized reward for performance as a method of compensation to a very large extent, 27.2% to a large extent and to some extent, 13.3% to a small extent and 6.1% do not prefer it at all.

Table 4.14: Reward for Performance

Response	Frequency	Percent
Not at all	11	6.1
To a small extent	24	13.3
To some extent	49	27.2
To a large extent	49	27.2
To a very large extent	47	26.1
Total	180	100.0

Source: Field Data

CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study aimed at analyzing the effects of both financial and non-financial compensation on teacher motivation. The target population included public secondary school teachers from twenty (20) schools in Nakuru Municipality. Data was collected using a questionnaire through drop-and-pick method. The collected data was presented using tables, bar charts and pie-charts. Data was further analyzed using chi-square test and factor analysis. From factor analysis the most important factors that affect motivation of teachers were determined as well as the most important methods of compensation preferred by teachers. Chi-square was used to determine if there was a relationship between the status category of schools and motivation level of teachers.

It was realized that most of the factors of compensation given to teachers do not adequately motivate them. Results of the study on the main factors of compensation that affect teacher motivation included; medical cover as the strongest factor of compensation affecting motivation of teachers followed by day out allowance when on official duty and salary was rated third. The least rated factor of compensation was number of working hours. Results indicated that working conditions led to high levels of motivation among teachers in public secondary schools in Nakuru municipality followed by TSC policies and reward incentives. The main methods of compensation preferred by teachers in public secondary schools in Nakuru municipality from results of the study showed that involvement of teachers in decision making was the most preferred method of compensation, followed by recognition of performance, rewards for performance and the principal's management style.

5.2 Conclusions

On the basis of findings and analysis of data the following conclusions can be drawn from the study:

- (i) There is a strong relationship between compensation methods and motivation of teachers in Nakuru municipality.

- (ii) The status of the school whether provincial, national or district has no relationship with the level of motivation of teachers.
- (iii) Most of the head teachers had constraints in trying to motivate their teaching staff.
- (iv) Most teaching staff complained about TSC policies on promotion of teachers.
- (v) Financial methods of compensation of teachers are not as motivating as are non-financial methods. This was evidenced by high percentage scores of de-motivation for those methods of compensation that are financial in nature. Factor analysis indicated medical cover and availability of resources as some of the highly rated forms of compensation.
- (vi) Involvement of staff in decision making was concluded as the most preferred method of compensation by teachers based on factor analysis but based on percentage calculation adequate salary scored highly.

5.3 Recommendations of the Study

The study based on the conclusions of the research has the following recommendations for TSC and head teachers.

5.3.1 General Recommendations

- (i) TSC should develop a compensation package for teachers that is a hybrid of financial and non-financial compensation methods.
- (ii) TSC should streamline its promotion policy so that teaching staff members are able to appreciate it as a means of motivation and hence improvement on performance.
- (iii) The School Management or TSC should establish individualized recognition of the efforts of teachers in order to motivate them.

5.3.2 Recommendations on Head Teachers / Principals

- (i) School principals should be trained on methods of motivation of teachers on the day-to-day performance of their jobs.
- (ii) Principals should improve their management styles from more autocratic to those methods that involve teaching staff in order to motivate them and make them feel part of the institution.
- (iii) Head teachers should improve the working conditions of teachers in their institutions by providing adequate facilities since this determines their level of motivation.
- (iv) A lot of teachers suggested opportunities to lead others as a preferred method of compensation which means that schools' management and TSC should provide an opportunity for growth of teachers in terms of career and responsibility in order to keep them motivated.

5.3.3 Recommendations for Further Research

- (i) Further research should be conducted to investigate if the form of compensation that influences motivation of teachers in public secondary schools also influences teachers in private secondary schools in Nakuru Municipality.
- (ii) Further research should be done to determine the role of promotion as currently used by TSC and other policies in the motivation of teachers in public secondary schools.
- (iii) Further studies need to be carried out on other external environmental factors that may also influence the level of motivation of teachers in public secondary schools.

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