

**MOTIVATING AND DEMOTIVATING FACTORS AMONG KISWAHILI
TEACHERS IN SECONDARY SCHOOLS IN ELGEYO MARAKWET COUNTY-
KEIYO SUB COUNTY, KENYA: A THEORETICAL APPROACH**

Kemboi Rose Jerotich

P.O Box 2510-30100, Eldoret, Kenya

ABSTRACT: *This paper sought to investigate the administrative motivation factors affecting Secondary School Kiswahili teachers in Keiyo Sub County. The study was based on Expectancy theory by Victor Vroom who explained that motivation is a combination of three factors Valence, Expectancy and Instrumentality. The theory stresses that students and teachers expect to get a reward from the effort they put in their work. The paper adopted a survey research design and stratified random sampling to select teachers teaching Kiswahili from a selection of 14 schools out of the 29 schools in Keiyo Sub-County. The sample included teachers and students. Questionnaires and document analysis were used to gather data for the study which was then analyzed using descriptive statistics by frequencies, percentages, variances and standard deviations; t-test was applied in testing the hypothesis. The paper established that motivation plays a major role in contributing to good performance of students, however, most teachers felt demotivated in the school. Some of the factors contributing to demotivation include animosity from the surrounding community, poor infrastructure, lack of teaching resources, poor housing facilities, denial of study leaves or transfers as well as unwarranted blame for poor performance of students. It is recommended that Head teachers should encourage team work, provide the necessary facilities such as good housing, equipped labs, and avail necessary teaching resources as a way of motivating teachers. High quality teaching staffs are the cornerstone of a successful education system. It is thus important that teachers are motivated and any demotivation factor eliminated to ensure improved performance in schools.*

KEYWORDS: Motivation, factors, expectancy theory, performance, teachers, students

INTRODUCTION

Motivation is the state of morale; extent of readiness or willingness of the teacher to teach. They are the factors that energize teacher behavior and give it direction, creating positive attitudes in them necessary to achieve set goals and objectives efficiently and effectively.

A Study by Kimenyi (1983, p.26) showed that teachers were not satisfied with the supervision they receive from head teachers. Most of the recommendations offer school managers various styles and methods of motivating teachers to enhance performance and retain them in the profession as in the case of many Kiswahili teachers, seeking greener pastures.

Motivation involves the energy and drive to learn, work effectively, and achieve potential results (Martin, 2003). Teacher motivation is viewed as a variable which has a strong impact on learner's motivation (Gardner, 2005). The extent to which teachers are able to motivate their students depends on how motivated they are (Atkinson, 2000; Bernaus, Wilson, &

Gardner, 2009; Guilloteaux & Dornyei, 2008). The motivation of a teacher is, therefore, very important as it directly affects the students.

High motivation may enhance school teachers' efficiency and effectiveness leading to improved teacher and student performance (Kusereka, 2003). Teachers' low motivation may lead to apathy, reduced performance, request for transfers to other schools, increased value on material rewards, hostility to school officials, and working for promotion to other positions with better prospects (Frederick, 2001).

Theories of Motivation

Maslow's Needs Hierarchy Theory

Although several theories have proposed needs arranged in a hierarchical order, Maslow's theory has been the most influential. His studies in human motivation propelled him to propose a theory of needs based on hierarchical model with biogenic (basic) needs at the bottom and sociogenic (higher) needs, biogenic (basic) or basic (love) needs, esteem needs and self-actualization (Maslow, 1943)

The physiological needs being biogenic are unlearned e.g. hunger, sleep, thirst. The safety and security needs lie on the second level; they include both emotional and physical needs. Security needs relate to the desire for a peaceful, smoothly running and stable environment. Teachers for example want some assurance that their security needs will be met. The third level of needs is referred to as love, belonging, affection, affiliation or social needs. These needs are concerned with other people and status within a group.

The fourth level need is esteem needs. These are needs of power, achievement, competence, promotion, recognition or status. This state is almost purely sociogenic. Here an individual aspires for self-respect, self-esteem and esteem of others. At this level individuals want to feel they are worthy and recognized by others.

The fifth level of needs is self actualization. At this level an individual becomes what he is capable of becoming. In other words, what one can be one must be. An individual's need to self actualization influences nearly all cadres of works. Workers choose occupations that they like and they get certain satisfaction from accomplishing their tasks.

According to Maslow a person will be concerned with self actualization needs only if his physiological, security, love and esteem needs are satisfied. What Maslow is implying is that needs are arranged like a ladder that must be climbed one rank at a time, a need which has been satisfied is no longer motivating. However, if the satisfaction of a lower order need is threatened then that need will again become proponent and the desire or effort to satisfy all higher order needs will be reduced (Maslow, 1996)

In a school setup for instance if a Head teacher motivates his or her teachers so that a relative gratification of a given need occurs, it submerges and activates the next higher needs in the hierarchy. Therefore the kind of things which motivates a person may change as a teacher progresses and moves up the hierarchy. The Head teacher should therefore keep on scanning his/her teachers' needs and create a good environment for autonomy and responsibility.

Hertzberg Motivation - Hygiene Theory (ERG Theory)

Hertzberg's approach to worker motivation centers on job enrichment. He postulates that the worker has two categories of needs: Hygiene factor (which relate to the job environment) and motivators (which relate to the job itself). He criticizes earlier organizational behaviorists by saying that they have paid too much attention to what surrounds the work and not the work itself (McGregor, 1960). He concluded that trying to enrich the hygiene factors such as working conditions, employees, policies or money status will only be helpful in attempting a word of dissatisfaction as a stop gap measure and can never really have positive motivational effects.

According to Hertzberg, it's only by enriching the job itself through recognition and opportunities for personal growth and development that increased productivity is likely to be affected. He says that work itself can be a motivator provided that enrichment is built into the job itself and not merely into the job environment.

Existence Relatedness and Growth Theory

Clayton Alderfer modified Maslow's original theory. This was because of the failure of Maslow's Hierarchy needs to hold an empirical validation. Alderfer formulated Maslow's five needs hierarchy theory into three more general need levels and identified three groups of core needs: relatedness needs, growth needs and existence needs (Clayton, 1969).

The existence needs are concerned with sustaining human existence, including physiological and safety needs. The relatedness needs are concerned with how people relate to their surrounding social environment. This includes the need for meaningful social and interpersonal relationships. The growth needs are higher levels of needs.

Alderfer's needs model is similar to Maslow's needs hierarchy in a number of aspects. However, the two models differ on two important aspects. The first difference is that whereas according to Maslow's theory, workers move up the hierarchy when the lower needs have been fully satisfied and the next need become prepotent, ERG theory suggests that there is also a frustration-regression process. This means when a teacher is continuously frustrated in his or her attempts to satisfy growth needs, the relatedness needs will emerge as a strong motivating factor (force) thus the efforts are re-directed towards the lower order.

A second difference is that Alderfer's theory suggests that more than one need may be operating at the same time, unlike Maslow's prepotency rule. Alderfer's ERG theory is less rigid than Maslow's hierarchy of needs theory and allows for greater flexibility in describing human behavior.

McGregor's Theory X and Theory Y

Fouglas McGregor's theory X and theory Y are mainly sets of assumptions about behavior at work. Theory X refers to a set of assumptions about employees namely; lazy, they dislike work and will avoid it, they dislike work and must be coerced to be held and that most employees are self-centered in that they place security above all factors (Sahin, 2012).

The only way the management can make employees to achieve higher performance is to coerce, control and even threaten them. Theory X emphasizes strict employee control and

application of extrinsic rewards. In a school setup therefore, this theory would suggest teachers must:

- a. Be continuously monitored.
- b. Sign in to show that they have been teaching.
- c. Be constantly ordered to prepare records of work, lesson notes, schemes of work, administer examinations or continuous assessment test.
- d. Forced to take up duties like coaches for particular games and generally getting the teacher on his toes with little or no autonomy.

Theory Y employs a human and supportive approach to management. It assumes that employees are not inherently lazy, view work as being as natural as play or rest, while exercise self direction if they are committed to the objectives, can learn to accept even seek responsibility and have the ability to make innovative decisions.

According to this theory the principle role is to provide an enabling environment for the release of potential inherent in the employees and help education managers to identify extreme form of management styles which can be blended for effective management. Based on these assumptions, McGregor hypothesized that the use of theory Y is highly conducive to increase work and productivity as a result of teachers' feelings that they are an integral part of the organization and they do contribute to the attainment of organizational objectives.

Mc Clellands Achievement Motivation

David C. McClelland of Harvard University in his studies showed that people's motivation patterns reflect their cultural environment including family, the school, the church and the workplace. Mc Clelland studied the three basic needs namely: need for affiliation or belonging (n- aff) need for power (n- pow) and need for achievement (n- ach) (McClelland, 2014).

a) Need for Achievement

It is a drive that some workers have in order to overcome the challenges and obstacles, which they encounter in the process of the goal attainment.

Employees with a high need for achievement have the following characteristics;

- A tendency to set moderately difficult goals and become committed to their attainment
- A desire for concrete and timely feedback
- A single- minded pre- occupational with task and task accomplishment.

Need for achievement is very important in educational institutions because the attainment of quality education requires this drive in order to be successful.

Education is a highly result oriented (achievement oriented) discipline in the sense that prospective employees or candidates are judged by the grades on their certificates. This theory ties in well with the introduction of this thesis where members of the public have

shown concern about the poor grades on KCPE and KCSE examination results depicting poor quality learning. Therefore head teachers and principals must strive to enhance achievement motivation among teachers, students and other employees so as to provide quality education (Okumbe, 1998, p. 56). Need for achievement has important implications for job enrichment, which enhances variety, identity, significance, autonomy and feedback on the job- increased performance.

b) Need for Affiliation

It refers to an attraction to another person or group so as to feel that which is accepted. Employees with need for affiliation have a strong desire for reassurance and approval, a tendency to conform to valued norms and sincere interest in the feelings and welfare of others.

Research shows that employees with a high need for affiliation have low absenteeism and perform better when their efforts are appreciated, principals should thus create an environment where positive feedback is consciously tied to work performance in an organization.

c) Need for Power

It refers to the desire to influence others and to control ones environment. The need for power takes two forms namely; personal power which refer to domination just for its sake and institutional power which is concerned with attainment of organization's goals.

Power oriented head teachers if driven by organizational effectiveness can help in providing organizational impetus necessary for the facilitation of goal- oriented behaviour among their groups. Head teachers and principals should detect employees who posses need for power, which is well- intended for the overall organizational effectiveness (Okumbe, 1998, pp. 55-59).

Expectancy Theory

The expectancy theory of work motivation was originally proposed by Kurt Lewin and Edwin Tolman. It was later formulated and aimed at work motivation by Victor Vroom. This theory rests on the assumption that motivation is a conscious process in which decisions lawfully relate to psychological event that occur contemporaneously with behaviour and the forces in the individual and environment combine to determine behaviour.

Vroom explained that motivation is a combination of three factors; valence, expectancy and instrumentality.

Valence refers to the strength of a person's preference for a particular outcome such as reward. For example if a teacher strongly wants a promotion, then promotion has a high valence for that teacher. Valence for a reward to a teacher is conditioned by experience and may vary substantially over a period of time as old needs become satisfied and new ones emerge. The kind of valence that teachers attach to outcome (rewards) is influenced by such factors as age, education and type of work. For example, a young teacher would have less emphasis to retirement benefits than an old teacher. Some teachers will derive intrinsic valence in the work itself particularly if they have strong work ethic or competence motivation. These teachers derive their job satisfaction directly from their work through a

sense of completing their task effectively and efficiently. In these circumstances the teacher is in full command of outcomes system of the school (Okumbe, 1998, p. 60).

Expectancy is the probability that a particular action or effort will lead to a particular performance. For example, a success of his or her students in a national examination will be ideally 100% since this depends on other factors beyond his control.

Instrumentality on the other hand is the probability that performance will lead to a desired reward; for example, a teacher who makes students to excel will expect an appropriate reward. The core of expectancy theory relates to how a person perceives the relationship between effort, performance and rewards. An important point to note also is that effort does not necessarily lead to effective performance. For instance a teacher may have insufficient knowledge or skills in communication or his perception in the teaching of his subject are poor. Therefore such a teacher, whether motivated or not may enable students excel. This is the reason that necessitated this paper to see if it is necessarily true that a well motivated teacher will or will not make students excel in KCSE.

MATERIALS AND METHODS

The paper is based on a study carried out in Keiyo Sub-County, Elgeyo Marakwet County. The sub-county has thirty one (31) schools but only twenty nine (29) schools had presented candidates for KCSE. The target population was all Kiswahili teachers of secondary schools in Keiyo Sub-County.

The paper adopted a survey research design and stratified random sampling to select teachers teaching Kiswahili from a selection of 14 schools out of 29 schools in Keiyo Sub-County. The sample included teachers and students. The sample size constituted three categories of schools i.e. Boys schools, Girls schools and Mixed Secondary schools (Boys + Girls). The study looked at computed performance and administered questions to the Kiswahili teachers of the different schools. Questionnaires and document analysis were used to gather data.

RESULTS AND DISCUSSION

This paper sought to establish the factors within the school that are responsible for either motivating or demotivating Kiswahili teachers. This question majorly derives its answer from the items in the questionnaire. The questionnaire was answered by 29 respondents. It had four sections; A, B, C, and D. The last question in each section was open – ended, enabling the respondents to state feelings in their own experiences in some well – defined circumstances (as stipulated by the instructions in the items).

Motivation Factors**Table 1: Respondents feelings in relation to motivation**

QUESTIONNAIRE ITEM		ALTERNATIVES					
How often has your Head teacher or immediate supervisor :		N.T	V.R	UN D	M.T	AL W	TOTAL
1.	Allowed you to do your work your own way	14	7	3	3	2	29
3.	Asked you to supervise or oversee the work of others	12	9	1	4	3	29
4.	Has asked or attempted to give you an internal promotion or recommended you for a TSC promotion or got you promoted	13	10	2	2	2	29
5.	Offered you a cash price for good work done	14	7	2	3	3	29
6.	Enabled you complete a piece of work to your own satisfaction	12	9	3	4	1	29
7.	He or she praised you for the way you handled a piece of work	7	9	2	7	4	29
8.	Your position in school, division or district brought to the notice of others	13	10	1	3	2	29
9.	Enable you and your subordinates to turn out of work	11	9	3	3	3	29
TOTAL		96	70	17	29	20	232

In Table 1, it's quite apparent that most teachers are not motivated. Questionnaire item 1 which allowed you to do your work your own way; alternatives at no time (14) and very rare (7) represented a percentage of 72% respondents which implies that their immediate supervisors are at no time or very rarely allowed teachers to work without supervision. The presence of this factor for 72% of the respondents was demotivating factor in the school setting. Only 17% of the respondents were allowed to work without supervision as represented by M.T (3) and ALW (2).

Item 3 meant that the factor was absent in most schools because N.T (12) and V.R (9) represented a percentage of 72%. It meant that most Head teachers at no time or very rarely would they allow teachers to oversee or supervise some work but they would rather supervise themselves. Few Head teacher delegated work as evident in M.T (4) and ALW (3) since 34% of the respondents felt that they were accorded some responsibilities.

Item 4 that dealt with promotion, N.T (13) and V.R (10) meant it was absent from the school involved in the study. In this item it referred that 79% of the respondents, their supervisors at no time or very rarely attempted to give them an internal promotion or recommended them to TSC for a promotion, however M.T (2) and ALW (2) reported that they were recommended for promotion internally but not by TSC thus representing 14% of the respondents. The absence of this factor for 79% of the respondents was a major demotivating factor in the school setting since teachers were denied their achievement.

Item 5 and 6 were reported to be demotivators because in item 5; 72% of the respondents represented a figure which showed they were at no time (14) or very rarely (7) given cash prize for good work they did. Also item 6 acted as demotivator, the respondent felt that at no time (12) or very rarely (9) did their immediate supervisors enabled them complete a piece of work at their own satisfaction instead deadlines were set without considering workload of teachers.

Item 7 that dealt with praising teachers for the way they handled a piece of work, it was reported that at no time (7) or very rarely (9) did immediate supervisor appreciate work handled by a teacher. This factor represented 55% of the respondents that were not motivated. 38% of the respondents felt that their supervisors motivated them for the work they handled most times (7) or always (4). Item 7 acted as a demotivator because the teachers had been denied a self esteem need.

Item 8 denied respondents recognition because when the immediate supervisor does not bring the attention of others by informing them of the teachers' position in school, the teacher felt demotivated. From table 4 N.T (13) and V.R (10) represented 79% of respondents who felt that their position was noticed by others. Only 17% of the respondents' positions were recognized most times (3) or always (2).

Conversely the percentage against N.T (96) and V.R (70) was very high (72%) it meant that respondents were not motivated while respondents' percentage against M.T (29) and ALW (20) was 21% meaning that few teachers were motivated. However UND (17) represented respondents who were undecided such that they don't know whether they are motivated or not motivated thus represented 7% of the respondent.

Seventy one percent (71%) of the respondents indicate that they 'were most times or always allowed to do their work their own way by the supervisor. This definitely motivated the teachers because they had been given 'autonomy', which is a very desirable job characteristic that creates in the teachers a psychological state of experiencing responsibility for their activities.

From the study findings, 79% of the respondents indicated that 'their immediate supervisors at no time or very rarely attempted to give them an internal promotion or recommended them for a T.S.C. promotion or actually got them promoted. The absence of this factor for 79% of the respondents was a major demotivating factor in the school setting for this sample since it denied them their achievement.

Ninety percent (90%) of the respondents stated that 'at no time or very rarely did they feel that they didn't get an expected raise nor had their pay cut'. Interpreting this, the teachers got their expected promotion if they did not get a promotion, they had not expected it, and so

they were not motivated. The absence of this demotivating factor therefore led that item to be labeled a 'motivating factor in the schools' setting, since the head teachers were unbiased.

Table 2 gives figures showing the respondents' feelings about factors affecting them and their relationships with their immediate supervisors, school managers (B.O.G and P.T.A members) and the surrounding environment. Questionnaire items from section A to D gave percentages of respondents that were motivated, undecided and not motivated as shown in the table 2.

Table 2: The Motivating and demotivating factors

QUESTIONNAIRE ITEMS	MOTIVATED RESPONDENTS	UNDECIDED RESPONDENTS	DEMOTIVATED RESPONDENTS
a) Teacher/Head teacher relations based on responsibility	21%	7%	72%
b) Self Confidence	33%	9%	58%
c) Socio economic statues of teachers	35%	7%	68%
d) Negative feelings due to occurrences in one's job	31%	8%	61%

Other motivating and demotivating factors identified by the respondents include:

- i. The negative community feelings on some teachers, causing insecurity and fighting against their chances of promotion.
- ii. Inaccessibility of the schools even by road due to lack of public transport resulting from poorly maintained roads.
- iii. Very poor examination results resulting from inability to clear syllabus, high enrolment, persistent interruption of lessons due to unwarranted and unscheduled meetings during class times or sending students for fees and too much workload causing inefficiency. In some schools there is lack of teaching resources like textbooks that remain unpurchased for long.
- iv. Poor or non-existent housing for teachers, poor boarding facilities. They noted long-distance walking to schools, especially during rainy season as demotivating. It is likely that this is a cause of teachers missing classes, citing the inconveniencing environmental conditions.
- v. Poor or non-existent recreational facilities, making the school environment very boring and harsh.
- vi. Reluctance by head teachers to uphold discipline by allowing unruly students to remain in school or ignoring the effects of indiscipline on academic performance and

- student respect to teachers. These head teachers, they say have a 'populist' mentality that they use to avoid student unrest and when they happen teachers are wrongfully implicated.
- vii. Denial of 'deserved' study leave or unnecessary transfer teachers by some head teachers.
 - viii. 'Unjustified' blame by head teachers and parents when students fail. Head teachers were especially accused of speculation, being unreceptive to genuine teacher contributions, failing to forge a common front in solving challenging issues, failing or being unable to guide 'incompetent' Board of governor members who end up misplacing school priorities, engaging in subjective internal promotions and monitoring teachers' social lives.

CONCLUSION

Many factors are responsible for motivating and demotivating teachers of Kiswahili in secondary schools. High quality teaching staffs are the cornerstone of a successful education system. Many studies have associated motivational factors to enhanced job performance, positive work values, high levels of employee motivation, and lower rates turnover and burnout. It is thus important that teachers are motivated and any demotivation factor eliminated to ensure improved performance in schools.

RECOMMENDATIONS

Head teachers should encourage team work among the teachers. Through team work the teachers will be motivated as they feel part of the teaching family and part of a larger community. By encouraging team work and integration with the community, the teachers can feel secure and feel that they have the support of the community and thus are motivated to give their whole in the work.

The head teachers in corporation with the board of governors should equip the schools with the necessary facilities to make it easy for the teachers to perform their tasks. For example, the various labs should be equipped with the necessary lab materials. The necessary recreational facilities should be provided to make the school environment enjoyable to the teachers and thus motivate the teachers.

The head teachers should allow teachers who deserved study leaves or necessary transfers to get an opportunity to do so. This will motivate the teachers as they will feel their needs are taken care of and thus will be motivated to perform better.

REFERENCES

- Alam, T. M. (2011). Factors Affecting Teachers Motivation. *International Journal of Business and Social Science*, 2 (1), 298-304.
- Atkinson, E. S. (2000). An investigation into the relationship between teacher motivation and pupil motivation. *Journal of Educational Psychology*, 20(1), 45-57

- Bernaus, M., Wilson, A. & Gardner, R. C. (2009). Teachers' motivation, classroom strategy use, students' motivation and second language achievement. *Journal of Porta Linguarum*, 12, 25-36
- Clayton, A. P. (1969). An Empirical Test of a New Theory of Human Needs; *Organizational Behaviour and Human Performance*, 4(2), 142–175.
- Frederick, J.G. (2001). Why teachers leave. *The Educational Digest Journal* 66 (8), 46-48
- Gardner, R. C. (2005). *Motivation and attitudes in second language learning. Encyclopedia of Language and Linguistics*, (Second Edition). Oxford, UK: Elsevier.
- Grant, A. M., & Shin, (2011). Work Motivation: Directing, energizing and maintaining effort (and research). Forthcoming in R.M. Ryan (Ed.), *Oxford Handbook of Motivation*. Oxford University Press.
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42(1), 55-77
- Kimenyi, N. I. (1983). *A study on secondary school teachers attitudes towards teaching and job satisfaction in Kenya*. Unpublished Masters Thesis. University of Nairobi.
- Kusereka, L. G. (2003). *Factors influencing the motivation of Zimbabwean secondary teachers: An educational management perspective*. Unpublished master's dissertation, University of South Africa.
- Martin, A. J. (2003). The student motivation scale: Further testing of an instrument that measures school students' motivation. *Australian Journal of Teacher Education*, 47(1), 88-106
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review* 50 (4) 370–96. Retrieved from <http://psychclassics.yorku.ca/Maslow/motivation.htm>
- Maslow, A.H. (1996). Critique of self-actualization theory, in: E. Hoffman (Ed.), *Future visions: The unpublished papers of Abraham Maslow* (Thousand Oaks, CA: Sage, 1996), pp. 26–32
- McClelland, D. (2014). McClelland's Human Motivation Theory: Discovering What Drives Your Team." McClelland's Human Motivation Theory. N.p., n.d. Web. 27 Nov. 2014.
- McGregor, D. (1960). *The human side of enterprise*. New York, 21.
- Okumbe, J. A. (1998). *Educational Management, Theory and Practice*. Nairobi: Nairobi University Press.
- Sahin, F. (2012). The mediating effect of leader-member exchange on the relationship between Theory X and Y management styles and effective commitment: A multilevel analysis. *Journal of Management and Organization*, 18(2), 159–174.
- Skinner, E. A. & Belmont, M. J. (1993). *Journal of Education Psychology*