

**THE FORMS AND LEVEL OF MOTIVATION FOR TEACHERS OF KISWAHILI
IN SECONDARY SCHOOLS IN ELGEYO MARAKWET COUNTY, KEIYO SUB-
COUNTY, KENYA**

Kemboi Rose Jerotich

P.O BOX 2510-30100, ELDORET, KENYA

ABSTRACT: *Language subjects (Kiswahili or English) are important to the education of a student. This is evident in entry requirements or clustering of subjects performed to enable learners join higher learning institutions. Currently, for one to be absorbed in courses like medicine, law and engineering, he or she must score grade 'A' in English or Kiswahili. To accomplish their task, teachers need to utilize all the professional training, be innovative, creative, dedicated to the interest of learners in school and helping them during extra time beyond the school daily timetable. Teachers should be motivated to accomplish the noble task. This paper is designed to identify the level of motivation for teachers of Kiswahili. 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. Survey research design and Stratified random sampling was used to select teachers teaching Kiswahili from the selected 14 schools out of 29 schools in Elgeyo Marakwet County. The sample included teachers and students. Questionnaires and document analysis were used in data collection. Data was analyzed using descriptive statistics mainly frequencies, percentages, variances and standard deviations; t-test was applied in testing the hypothesis. The paper recommends that Head teachers and other administrators need to adopt a workable motivation schedule to improve the teachers' level of motivation and consequently performance.*

KEYWORDS: Level, Motivation, Kiswahili, Teachers, Performance

INTRODUCTION

Motivation is a basic and essential part of learning and teaching (Brewer & Burgess, 2005). The concept of motivation at work has received considerable and sustained attention in recent years among both practicing managers and organizational researchers (Steers & Porter, 1991). They say that managers and organizational researchers cannot avoid concern with the behavioral requirements of an organization because organizations need people to function. Katz and Kahn (1978) have positioned that organizations have three behavioral requirements in this regard:

- i. People must be attracted not only to join an organization, but also to remain in it.
- ii. People must perform the tasks for which they were hired and do so in an independent manner.
- iii. People must go beyond this dependable role of performance and engage in some form of creative, spontaneous and innovative behavior at work that is for an organization to

be effective it must come to grips with motivation problems of stimulating both the decisions to participate and produce at work.

The term motivation is derived from a Latin word 'Movere' which means 'to move' (Steers, 1991). However, this definition does not adequately explain motivation. Some definitions are stated below:

They are contemporary (immediate) influences on the direction, vigor and persistence of action (Atkinson, 1964). Vroom (1964) calls it a process of governing choice made by persons or lower organisms among alternative forms of voluntary activities. While Campbell and Pritchard (1976) say motivation has to do with a set of independent and dependent variable relationships that explain the direction, amplitude, skill and understanding of the tasks and the constraints operating in the environment.

From the above definitions certain common denominations may be said to characterize the phenomenon of motivation. It is primarily concerned with;

- i. What energizes human behavior
- ii. What directs or channels such behavior
- iii. How this behavior is maintained or sustained

Motivation is viewed as containing those forces in the individuals and the surrounding environments that feed back to the individuals either to reinforce the intensity of their drive and the direction of their energy or to dissuade them from their course of action and redirect their efforts.

Steers says that a generalized model of motivation include:

- i. Needs or Expectations
- ii. Behavior
- iii. Goals
- iv. Some form of feedback

Since motivation can only be manifested through behaviors it can be measured directly. Measurement can only occur where much motivation has resulted in observable behavior. Research on motivation depicts three levels of satisfaction (Porter, 1991).

i. Biogenic Motivation

It originates as a result of the satisfaction of the physiological necessities to maintain physiological equilibrium. A biogenic motive is unlearned. Good examples are hunger and thirst which are sustained until satisfied. They are not easily determined by the social or cultural influence; though the economic well being of the individual could be influential for example a poor teacher who cannot buy food will not perform his/her duties adequately. Provision of food to such a teacher could be a source of motivation for them to work (Porter, 1991).

ii. Psychogenic Motivation

These are internal motivators resulting purely from internally set goals with ill-regards for any social influence. It could result from individual preferences, personal ambition, emotions based on one's peculiar reference frame, their anchorage or prestige. Such behaviors; for example a teacher's level of personal exposition like the desires for

promotion will be affected by such factors as political bias, management bias (tribalism, sectionalism or nepotism), but may not affect the individuals motivation for prestige due to students' good performance in the case where motivation depends on some socio-economic condition or need for promotion which is not full under the individual's control. Behavior must occur in socially- determined settings in a manner that will seek that satisfaction and attempt to effect some favorable change in that psychogenic condition thus requiring some form of interpersonal contact. (Porter, 1991)

iii) **Sociogenic Motivation**

It is acquired in the course of one's growth and motivation in a social setting, for example a school. It is formed as a result of interpersonal relationships or group relations for example among teachers in a staff and the influence on them by established societal norms and values, rigid or flexible. Research into sociogenic motivation is based on the work environment as put forth by Abraham Maslow, Elton Mayo, Herzberg and others.

Sociogenic motives are derived as a result of interaction in the socio-cultural environment. Normative and cultural (customary) behavior based on established norms and values are prime examples. An illustration of sociogenic motives in relation to attitudes, which is closely related to motivation, provides a basic understanding of such motives.

An attitude like motivation can only manifest itself through behavior. Where this value is acquired as the result of societal norms or interaction in the socio-cultural setting we would refer to the source as a sociogenic motive, having been triggered in the formation of attitudes based on that object's significance in social context. Attitudes therefore favor tendencies towards motivational states, which are social in nature.

Effective motivators in a developing country with a young economy are characterized by scarcity, high unemployment, lower per capita income and other unfavorable societal and economic conditions. The relative importance to the individuals of either the biogenic or the sociogenic motives determine the experiences and behavior of the persons in the working environment as well as the importance of the various motives operating.

It may be possible for instance that hunger is the determinant factor to be satisfied or sociogenic motive dominant so that the individual seeks to satisfy these motives or desires like recognition, acceptance, security, wealth, promotion and many others.

MATERIALS AND METHODS

The study was performed in Elgeyo Marakwet County, Keiyo Sub-county in the Rift Valley Province of Kenya. Keiyo Sub-County has thirty one (31) schools but only twenty nine (29) schools had presented candidates for KCSE. Fourteen schools were covered for the study. The major influencing factor was the settlement pattern, climatic conditions and the physical features.

The study adopted a survey technique. This design was most appropriate for the author because the study covered a work area involving 29 Kiswahili teachers.

The target population was all Kiswahili teachers of secondary schools in Keiyo District. The sample for the study was 34 secondary school Kiswahili teachers out of the total of 58 from 14 of the 29 secondary schools in the District. The sample represents 59% of the target population composed of Diploma and University Graduates.

Stratified random sampling was used in selecting the study categories. Therefore had three categories of schools i.e. Boys schools, Girls schools and Mixed Secondary schools (Boys + Girls). It looked at computed performance and administered questions to the Kiswahili teachers of the different schools.

Questionnaires and document analysis were used in data collection. The data collected was analyzed using descriptive statistics mainly frequencies, percentages, variances and standard deviations; t-test was applied in testing the hypothesis.

RESULTS AND DISCUSSIONS

The different forms and levels of motivation are depicted through the manner in which teachers receive motivation. These vary from motivation by the head teachers, students and self motivation of the teachers.

In many schools it is not common to find many teachers nearing retirement age yet they have not risen higher positions of responsibility. Many teachers are overloaded, teaching above twenty four lessons per week. This affects mostly language and science teachers. Set books, readers guide and shortage of books are experienced and students share one book to the ratio of four to six students.

Indoshi (1993) noted that numerous teachers' management problems were in Eldoret municipality schools. He said that lack of supervision, improper allocation of teaching resources and duties, too much work load, poor communication between teacher and Head teacher and indiscipline on the part of teachers. All these factors affect students' performance.

In a similar study, Adesina (1990) in Nigeria reported teacher management problems; underpayment compared to the private sector, little prospect for promotions, poor conditions of service and lack of encouragement by the government.

Based on the questionnaires designed, the author considered analysis on the four items on a frequency level represented by N.T (No Time) V.R (Very Rare), UND (Undecided) M.T (Most Times) and ALW (Always) presented below:

Table 1. Respondents feelings based on questionnaire items (A)

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

From the results in table 1, it's quite apparent that most teachers are not motivated. At no time (14) and very rarely (7) were they allowed to do work their own way, represented a percentage of 72 hence most of them work under supervision. This is a non motivating factor in a school setting. Only 17% of the respondents were allowed to work without supervision as represented by M.T (3) and ALW (2).

With regard to how often teachers were asked to supervise others, a representation of N.T (12) and V.R (9) represented by 72% was attained. 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 teachers delegated work as evident in M.T (4) and ALW (3) since 34% of the respondents felt that they were accorded some responsibilities.

The item on Promotion depicted N.T (13) and V.R (10) which meant this factor was absent from the schools. 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 non motivating factor in the school setting since teachers were denied their achievement.

Items 4 and 5 were reported to be non motivators as shown by 72% of the respondents in 4, representing a figure which showed they were at no time (14) or very rarely (7) given cash prize for good work they did. On item 5, 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 6 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 6 acted as a non motivator because the teachers had been denied a self esteem need.

Item 7 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 not motivated. From table 1 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.

Table 2. Respondents feelings based on questionnaire items (B)

QUESTIONNAIRE ITEM B	ALTERNATIVES					TOTAL
	N.T	V.R	UND	M.T	ALW	
How often did you feel :						
1. That you had really accomplished something.	6	5	3	9	6	29
2. Confident	7	9	2	7	4	29
3. That you and your work were being recognized	12	9	3	3	2	29
4. Secure in your job	5	7	2	12	3	29
5. That you are growing and developing as a person	12	9	3	4	1	29
6. Responsible for others in your school	14	7	2	3	3	29
7. Important in your school	9	10	3	4	3	29
8. That you belong or were accepted by the people you worked with	7	8	2	9	3	29
TOTAL	72	64	20	51	25	232

From the representations in B, item 1 that made respondents feel that they had accomplished something- the alternatives N.T (6) and V.R (5) represented those teachers that were not

motivated. In this item it can be referred that 38% of the respondents at no time or very rarely felt they had accomplished something. However 51% of the respondents were motivated as represented by M.T (9) and ALW (6) respectively. Therefore it implied that the school setting enabled the respondent feels some work had been well accomplished.

In item 2 most respondents felt they were not confident in their work even after working for three years. At no time (7) or very rarely (9) did teachers have confidence in their work thus representing a percentage of 55% while M.T (7) and ALW (4) were those respondents that felt they were confident representing 38% for the respondents.

Item 3 at no time (12) or rarely (9) did respondents feel their work was being recognized. The feeling of no recognition was reported by 72% of the respondents meaning they felt they were not motivated because they were denied the need of recognition. On the other hand 17% of the respondents reported that most times (3) or always (2) their work was being recognized.

Item 4 that dealt with job security, immediate supervisors created a conducive teaching environment that made respondents feel they were secure in their jobs. Alternatives N.T (5) or V.R (7) represented a percentage of 41%. However M.T (12) and ALW (3) represented a percentage of 51%. In this item it meant that respondents who were not motivated were 41% while 51% of the respondents were motivated. Therefore item 5 happened to be a motivator.

In item 5, at no time (12) or very rarely (9) did the respondents feel they had grown and developed as persons. 72% of the respondents felt that they were neither growing nor developing in the teaching profession whereas M.T (4) or ALW (1) felt they developed thus only 17% of the respondents reported this item was a motivator to them.

In item 6, which dealt with responsibility; at no time (14) or very rarely (7) did teachers feel responsible for others in their school thus representing 72% of the respondents. This meant that they were not given responsibilities in the school hence this factor did not motivate them. On the other hand, most times (3) or always (3) was reported by 21% of the respondents.

In item 7, the feeling of belonging in the school was absent. At no time (9) or very rarely (10) were respondents important to the school. 66% of the respondents felt they were not important to the school thus when respondent developed that feeling, it made them feel non motivated. Also at most times (4) or always (3), head teachers made their respondents feel important and it motivated them. Respondents that reported were important to the school represented 24%.

In questionnaire item B, respondents reported they were not motivated because at no time (72) or very rarely (64) were their feeling met since they felt not recognized for the work they did ; they were not confident with their work, they felt that they were not important in their schools more so not growing and developing. Therefore respondents that were not motivated represented 58%. Apparently 9% of the respondents could not make their own decisions as represented by UND (20). 33% of the respondents felt that they were motivated as reported by M.T (51) or ALW (25). However in this questionnaire item, item 4 turned to be a strong motivator because 55% respondents reported they were secured in their jobs thus it fulfilled the security need.

Table 3. Respondents feelings based on questionnaire items (C)

QUESTIONNAIRE ITEM C	ALTERNATIVES					TOTAL
	N.T	V.R	UND	M.T	ALW	
1. You didn't get unexpected promotion or were demoted	3	4	1	15	6	29
2. You were forced to do work exactly the way you were told	5	2	2	9	11	29
3 Your work was dull and uninteresting	5	5	3	12	4	29
4 You didn't get an expected raise or had your pay cut	13	13	0	2	1	29
5 You were unable to complete an assigned task	3	2	2	10	12	29
6 Your work was noticed or praised when you thought it should have been	4	5	3	7	10	29
7 You couldn't agree with the goals set by the school in a staff meeting	4	3	2	9	11	29
8 Your superiors criticized your work no matter what you did or how you did it	5	6	3	8	7	29
TOTAL	42	40	16	72	62	232

In questionnaire item C, alternatives N.T and V.R represented respondents that were motivated while M.T and ALW represented respondents that were not motivated by stating their feelings about negative factors that might have affected them.

Item 1 that dealt with unexpected promotion, at no time (3) or very rarely (4) did the respondents get unexpected promotion or were demoted thus representing 24%. 72% of the respondents at most time (15) or always (6) didn't get unexpected promotion or were demoted. It meant that 72% of the respondents felt they were denied promotion or were demoted.

In item 2, at no time (5) or very rarely (2) were the respondents forced to do work exactly the way they were told (24%). While 68% of the respondents most times (9) or always (11) were forced to work exactly the way they were told.

Item 3 which was how often a respondent felt his work was dull and uninteresting; alternatives N.T (5) and V.R (5) represented 34% of the respondents who were motivated while M.T (12) and ALW (4) meant most times or always the respondents felt dull and uninterested in their work thus representing 55%.

Item 4 however acted as a motivator and reported 90% of the respondents at no time (13) or very rarely (13) felt they didn't get an expected rise or had their pay cut. Only 10% of the respondents most times (2) or always (1) didn't get an expected pay. It meant that in this factor

10% of the respondents represented non motivated teachers while 90% respondents were motivated.

In item 5, at no time (3) or very rarely (2) were the respondents unable to complete an assigned task, while most times (10) or always (12) other respondents were unable to complete an assigned work. It was interpreted that 17% of the respondents felt they would complete an assigned work but 76% were unable to complete the very work.

In item 6, at no time (4) or very rarely (5) did the respondents feel that their work was not noticed or praised when they thought it should have been done thus representing 31%. 58% of the respondents felt most times (10) or always (7) their work was not noticed or praised when they thought it should have been done. Item 6 meant that 58% of the respondents were not motivated because their work was not noticed nor praised as much as they felt it should have been done.

Item 7 that dealt with school goals reported that at no time (4) or very rarely (3) respondents felt they could not agree with the goals set by the school in a staff meeting thus representing a percentage of 24%. While 68% of the respondents most time (9) or always (11) felt they could not agree with the goals set by the school in the staff meeting.

In questionnaire item C, N.T (42) and V.R (40) represented 35% of the respondents who were motivated because they felt their needs had been accomplished. 7% of the respondents made no decisions (16) while 58% of the respondents were not motivated because of the absence of what they felt ought to have been done to them as represented by M.T (72) and ALW (62)

Table 4. Respondents feeling based on questionnaire item (D)

QUESTIONNAIRE ITEM D	ALTERNATIVES					TOTAL
	N.T	V.R	UND	M.T	ALW	
1 How often did what happen make you feel : That their external (may be political) interferences to your promotion	3	3	1	12	10	29
2 That things were outright unfair	3	3	3	8	12	29
3 Unimportant	2	3	3	12	9	29
4 Rejected	9	10	2	4	4	29
5 That unsubstantiated charges were unfairly leveled on you	5	14	2	4	4	29
6 That the managers of the school (B.O.G or P.T.A) have an unfair stand on promotion of some teachers like you	3	3	2	9	12	29
7 That student discipline is poor because of administrative incompetence	3	3	2	12	9	29
8 That you have been denied attendance to a worthy seminar you qualified for	2	3	3	12	9	29
TOTAL	30	42	18	73	69	232

From questionnaire item D, item 1 which dealt with external interferences to respondents' promotion reported that 21% of respondents at no time (3) or very rarely (3) felt their promotions were being interfered with. 76% of the respondents felt that most times (12) or always (10) their promotions were being interfered with externally. The denial of promotion acted as a non motivator hence a respondent that would have been promoted failed to achieve this need.

In item 2 at no time (3) or very rarely (3) did what happen make respondents feel that things were outright unfair for them thus representing 21%. On the other hand 68% of the respondents felt that things were outright unfair as represented by M.T (12) or ALW (10) respectively.

Item 3 which dealt with importance of the respondents illustrated that 17% of the respondents were motivated while 72% were not motivated. It meant they felt they were not important as represented by N.T (2) or V.R (3) and M.T (12) or ALW (9) respectively.

Item 4 and 5 acted as motivators. 66% of the respondents felt they were neither rejected nor unsubstantiated charges passed on them unfairly as represented by N.T (9) or V.R (10) for the rejected factor (item 4) while item 5 was N.T (5) or V.R (14). 27% of the respondents were not motivated because most times (4) or always (4) they felt rejected and charged unfairly. Comparing the two values 66% and 27% meant that more respondents were motivated by the favorable conditions in the school setting.

In item 6, 21% of the respondents felt that at no time (3) or very rarely (3) were the managers of the school having an unfair stand on promotion of some teachers while most time (12) or always (9), 72% of the respondents felt school managers had an unfair stand on promotion of some teachers. Item 6 meant that 72% of the respondents felt promotion of teachers was done unfairly thus not motivating them while 21% respondents felt promotion of teachers recommended by B.O.G and P.T.A members of the school was justified and fair.

Item 7 which dealt with discipline of students reported that 21% of the respondents felt that student discipline was poor because of administrative incompetence as represented by N.T (3) or V.R (3). 72% of the respondents felt that students discipline at most times (9) or always (12) was poor because of administrative incompetence. It meant that 72% of the respondents were affected by the indiscipline students thus this item acted as a non motivator.

Item 8 which dealt with attendance of seminars, N.T (2) and V.R (3) meant it was absent from schools of study. In this item, 17% of the respondents at no time or very rarely were they denied attendance to worthy seminars that they qualified. 72% of the respondents reported most times or always they were denied attendance of worthy seminars that they qualified as represented by M.T (12) or ALW (9). Respondents felt not motivated because they were denied seminars which would have changed or improved their mode of teaching to improve performance.

Questionnaire item D had N.T (30), V.R (42) , UND (18), M.T (73) and ALW (69) which reported that 31% of the respondents were motivated as represented by percentages against N.T (30) and V.R(42). 7% of the respondents were unable to make decisions of how whatever happened made them feel (UND- 18). 61% of the respondents felt they were not motivated because of the negative factors they saw in the school like indiscipline of the students, denial of worthy seminars, and unfair stand on promotion and external interferences on promotion.

CONCLUSION

The above discussion reveals that motivation is a very important and effective factor in teaching. Thus, the Kiswahili teachers and lecturers should discover, realize, and pay attention to their personality and that of their students. Moreover, they should be aware of motivation, its high importance, and the different forms that motivation can be expressed.

RECOMMENDATIONS

This paper recommends that Head teachers and other administrators need to adopt a workable motivation schedule to improve the teachers' level of motivation and consequently performance.

REFERENCES

- Atkinson, J. W. (1964). *An Introduction to Motivation*. New York: Van Nostrand.
- Brewer, E. W., & Burgess, D. N. (2005). "Professor's role in motivating students to attend class". *Journal of Industrial Teacher Education*, 42 (3), 24.
- Campbell, J. P., & Pritchard, R. D. (1976). Motivation Theory in Industrial and Organizational Psychology," in M. D. Dunnette (ed.), *Handbook of Organizational Psychology*, Chicago: Rand McNally.
- Katz, D., & Kahn, R. L. (1978). *The Social Psychology of Organizations*. New York: Wiley.
- Porter, W. L., & Steers, M. R. [1991]. *Motivation and Work Behaviour*. McGrawHill Inc. Princeton Road.
- Vroom, V. H. (1964). *Work and Motivation*. New York: Wiley.
- Adesina, S. (1990). Educational Management. Enugu, Nigeria: Fourth Dimension Publishing Co. Ltd.
- Indoshi, T. C. (1993). "Implementation of Agriculture curriculum in Eldoret Municipality, Eldoret,". M. Phil Thesis, Moi University.