

**SECONDARY SCHOOL TEACHERS' PERCEPTIONS ON SELECTED FACTORS
THAT INFLUENCE THEIR MORALE AND COMMITMENT TO WORK: A CASE
OF NAKURU DISTRICT**

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of the Award of Masters of Education (Curriculum and Instruction), of Egerton
University.**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

DECLARATION

I declare that this thesis is my original work and has not been presented for examination in this or any other university.

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RECOMMENDATION

This thesis has been submitted for examination with our recommendation as university supervisors.

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DR. K. Sang

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DEDICATION

This work is dedicated to my late mother Jerioth Nyambura and my precious daughter Favor.

ACKNOWLEDGEMENT

This work would not have been completed with my effort alone. My most heartfelt gratitude goes to God for His provision, strength and enablement. I know if it were not for Him I would not have completed this thesis. I dedicate my life to Him.

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ABSTRACT

The importance of human resource in any organisation is critical especially in the teaching profession where teachers are only second in importance to students. The quality of any education system depends on quality of teachers whose morale and commitment must be kept high. Teachers just like other workers in any organisation perceive certain factors as important in influencing their morale and commitment to work. Teachers' commitment to work will determine the output or outcome which is the quality of the learners produced by the educational system. The degree of commitment of the teacher, to his/her work is influenced by the level of teacher's morale. This study therefore investigated teachers' perceptions on selected factors that influenced their morale and commitment to work in public secondary schools. The target population consisted of 1711 teachers in public secondary schools in Nakuru District. A sample of 172 teachers was randomly selected for the study. The research design adopted in this study was descriptive survey. Teachers' questionnaires and headteachers' interview schedule were used to collect information on the respondents' perceptions on selected factors that influenced their morale and commitment to work. The instruments were based on a 5 point Likert scale. The reliability coefficient was computed using Cronbach alpha and stood at 0.86. This was deemed adequate for the study. The data was analyzed both qualitatively and quantitatively using means, standard deviations, percentiles and Pearson Moments Correlation. Pearson Moments Correlation was used to establish whether there was a significant relationship between teachers' characteristics and their perceptions on selected factors that influenced their morale and commitment to work. The study established that teachers perceived remuneration, opportunity for further training, responsibility, social status, a sense of belonging and job security among others as impacting on their morale and commitment to work. The study established that there was no significant relationship between teachers' characteristics and perceptions on the selected factors that influenced their morale and commitment to work. The study also found out that there was no significant relationship between teachers' gender, age, experience and commitment to work. However, there was a statistically significant relationship between teachers' professional qualifications and their commitment to work. In all cases alpha coefficient was equal to 0.05. The results of this study will provide a basis for informed decisions to stakeholders in education such as Ministry of Education, Teachers' Service Commission, curriculum developers, trade unions and teachers in general, on issues pertaining to teachers' perceptions on certain morale factors and commitment to their work.

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LIST OF ABBREVIATIONS AND ACRONYMS

AARE	Australian Association for Education and Policies.
K.I.E	Kenya Institute of Education
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Teachers
NCEOP	National Committee on Educational Objectives
NDEO	Nakuru District Education Office
TSC	Teacher Service Commission
RoK	Republic of Kenya
GoK	Government of Kenya

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Responsibilities and expectations placed on teachers by the society have tremendously increased. Their role not only encompasses classroom teaching, guidance and counseling but also acting as role models (Linda, 1998). The National Committee on Educational Objectives and Policies [NCEOP] (1976) for example, recommended that all teachers should be trained in guidance and counseling work and that they should be required to do it as one of their normal duties. Thus the teachers' roles here are officially expanded to include counseling duties. The teacher is expected to meet these obligations without complaining or asking for extra compensation. These observations are shared by Coladarci (1992) who posits that excessive non-teaching responsibilities, large classes, lack of job autonomy and insufficient administrative support contribute to low morale of teachers. Teachers perceive these factors as important in boosting their morale and commitment to work. Teaching is a challenging occupation whereby teachers strive hard in order to meet learning goals and this in relation to pay make teachers feel demotivated (Bennell, 2004 ; Evans, (1998).

Many teachers face the constant frustration of knowing that they are giving their professional best efforts yet they do not receive adequate compensation, a fact Mwai (2000); Krieger,(2005); Natale (1993) noted was particularly demoralizing to graduate teachers. This cadre of teachers felt that their pay, working conditions administrative support, involvement in decision making among other factors were inadequate compared to their counterparts in other professions, thus, resulting to the teaching profession suffering great attrition. He further observed that over 80% of Agriculture teachers in Machakos had less than ten (10) years of experience and had an average age of thirty years, implying that those who were teaching were mainly young and lacking in experience. Mwangi (2000) also observed the same trend in Nakuru District whereby only 11% of the teachers had more than ten (10) years of working experience. This further complicates the issue of the quality of the work force whereby those left behind become overburdened by high workload, larger class sizes and more lessons.

Evans (1998) and Mwai (2000) observed that teachers perceived pay as an important determinant of their morale and commitment to work thus justifying Kenyans teachers going on strike several times to demand for higher pay as reported by Namwamba (1998); Ochieng

(2002) and Otieno (2009). These writers noted that the image of teachers was greatly damaged during these strikes. In demanding for an increase in their pay and improvement of terms of service, teachers were accused of using pupils as pawns and bait in their bid to force the government to implement the 150-200% salary increments awarded in 1997. This was viewed as having eroded public sympathy and respect not only for the teacher but also for the teaching profession. In this case, the role of the teacher seemed to have been misunderstood and undervalued both by the public and the government. The government's declaration of free primary and secondary education is a further manifestation of the centrality of formal schooling in Kenya's quest for its human and economic development. This declaration has opened the floodgates to over-enrollment leading to very large class sizes. This has further led to the increase of the teachers' responsibilities and expectations. In addition to all these, teachers are being expected to deal with broader social problems that find their way into the classroom, such as family problems, drug abuse, truancy, teenage pregnancies and absenteeism (Linda, 1998). Despite this, the society is not ready now as it was not even earlier to pay or recompense the teacher proportionately to his/her usefulness (Castle, 1970). This is further evidenced by the government's reluctance to pay teachers higher salaries like their counterparts in the civil service. The government only agreed to harmonise their salaries after a ten days strike and this was to be done over a three year period. (East African Standard Team, October 5th, 1998; www.bbc.co.uk/2/hi/ site visited on 28/01/2009).

Linda, (1998) and Mwai, (2000) observed that teachers are hardly compensated for their extra efforts to cater for inadequate books and supplies, large classes, disruptive students, public criticism, limited assistance and increased duties. Instead they have to contend with lowest salaries paid to them despite being among the highly educated personnel in the nation. The welfare of the teacher is second in importance only to the welfare of the child yet it is not always fully addressed. Teachers are the most important resource in the school and quality of the school depends on the teacher professionalism and commitment (Kusereka, 2003). The government of Kenya concurs with this observation and contends that the professional growth of teachers must be ensured to enhance quality at all levels of educational programs (Republic of Kenya, 2004). However, teachers are often treated like subordinates not as professionals who offer essential service to the society (Sadker & Sadker, 1994). The writers continue to argue that teaching being such a difficult and demanding job and with the current increased responsibilities vested on teachers, it is very easy for teachers to be discouraged and demoralised. Sergiovanni as cited in Yong (1999) argued that teacher motivation and

work commitment are the most important factors that affect school effectiveness therefore there is need for their enhancement them. Motivated teachers are more likely to motivate students to be participative in the classroom and consequently, to perform better.

The advocate of work motivation theorist Herzberg (1959) advanced that there are two sets of factors that influence job satisfaction these are hygiene and motivator factors. He continued to argue that workers are primarily motivated by intrinsic, job-content or psychological factors such as: achievements, recognition, work itself, responsibility and advancement. Maslow referred to them as higher level needs and their presence increase motivation but their absence does not necessarily result in job dissatisfaction. On the other hand there are the hygiene or maintenance factors, which decrease dissatisfaction when presented to an individual at an acceptable degree (Owen, 1998; Okumbe, 1999). These include the following: supervision, working condition, interpersonal relationships, pay, job security, company policy and administration. Mwai (2000) observed that Agriculture teachers in Machakos district identified six factors that affected their morale in order of importance as pay, job security, teaching facilities, students' interest in learning, promotion and administrative support. The absence of these factors or their inadequacy Mwai concluded, contributed to low teacher motivation and consequently premature turnover.

Teachers perceive certain factors as important enhancers to their morale and work commitment. The most frequently reported reason for leaving the profession was low salary and working conditions (Chan, 2006). Moreover, quality of teaching is not only governed by qualification and skill and knowledge of teachers but also by their perceptions towards these factors. Level of morale and commitment of teachers to their duties is reported to be one of the most important aspects of performance and quality of any educational system (Day, 2004). He continues to argue that morale and commitment are closely related to job satisfaction.

The above observations are shared by other writers who argue that teachers' low status in society make them lowly motivated (Ezewu, 1992; Shiundu & Omulando, 1992). Mwai and Mwangi (2002) point out that morale is responsible for teachers' efficiency and effectiveness in ensuring students performance. They continue to argue that teaching and learning are exciting if teachers are highly motivated. Many factors in the job and work environment may either increase or decrease teachers' motivation. Therefore the way they perceive the impact

of such factors may influence their morale and commitment to their work. Therefore efforts should be made to ensure that their morale is kept high in order for them to keep working at their best. (<http://marytroubleblogspot.com2009/02.retrived> on 13/02/2011).

1.2 Statement of the problem

Motivated teachers are more likely to meet the institutional goals and objectives since they are willing to exert their effort to achieve them. In order to boost academic excellence in our secondary schools, perceptions of teachers' on selected factors that enhance their motivation hence commitment to work must be established. Studies have been carried out in Kenya on teachers' perceptions on the relationship between their feelings of professional competence and degree of morale. However, no systematic study has been carried out to determine the perceptions of teachers on factors they may perceive as important in influencing their morale and commitment to work. Such a study would be beneficial to the Kenya Government and the educational system as a whole, because it would help putting mechanisms into place to help teachers perform better. This study intended therefore, at investigating teachers' perceptions on selected extrinsic factors such as amount of pay, administrative support, students' interest and behavior and teaching facilities. The study also examined teachers' perceptions on intrinsic factors such as work itself, job security, promotion, responsibility, decision making and opportunity for further training and how these influence their morale and commitment to work.

1.3 Purpose of the Study

This study was intended to establish secondary school teachers' perceptions on selected factors that influenced their morale and commitment to their work in order to improve their job satisfaction.

1.4 Objectives of the Study

The objectives of the study were the following:

- i) To determine public secondary school teachers' perceptions on selected intrinsic and extrinsic factors that influence their morale and commitment to work in Nakuru District.
- ii) To establish whether there was a significant relationship between public secondary school teachers' characteristics and their commitment to work in Nakuru district.

- iii) To establish whether there was a relationship between public secondary school teachers' characteristics and their perceptions on factors that influenced their morale in Nakuru District.
- iv) To establish whether there was relationship between public secondary school teachers' perceptions on factors that influenced their morale and their commitment to work in Nakuru District.

To achieve the above objectives the following research question and research hypotheses were investigated.

1.5 Research Question

- i) What are the teachers' perceptions on selected intrinsic and extrinsic factors that influenced their morale and commitment to work?

1.6 Research Hypotheses

- i) H_{01} . There is no statistically significant relationship between teachers' characteristics and their work commitment.
- ii) H_{02} There is no statistically significant relationship between teachers' characteristics and their perceptions on factors that influenced their morale in public secondary schools.
- iii) H_{03} There is no statistically significant relationship between teachers' perceptions on factors that influenced their morale and their commitment to work.

1.7 Significance of the Study

The level of morale is key to effective teaching. This study is therefore important because efforts made by the government to boost teachers' morale and improve their commitment to work and hence students' performance has not produced to some degree the desired results. Since this study would be based on empirical data, its findings may provide a basis for informed decisions by stakeholders in education such as the Ministry of Education, Teachers' Service Commission, Kenya Union of Teachers and the teachers themselves. This study was likely therefore to be invaluable in providing suggestions of effective ways of improving teachers' morale and in turn, their commitment to work.

1.8 Scope of the Study

The study was carried out in Nakuru District, Rift Valley Province, Kenya. It focused on the public secondary schools teachers' perceptions on selected factors that influenced their morale and commitment to work.

1.9 Assumptions of the Study

It was assumed that the respondents gave their frank feelings to the questions posed to them. The researcher assumed that environmental factors such as locality of the school, category and size of the school, and type of the learners had no significant influence on teachers' perception on factors influencing their morale and commitment to work.

1.10 Limitations of the Study

This study was limited to secondary school teachers in public schools in Nakuru District. Other teachers in private schools were not included in the study. It aimed at establishing teachers' perceptions on only selected factors; there may be other factors that influence morale and commitment to work. This implies that the results of this study can only be generalized with caution to the rest of the teaching force in the country

1.11 Definition of Terms

Commitment- It is teachers' attachment to or determination to reach a goal regardless of its origin. It is the extent to which a teacher will go to ensure that he/she is able to achieve the school and individual's goals.

Morale- These are feelings teachers have towards their job based on how they perceive themselves in the school environment. It is the extent to which the school is viewed as meeting the teachers' needs and expectations.

Motivation- It is the force generated by teachers towards accomplishing educational goals and individual ones, which in turn directs their behaviour.

Organisational behaviour- It is about how people act within an institution. The behaviour of teachers in the school set-up is of great importance.

Perception- It is the teachers' opinions, attitudes, views and feelings towards factors influencing their morale and commitment to work.

Status- It is how teachers are regarded in the society that is, the degree of acceptance. It is the social position identified in the society as associated with roles or a pattern of behaviour expected or required from a teacher.

Teacher characteristics- In this study they refer to the teachers' age, gender, experience and qualification.

Work-Commitment- Work commitment is the determination and the efforts the teacher will make to achieve this goal.

Nakuru District- This is the larger Nakuru District before it was split into nine districts.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter was to review related literature in order to put this study in context of similar studies. Consequently, the research focused on literature from studies carried out both in and outside Kenya. The chapter is in three sections that include: motivational theories importance of teacher morale General organisational behaviour, status of teaching as a profession, and. The chapter concludes with an exposition of the theoretical framework that was used to guide this study.

2.2 Motivation Theories

Motivation is the driving force, the desire, or urge that energizes an individual to engage in a certain way or an arousal of behavior directed towards a certain goal (Mamwenala, 1995; Mlambo, 1993). Steyn, (2002). The writers argue that motivation is complex and it entails such aspects as incentives, needs, tensions and other mechanisms which energise and sustain human behaviour to carry out a particular action. Motivation of workers is essential if work has to be done effectively (Sisungu, 2002). Hoy and Miskel (1987) point out that motivation directs behaviour that is goal oriented a fact advanced by Vroom's (1964) expectancy theory. Vroom revealed that individual's perception of their potential for meeting personal and organizational goals acts as a valence that arouses employees to action and directs that action towards fulfilling organizational goals (Roberts & Hunt, 1991). Studies carried out previously by psychologists, revealed that motivation is psychologically complex and no general and comprehensive theory exists because it is believed that people are motivated to work hard or not by an incredibly wide range of factors. The basis of such arguments emanates from the writings of influential theorists such as Maslow (1970), McGregor (1967), Herzberg (1964) and later Deci (1975).

Maslow in his pyramid of hierarchy of needs argued that everyone seeks to satisfy two basic levels of needs: lower level needs or basic needs which include; food, water, sex and sleep. Higher level needs or secondary needs such as self- esteem, self-actualization, sense of belonging and affection. However these secondary needs vary from person to person and they are conditioned by social practices (Davies & Newstrom, 1989). Maslow argued that people aspire for the higher order needs only when the lower ones are satisfied. In a typical work situation the lower needs dominate because they are reasonably satisfied (James, 1996).

Motivation and morale are closely related. Katz and Kahn (1978) argue that motivation involves a goal direction to an objective and arousal of motives, for instance, some of the motives required for teaching include recognition, salary benefit and desire to work with young people. De Jesus and Conboy (2001) pointed out that teacher motivation is fundamental to the teaching- learning process. On the other hand Bentley and Rempel (1980) conceptualized morale as the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given situation.

Research has found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible. A study done in Japan revealed that workers who received higher pay experienced decreased job satisfaction, morale, commitment and intention to retain their jobs (Hodgetts & Luthans, 2000). Kloep and Tarifa (1994) in Albana reported that teachers are satisfied and motivated by collegial relationships, job autonomy, job security, support and co-operation of colleagues. They further argued that status, prestige, responsive pupils and work itself also motivated teachers. Nhundu (1994) observed that many teachers were not satisfied with their job and reported low levels of satisfaction. Sergiovanni as cited in Yong (1990) reported that teacher motivation and work commitment were important factors in affecting school effectiveness. Motivated teachers are more likely to motivate students to learn and are a guarantee to implementation of the educational reforms and school curricular (De Jesus & Conboy 2001).

Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, advancement, promotion, recognition and a sense of accomplishment (Owens, 1998). He further argues that advancement is a force that motivates teachers to lift their performance and utilize their potential fully. Herzberg (1959) argued that advancement and promotion are motivational factors. In his two factor theory these are referred to as motivators, which are associated with the job itself and they tend to lead to job satisfaction. They fulfill individuals' need for psychological growth and even lead to long-term changes (Okumbe, 1999). Nyagura and Reece (1990) claimed that teachers are not satisfied with promotion prospects because opportunities for career advancements is only to be a head of department, deputy headmaster or headmaster and such chances are limited considering the number of schools that are in a particular country. The hygiene/maintenance/extrinsic factors which include; company policies, administration, supervision, salary, interpersonal relations and working conditions

do not lead to job satisfaction but they are prerequisite to motivation. Pager's study (1996) revealed that very few teachers cited salary as an important motivator; however Hoy and Miskel (1996) argue that teachers are motivated by the opportunity to earn more money. Steers and Porter (1991) had earlier reported that money is not an effective motivator. Owen (1995) had also argued that low salary may generate dissatisfaction and teachers may not respond to opportunities for achievement or professional growth. Riseborough and Poppleton (1991) reported that teachers in England felt that low status, minimal chances for promotion low pay, job security, and low motivational investment resulted in low levels of job satisfaction and low morale. Sergiovanni as cited in Webb and Greev (1987) found out that factors such as advancement and work itself were not significant motivators for teachers; however, Wickstrom (1971) revealed that the top ranking satisfiers for teachers were inter alia; work itself, sense of achievement, good personal relations with subordinates and responsibilities. Pickle (1991) borrowing from Herzberg theory also agreed with Wickstrom (1971) that teachers are more motivated by factors that include achievement, recognition, work itself responsibility advancement and growth.

Nhundu (1994) in his study on perception of the factors that Zimbabwean teachers concerning aspects of their work and employment conditions found out that working condition emerged as the greatest area of dissatisfaction for teachers. Teachers in this study were dissatisfied with low salaries, prospects of promotion, poor accommodation and insufficient resources. However they were satisfied with school holidays, job security, relationship with colleagues and freedom of choosing teaching methods. Abdo (2000) later also reported that poor working conditions pushed teachers from the profession. Kusereka (2003) found out the same, that working conditions impinged on the motivation and satisfaction of teachers. He cited salary, inadequate teaching materials, work- load and classroom conditions as some of the factors that demoralized teachers. Mcgregory (1960) in his theory X and Y posits that one of the most important drives in a person's work is need for security. Sweeney (1994) found out that teachers were motivated by administrative support, recognition of achievement, support of other teachers and encouragement from the school head. Teachers also show more commitment to their work if there is high level of trust among staff-mates and when they work together to achieve set goals (<http://www.thelearningbar.com> retrieved on 24/01/2008).

McClelland as cited in Roberts and Hunt (1991) revealed that people's motivational drives reflect elements of the environments in which they grew such as school, family and work place. He identified three needs, which include: need for achievement, affiliation/ belonging and need for power. People need these in order to overcome challenges in the work place, to feel accepted and to help them in achievement of organizational goals. Thus, administrators, government officials and policy makers can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic supportive evaluation.

Therefore education managers should design reward systems that are based on actual performance (Okumbe, 1999). Herzberg in his theory of motivation claimed that inadequate and poor policies caused dissatisfaction to workers and therefore are a prerequisite to motivation (Owens, 1995). Bedassi (1990) observed that school heads motivated teachers indirectly through their leadership styles. He argued that if a leader is democratic whereby he involved teachers in policy making and shared responsibilities they felt more motivated. Steyn (2002) shared the same sentiments and he posited that manifestation of high morale is observed in cooperation and acceptance of responsibility and readiness to accept change in an organization. Motivated teachers are willing to perform and are open to new ideas and produce positive results. They are also committed to students and are willing to improve in their career (Hoy & Miskel, 1996).

2.3 Significance of Morale of Teachers in their Occupation

All human behaviour can be motivated and the teachers' is no exemption (Davies & Newstrom, 1989). Teacher morale is important because it can have a positive effect on pupils' attitudes and learning. Raising the level of teachers' morale is not only making teaching more pleasant for teachers, but it also makes learning more pleasant for the students. Motivated teachers are more likely to motivate students to learn in the classroom and this guarantees the implementation of educational reforms (De Jesus & Conboy, 2001). Motivated teachers also ensure school effectiveness, (Yong, 1999). The teacher will help the pupils develop and extend skills which society needs in order to function and which the children need in order to survive in society. However, Githua (2002) revealed that teachers in Kenya are not adequately motivated and that they hardly found time to attend to individual students.

Morale and achievement are also related; where morale is high in schools it leads to an increase in students' achievement (Mwangi & Mwai, 2002). Low morale leads to a decrease in teacher's productivity, quality and achievement. High intrinsic motivation, work satisfaction, and high-quality performance depend on three important factors as advanced by Vroom in his Expectancy theory. These include valence, expectancy and instrumentality. This means that people expect that their effort will lead to an outcome such as a reward, that their efforts will be lead to a particular performance and that they will be successful thus obtain the desired reward. The worker is responsible for outcomes and knowledge of results, thus enhancing and maximizing motivation is critical in facilitating workers morale (Githua, 2002).

Meighan (1996) contended that one of the teachers' roles is that they must encourage pupils, lead them in the right direction, and help them to recognize that their allegiance to societal goals and values comes before personal concerns. The teacher helps to develop and extend in their pupils' skills which society needs in order to function and which the pupils themselves need in order to survive in society. On the other hand Chard (1986) point out that the teacher's responsibility is to ensure the total development of the child and to prepare it as a citizen having faith in and professing democratic, secular and socialistic values. The quality of the teacher is important not only for sustaining and improving the quality of teaching and learning but also for successful implementation of educational changes (Koech, 1999).

2.4 Status of Teaching as a Profession

Man is essentially motivated by the desire to achieve a positive image of self by winning acceptance or status in the eyes of others (Haralambos & Holborn, 1995). Teachers find it hard to improve on their status within the society because of the societal perceptions on teaching profession (Ezewu, 1992). This is due to various reasons that will be highlighted in this section.

There is a very strong indication that most teachers were considered in teaching profession due to their inability to gain entry into other professions and they only took teaching career as a last and only available option and others were selected to join teaching not in areas of their interest but in the field that had vacancies (Government Report, 1999; 2004; Okumbe, 1999; Shiundu & Omulando, 1992). Therefore, a good proportion of teachers enter the profession with low morale.

In the name of professionalism, teachers have been induced to accept poor working conditions and poor salaries writes (Bessant, 1972). Duke (1990) pointed out that one of the criteria of a profession is high earnings. Katz and Khan (1978) had identified salary benefit as one of the drives that motivated workers. Castle, (1970), Ezewu, (1992) and Shiundu and Omulando, (1992) contend that a profession is not marked by remuneration alone but also by exclusiveness of prestigious salaries. Social esteem is measured in terms not only of membership to a recognized professional body but also in terms of remuneration. Ezewu (1992) argues that a characteristic of a professional is that members of the profession have to be seen by the public as enjoying a prestigious salary comparable to other professions. Teachers therefore should secure the esteem of people whose opinion they respect by being paid at least as much as men and women with similar qualifications who play an important role in the society.

Herzberg's theory of motivation identified achievement and recognition as among the aspects that indicate job satisfaction. Other drives that motivate teachers include; opportunity for self-growth, job security, value of education to society, long vacations among others. Shiundu and Omulando (1992) pointed out that teaching provides basic and an essential service to the community. These services should be central to the well being of society and the profession. A profession helps to control and set requirements for membership or entry, and it ensures that members adhere to the professions' code of conduct and maintain high ethical standards. This becomes part of the professional personality (Bogonko 1992; Ezewu, 1992; Sifuna & Otiende, 1992). They argued that members of the teaching fraternity should be united under one organization so that the public could see them as enjoying prestige comparable to other professions. The government of Kenya is also committed to upholding the rights of the teacher by allowing them to belong to a trade union which is a contributory factor to teachers' motivation (RoK, 2004). The hallmark of a profession is that the individual professional is trusted by the public to make decisions within its professional competence. Teaching has never enjoyed full professional status and many see it as semi professional. This is manifested in Kenyan schools where teachers are not free to exercise their own judgment in matters relating to their professional expertise in the classroom such as; the curriculum, syllabuses, teaching methods and the objectives. In some instances, teachers are trained to teach all primary school subjects, irrespective of interest or ability. This has continued to lower the esteem of teachers as well as their morale.

Adams (1968) argued that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making. He continues to point out that those principals who involve teachers in the control of many of the contingencies in the work environment are a source of much reinforcement for teachers' behaviour and are key to improving the morale and self-esteem of teachers. If a school principal creates a positive school climate and culture, teachers' morale is improved. Shared governance, or participatory management, enhances teachers' professional status and their "ownership" in the planning and operation of the school (Linda, 1998). Other factors that teachers perceive as important include the use of valued skills, freedom and independence, challenges, expression of creativity, and opportunity for learning. Davies and Newstrom (1989) observed that workers who have less job satisfaction exhibited such behaviour such as absenteeism, tardiness, stealing among others. This is actually a sign of poor work commitment.

Johnson (1972) defines occupations as those based on extensive knowledge and specialized interpersonal skills not available to their clients, as a result of which they develop a special mystique of their own. Many writers agree that for any occupation to be a profession, members must be knowledgeable and skilled after a long period of specialized training with emphasis upon physical activities guided by a level of intellectual activity. A professional person must perform a unique, definite and essential social service, which the community regards as of considerable importance. Adams (1969) agrees with the fact that a profession must be built upon various aspects, one of them being specialized training. This could be the reason why the training of teachers has not been seen as rigorous as training for other professions like law and medicine. For instance, for one to be a doctor one has to go through five years of professional and academic training in medical school and an internship of one year. For a teacher, training is varied. There are various categories of teachers ranging from preschool teacher, P3, P2, P1 S1 teacher, technical teacher, (diploma holders) to graduate teacher. The minimum requirement for entry varies depending on the category one is eligible to join. For instance for pre-school teachers minimum requirement is K.C.P.E. certificate and experience of two years. This means that one must have been teaching before qualifying a fact that contributes to the status of teachers as Omulando and Shiundu (1992) argue that allowing unqualified teachers into teaching is the most extreme act against professionalism.

The period of professional socialization also determines the status of a profession. Shiundu and Omulando (1992) argue that recruiting people with little academic education and

inadequate training contribute to low status of teachers. Teaching would be enjoying better social status but as Castle (1970) argued this is not possible or it's difficult because teachers possess different qualifications. Work in schools varies from nursery to form four teaching. There is also absence of professional bonds between the pre-school teacher and high school teacher. This means that there is a range of academic attainment among those who teach than in any of the established professions. Training or education for teachers range from six holiday sessions of three weeks for a pre-school teacher to four years for a high school teacher to attain Bachelor of Education degree. Some scholars argue that, to enhance the status of teaching as a profession only members who have completed an undergraduate program should be given a teaching certificate. Teaching is complex and requires different skills and knowledge. It is not easy to master the skills that are needed and used daily. It requires a great deal of study, practice and skills. Duncan (1970) as quoted by Shiundu and Omulando (1992) defines teaching as an activity that is unique, professional, rational and humane. The teacher must be creative and imaginative in order to promote learning and welfare of others. Chard (1986) says that the teacher's responsibility is for the total development of the child and to prepare him as a citizen having faith in and professing democratic, secular and socialistic values. According to Farrant (1964) modern teaching is child centered and therefore tries to provide an educational environment that will enable the learner to explore his environment, discover his abilities and talents with the teacher playing the role of a facilitator. The teacher will help the pupils develop and extend skills which society needs in order to function and which the children need in order to survive in society.

Teaching is not simply pouring information and repressing the child's impulses to action but the teacher must assist children to be able to explore for himself or herself and learn independently. Teachers should therefore have the skills to enable them facilitate learning.

Muller (1981) and Meighan (1986) observed that the role of teachers is to encourage in their pupils for instance a sense of responsibility and to help them to recognize that their allegiance to societal goals and values comes before personal goals, this is supported by the definition previously advanced by Bentley and Rempel (1980) that professional interest and enthusiasm that a person displays towards the achievement of individuals and group goals. Duke (1990) argues that the criteria for an occupation to be a profession are that it must have knowledge based on scientific theory and an extended period of professional socialization. During training or education the teacher acquires full knowledge of subject matter and

therefore should be able to organize content, professional skills and learning experiences as argued by Sharma (1967).

Basing on the argument that a profession should have specialized knowledge and skill, then teaching is a specialized job since it is a specially delegated function. Teaching therefore goes beyond just telling and the skills involved in teaching are quite different from those involved in teaching in many other fields of endeavor. In order for the teacher to achieve the above or the desirable goals he must use highly specialized skills. The teaching professions knowledge has an element of mystery to the clients and it is in constant demand and not easily attainable. Many people confess of their inability to teach even their own children, thus teaching involves more than telling as some claim.

Many professions have affiliated organizations that are strong and active. Castle (1970) argues that teaching would be a profession if teachers were members of a united and self-governing profession. This would improve public the image and economic status enhanced. Omulando and Shiundu (1992) say that members of a professional organization have high sense of responsibility honesty, dedication and commitment. The services offered are never withheld on the basis of material gain, the rampant teachers' strikes to demand for higher salary could be one major reason why teaching in Kenya has not been accorded the high esteem it requires.

The organization helps to control and sets requirement for membership and it ensures that members adhere to the professions code of rules and high ethical standards become part of the professional personality. Ezewu(1992) agrees with these observations, he says; 'members should be united under one organization and the members should be seen by the public as enjoying a prestige comparable to other professions'. What makes teaching to be lowly regarded could possibly be the lack of enclaves they can claim to belong, as lawyers have "Law Society of Kenya" (LSK), doctors have the "Medical Association of Kenya"(MAK) and engineers are not left out.

In Kenya joining Kenya Union of Teachers (KNUT) or Kenya Union of Post Primary Teachers (KUPPET) is voluntary and not compulsory, that is, members can enter and exit as they wish. The union is not autonomous, this means that it is not self-governing and cannot discipline its errant members. The TSC has the responsibility of employment and disciplining

members. KNUT and KUPPET members should be free to exercise their judgment in matters relating to their professional expertise and to accept responsibility for the consequences of their judgment, however this is not so.

Teachers in Kenya schools are not free to exercise their own judgment in matters relating to their professional expertise and the classroom. Kenya Institute of Education (K.I.E.) develops the curriculum and even though there are teachers in the various subject panels, the curriculum has to be approved by administrators in Ministry of Education who are not necessarily teachers. The K.I.E. also comes up with prescribed syllabuses, which even have outlined teaching methods and objectives. Teachers seldom have control over even the number of children to be admitted, teachers in some instances are even told which subject to teach. This is especially so in primary schools where teachers are trained to teach all primary school subjects irrespective of interest or ability.

According to Adams (1968), equity theory, individuals compare their inputs such as; education, qualifications, sex, and age and outcomes such as; status, pay, incentives and promotion to the input-outcome of another person. If a person perceives that there is inequity one tends to lower the quantity or quality of productivity (Davies & Newstrom, 1989). This could be caused by employee's perception of inequity in the organization (James, 1996).

2.5 Organisational Behaviour

The educational system is one of the most important social institutions in any given society. According to Australian Association for Education (AARE, 2004) the effectiveness and efficiency of an educational organisation is measured in terms of how well social expectations and needs are met. Teachers have to commit themselves to their schools, students, teaching activities, occupation, colleagues and the community.

It is known that human resource is the most important input of any organisation. For any country to achieve the desired economic growth targets and social development, it must place attention on the development of human resource through education and training (RoK, 2004). RoK, (2004) further contends that Kenya's human resource development is central to the country's attaining its goal of industrial development and technical advancement. The maximum productivity of an organization may not be realized unless the human resources

responsible for effective and efficient performance are taken into consideration (Davies & Newstrom, 1989; James, 1996; Okumbe, 1999).

In any given organisation workers must be socialized into values and goals of the organisation in order to be motivated to see the organizational goals and needs as being closely congruent with their own (Owens, 1998). The manager's job in any organisation is to identify employees' needs and drives then channel these towards the task performance (Davies & Newstrom, 1989). In the school set-up the main task is to create satisfactory conditions and learning experiences for students to enable them form the desired attitudes and help them acquire the stated knowledge and skills. According to Locke as cited in Okumbe (1999) people work hard to achieve goals so as to satisfy their emotions and desires. Goals are closely linked to organisational effectiveness and they are used to motivate people to perform at high levels (Roberts & Hunt, 1991). Individuals must therefore show commitment to the goals set. Human resource is of course, much more important in the educational institutions than in any other. This is because an efficient human capital development depends on the quality and effectiveness of teachers (Okumbe, 1999). This in turn implies that the quality of doctors, lawyers, accountants, engineers and other professionals depends on how well they have been prepared by their teachers. This implies that teachers must be motivated to achieve the educational goals.

The teacher participates at all points of the input-out process circle of the educational institutions. The main objective of the teacher as a part of the 'process' is to inculcate values, skills and knowledge to the students as the 'input' (Oluoch, 1982). It is to ensure that learners fit in to 'social' world and acquire adequate knowledge and skills to enable them earn a living (RoK, 2004). Teachers are responsible for arranging the learning experiences whereby the learners can interact effectively with the external conditions in the environment (Tyler, as cited by Shiundu & Omulando, 1992). Teachers are also responsible in preparing the learners to fit in to the society and contribute towards the well being of society and to fit into the world of work. However, the existence of the proper working conditions that can motivate teachers to perform the task of arranging the learning experiences in an institution is the main challenge (AARE, 2004; RoK, 2004).

Teachers' interests and attitudes towards the students in any working environment are determined by the individual teacher's perceptions hence level commitment to his/her work.

Teacher's commitment to the organization is based on factors such as the workers' belief and acceptance of the organisation's goals and values, the employee willingness to exert effort on behalf of the organisation, and a strong desire to keep up membership in the organisation (Davies & Newstrom, 1989). The extrinsic rewards that the organisation supplies and the internal rewards that are supplied by the worker are the most important conditions that encourage workers' professional performance. Consequently, intrinsic rewards are more important in the teaching profession than in any other. The most significant sources of internal reward for teachers are social esteem, job satisfaction, materials and the students' aims and values. Indeed, the question of how to provide teacher motivation and enhance their commitment to the occupation and teaching- learning process is still a problem.

2.6 Theoretical Framework

This study was based on the motivational theories such as Herzberg's two-factor theory; Maslow's hierarchy of needs pyramid and Vroom's expectancy theory. Herzberg's theory advances that workers are motivated by intrinsic and extrinsic factors. The intrinsic factors include: achievement, recognition, work itself, responsibility and advancement that are also referred to as motivators. Maslow calls these higher level needs and their presence increase motivation thus leading to job satisfaction. The extrinsic factors include: organisational policies, supervision, salary, working conditions and interpersonal relations. These are referred to as hygiene factors and their presence prevents dissatisfaction (James, 1996). Vroom on the other hand contends that individual's perceptions of their potential to meet personal and organizational goals act as a valence to arouse them to action. Drawing from these theories, figure 1 shows the interaction between the various variables that are related to morale and work commitment. Teachers' Perceptions on selected morale factors are assumed to be the independent variables. The level of morale either high or low and work commitment are the dependent ones. Therefore, teachers' level of morale will depend on the extent to which these factors are satisfied or unsatisfied as Maslow and Herzberg expounds, an individual will aspire to satisfy higher level of needs if the lower ones have been satisfied. If a teacher perceives certain morale factors as important and they are consequently satisfied to a certain degree, his/her commitment to work will increase for performance is considered to be a function of ability and motivation (Accel. - Team, 2004).

2.7 Conceptual Framework

The independent variables of the study include teacher's perceptions on factors related to their work which include; salary, teaching facilities, administrative support and students' interest and behaviour. They also include factors related to the job itself such as job security, promotion, responsibility and achievement. The study investigated how these factors influence teachers' morale and commitment to their work. The effects of extraneous variables which include; leadership style, category, location and size of school were mitigated through sampling. The interaction between independent and dependent variables is illustrated on figure1.

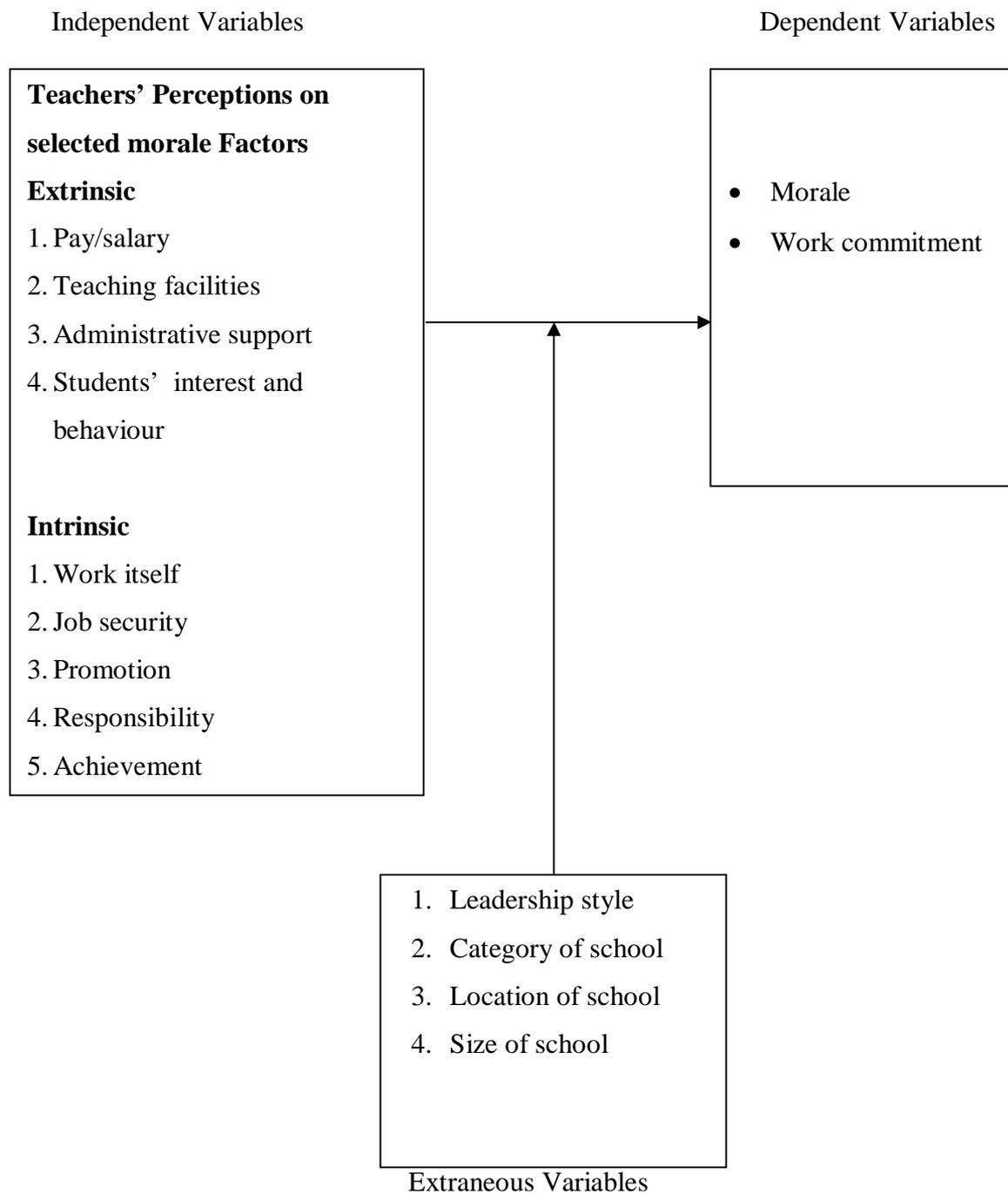


Figure 1: The Relationship between Independent and Dependent Variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design that was adopted in this study, as well as the location, population and sample size and sampling procedures. Instrumentation, data collection and analysis were other important aspects that were explained in the chapter.

3.2 Research Design

The research design for this study was descriptive survey. The purpose of a survey is to explore and describe a phenomenon. According to Emory (1985) surveys are more efficient and economical. They help the researcher to know much about opinions and attitudes of the respondents; it seeks to obtain information that describes existing phenomenon by asking individuals about their perceptions, attitudes, behaviours or values. A survey uses questionnaires and interviews in order to determine the opinions, attitudes, preferences and perception of groups of people (Kathuri & Pal, 1999). McNamara (1997) describes structured or closed-ended items as the mainstream of survey research because with questionnaires a researcher can access a large number of respondents. According to Mugenda and Mugenda (1999) a survey attempts to collect data from members of a population in order to determine the current status of that population with respect to one or more variables in this case such variables as gender, qualification of the teachers, age and experience was studied vis-a-vis their perception of factors influencing their morale and commitment to work.

3.3 Location of study

The study was carried out in Nakuru District, Rift Valley Province Kenya. According to Nakuru District Education Office [NDEO] Records (2004) Nakuru district has a total of 109 public secondary schools. The number of teachers was 1711. The District has been chosen because it has multiplicity of ethnic groups and both rural and urban schools can be found in this area. All this means that the respondents were not biased in terms of ethnic background, gender or locality. Nakuru also being an agricultural and industrial area it has attracted people of diverse cultural, social, education and economic backgrounds. This implied that the population is rich in information that was being sort in this study.

3.4 Target Population

The target population of this study was all teachers in public secondary schools in Nakuru District. It has 16 educational divisions and according to Nakuru District records (2004), it has a total of 109 public secondary schools and a population of 1711 teachers.

3.5 Sampling Procedures and Sample Size

Purposive sampling, proportionate and simple random sampling were used to select the sample to be included in the study. Purposive sampling allows the researcher to select cases that are likely to be information rich with respect to the study (Borg & Galls, 1999). Therefore, purposive sampling was used to select divisions that were included in the study. Proportionate random sampling was used to select the required sample of schools. This was to ensure that actual proportions of the individual stratum in the population were represented and that every sampling unit of the population had a proportionate size (Nachmias & Nachmias, 1997). In descriptive research, a researcher can use 10% or 20% of the accessible population (Kasomo, 2006). In this, study three (3) divisions was purposively selected out of sixteen (16). These were Nakuru Municipality, Naivasha and Bahati. These divisions did not only have a high number of schools but they were also accessible to the researcher. The three (3) divisions had fifty (50) schools. 20% of these schools were proportionately randomly selected giving a sample of eleven (11) schools. A summary of this information is on Table 1. The three (3) divisions had 862 teachers. A sample of 172 teachers was proportionately randomly selected; the summary of this data is on Table 2. The Table of random numbers was used to determine the sample that was included in the study. The teachers corresponding to the numbers picked were included in the sample (Kasomo, 2006).

A good sample must be representative of the universe therefore it should be adequate in size (Mutai 2001; Young, 2001). Headteachers of the sample schools were also included in the sample.

Table 1: Sample of Schools Involved

Divisions	No. of Schools	Sample 20%
Nakuru Municipality	18	4
Bahati	19	4
Naivasha	13	3
Total	50	11

Table 2: Sample of Teachers involved by Division

Division	No. of Teachers	Sample 20%	No. of Head Teachers	Sample 20%
Nakuru Municipality	409	82	18	4
Bahati	306	61	19	4
Naivasha	147	29	13	3
Total	862	172	50	11

3.6 Instrumentation

This study was aimed at collecting information on teachers' perceptions of factors influencing their morale and work commitment. In order to get these data, the researcher used both questionnaires and an interview schedule. These instruments were used to collect information about the respondents' perceptions on selected factors that influenced their morale and commitment to work measured on a 5 point Likert scale. This type of scale is used to measure perceptions, attitudes, values and behaviour (Mugenda & Mugenda, 1999). The questionnaire had Fifty one (51) items. Each item was developed to elicit teacher's honest feelings on selected factors that influence their morale and commitment to work. The teacher questionnaire is in three sections. Part A was aimed at collecting data about teachers' personal characteristics. Part B was on teachers' perception on the working environment and part C solicited data on their feelings toward teaching as an occupation. The interview schedule had ten (10) items. Interview schedule was used to provide in -depth data on the level of teachers morale and commitment to work. Personal interview provides depth and detailed information and they reduce non-responsive errors and also facilitate the clarification of questions (Emory, 1985; Nassiuma, 2000).

3.6.1 Validity

The tools were developed by the researcher and content and face validity established. Vitthal and Jansen (1997) point out that validity is that soundness, the effectiveness of the measuring instrument. Borg and Gall (1989) also contend that it is the extent to which an instrument measures what it is intended to measure. They continued to recommend that content validity should be established to ensure that the sample of the instruments' items represents the content that the instrument is designed to measure. The content validity established was to ensure accuracy of the instruments (Leeds, 1993). The face validity was ensured that the instrument appeared to measure what it purported to measure. This was accomplished with the help of experts and examiners in Faculty of Education and Human Resources at Egerton University. Best and Khan (1992) who recommend that the knowledge and skills of the researchers should be supplemented with that of experts in order to achieve high degree of validity. This ensured that the instruments elicited consistent responses.

3.6.2 Reliability

The instruments were piloted in one of the schools from the division that was not included in the actual study that is, Njoro. This enhanced the reliability and validity of the instruments (Mugenda & Mugenda 1999). The results of the piloted instruments were used to calculate the reliability coefficient. Reliability was established to ensure accuracy or the consistency of the instrument, that is, the extent to which the results remain similar over different forms of the same instruments (Mcmillan & Schumacher, 1993). This was calculated using the Cronbach formula and reliability of 0.7 and above was acceptable for this study (Selltitz, Wrightsman & Cook, cited in Githua, 2000). Mcmillan and Schumacher (1993) view Cronbach alpha as the most appropriate type of reliability for survey research. Therefore, the Cronbach alpha test for reliability was used because it is superior to all others and can be used for both dichotomous-type and large-scale data. The reliability coefficient from the piloted instruments was 0.86.

3.7 Data Collection procedures

An introductory letter was obtained from the Graduate School of Egerton University in order to get a permit from the Ministry of Education. The researcher visited the sample schools to administer the questionnaires. The questionnaires were self-administered thus the respondents were asked to complete the questionnaires themselves. The researcher arranged with the respondents to collect the completed questionnaires after two weeks.

The interviews for the head-teachers were also conducted after the respondents had filled the questionnaires. This was for the purpose of getting in-depth information about the respondents on their perceptions of factors influencing their morale and their work commitment. Head teachers being in their teachers supervisors were in a better position to give in-depth information concerning teachers' commitment to their work.

3.8 Data Analysis

The data was analysed both qualitatively and quantitatively. Data from the interview schedules was analysed using descriptive statistics such as frequencies, averages and percentile values. The questionnaires with closed-ended items based on a Likert scale had a magnitude ranging from Strongly Agree (SA) to Strongly Disagree (SD). The hypotheses were tested statistically using Pearson Moments Correlation.. Relationships between teachers' perceptions of morale factors, their characteristics and work commitment was also determined at alpha is equal to 0.05. The computer package, Statistical Package for Social Sciences (SPSS) was used to help the researcher in analysis of the data.

Table 3: Summary of how specific Objectives and Hypothesis were analysed

Research Objectives and Hypothesis	Independent variables	Dependent variables	Statistical Analysis
HO ₁ There was no significant relationship between teachers' characteristics and commitment to their work.	Teacher characteristics'	Work commitment	Pearson Moments Correlation
HO ₂ There was no statistically significant relationship between teachers' characteristics and their perceptions on selected factors that influenced their morale.	Teacher characteristics e.g. age, gender qualification and experience.	Teachers' perceptions on morale factors	Pearson Moments Correlation
HO ₃ There was no statistically significant relationship between teachers' perceptions on selected factors that influenced their morale and their commitment to work.	Teachers' perceptions on morale factors.	Work commitment	Pearson Moments Correlation
To determine teachers' perceptions on selected factors that influenced their work morale.	Morale Factors	Teachers' perceptions	Means, percentages, standard deviations

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study set out to establish the perceptions of the Secondary School Teachers' on the factors that influenced their morale and commitment to work. The data was collected using teachers' questionnaire and headteachers' interview schedule. The data was analysed and discussed under the following research objectives:

- i) To determine public secondary school teachers' perceptions on selected intrinsic and extrinsic factors that influence their morale and commitment to work in Nakuru District.
- ii) To establish whether there was a significant relationship between public secondary schools teachers' characteristics and commitment to their work in Nakuru District.
- iii) To establish whether there was a significant relationship between public secondary schools teachers' characteristics and their perceptions on selected factors that influenced their morale and commitment to work in Nakuru District.
- iv) To establish whether there was a significant relationship between public secondary school teachers' perceptions on selected factors that influenced their morale and their commitment to work in Nakuru District.

4.2 Characteristics of Respondents

To achieve the objectives of the study, each characteristic of the teachers was analysed so as to establish if there were significant relationships between teachers' characteristics and their perceptions on selected factors that influenced their morale and commitment to work. The characteristics selected were gender, age, academic and professional qualifications and years of experience.

4.2.1 Distribution of Respondents by Gender

This research sought to find out gender distribution of teachers in public secondary schools. The results are as indicated on Table 4.

Table 4: Distribution of Teachers by Gender

Gender	Respondents	
	Frequency	%
Male	47	39%
Female	72	61%
	N= 119	100%

Source: Field Data.

Table 4 shows the distribution of the respondents by gender. There were 119 respondents in total. These comprised of 39% males and 61% females. Female teachers were the majority. This reflected a gender imbalance in teacher distribution in Nakuru District. This could be due a tendency of most female teachers preferring to join their spouses in urban areas where most of them are employed. Nakuru District is generally well endowed with both facilities and amenities which make it attractive to workers. Most teachers want to remain in urban and high potential areas for both professional and personal reasons. Some of the reasons include inter alia; good schools for their children, job opportunities for family members and chances for further training (Bennell, 2004). Oplakta, (2007) observed that most male teachers used the profession as a supplementary form of employment while looking out for other jobs elsewhere. This could be the reason why only 39% of the respondents were males in the District. This scenario was observed in Madhya Pradesh in India where 59% of teachers in urban areas were female. However, a different scenario was reported in Zimbabwe where 72% of teachers were male (Kusereka, 2003). This may imply that the pattern reflected may not be generalized.

4.2.2 Distribution of Respondents by Age

The study sought to determine the distribution of teachers by age in public secondary schools. The results are as indicated on Table 5.

Table 5: Frequency and Percentages of Teachers by Age

Age Bracket	Frequency	%
20-24 yrs	3	3%
25-29 yrs	9	8%
30-34 yrs	24	20%
35-39 yrs	34	28%
40-44yrs	29	24%
45-49yrs	14	12%
Above 50yrs	8	7%
N=120		100%

Source: Field Data

There were 120 respondents and the age brackets were distributed as shown on Table 5. This showed that the majority (72%) of teachers were between 30 and 44 years of age. Those younger than this (20-29 years) were only 11%. This distribution may be a reflection of teacher recruitment trends whereby since the 1990's the recruitment was frozen (World Bank, 1991). Recruitment of teachers became demand driven as teachers were only recruited to fill vacancies in schools where teaching posts existed (Rok, 2004). There were very few older teachers (19%) that were above 45 years of age. This could be due to high teacher turnover rates. Krueger, 2005; Natale, 1993) observed that lack of administrative support leads the newly employed feeling demoralized and thus leave the profession. This observation is supported by Nthiga (2008) who pointed out that a high number of teachers leave the profession either in search of greener pastures or through natural attrition while their replacement was slow.

4.2.3 Distribution of Teachers by Level of Education

The study sought to investigate distribution of teachers by qualification in public secondary schools. The results are as indicated on Table 6.

Table 6: Frequency and Percentages of Teachers by Qualifications

Qualification	Frequency	%
Diploma	26	22
B.Ed (Sc/Arts)	70	59
BA/BSc	4	3
BA/BSc & PGDE	6	5
M. Ed	10	8
Masters in other Areas	2	2
	N=118	100%

Source: Field Data

The respondents were 118 and the categories of their academic and professional qualifications were Diploma, B.Ed (Sc/Arts), BA/BSc and PGDE and Masters. This data showed that majority of teachers in public secondary schools were either Diploma or University graduates with either B.Ed Arts or B. Ed Science This category accounted for 59% of the respondents, with those with BA/BSc and PGDE accounting for only 5%. Therefore majority (86%) of teachers were professionally trained teachers. A minority (8%) had Masters in Education. However, the new government policy on study leave which requires teachers to be bonded for two years to ensure that taxpayers benefit from their services after study is discouraging those seeking higher qualifications (MoE, 2008). Another factor could be the fact that promotions are not pegged to additional academic qualifications (RoK, 2008).

4.2.4 Distribution of Teachers by Experience:

The research as also interested in determining the distribution of teachers by experience in public secondary schools as measured by number of years of service.

Table 7: Distribution of Teachers by Years of Experience

Experience	Frequency	%
1-4 yrs	6	5
5-9 yrs	9	7
10-14 yrs	30	25
15-20 yrs	38	32
21-24yrs	23	19
Above 25 yrs	15	12
N=120		100

Source: Field Data

This study sought to find out the distribution of teachers in public secondary schools in terms of their years of experience. The study found out that most teachers (88 %) had a teaching experience of 10 years and above. This was supported by the previous data on age distributions whereby those above 30 years of age were the majority (89 %). This contradicts what Mwai (2000) observed in Machakos that over 80% of teachers had less than ten years in experience.

4.3 Teachers' Perceptions on Factors Influencing their Morale and Work Commitment

Objective one sought to determine teachers' perceptions on factors that influenced their morale and commitment to work. To achieve this objective, teachers' perceptions on selected factors that influenced their morale and commitment to work were sought. This was investigated based on three criteria:

- i) Teachers' perceptions on factors relating to the teaching profession.
- ii) Teachers' perceptions on factors relating to their teaching duties.
- iii) Teachers' perceptions on factors relating to the working environment.

4.3.1 Teachers' Perceptions on Factors Relating to the Teaching Profession

The five point Likert scale with strongly agree, agree, undecided, strongly disagree and disagree were collapsed into two categories of agree and disagree. The results are tabulated on Table 10.

Table 8: Teachers' Perceptions towards Factors Relating to the Teaching Profession

Descriptor	Frequency		
	N	Ratings (%)	Ratings (%)
		Agree/Strongly Agree	Disagree/Strongly Disagree
I feel well remunerated for the work I do	119	15	78
I am engaged in other income generating activities to supplement my pay	119	49	42
The teaching profession gives me the social status I desire in the community	115	47	38
I feel secure in my job because my employer has adequate policies and guidelines to protect me as a teacher	117	53	32
I feel appreciated and recognized by my employer	118	43	34
I feel appreciated by my school because my opinions are listened to	118	46	45
I like my job because it provides opportunities for those who seek further training	119	34	50
I love my job because there are many training opportunities provided to help me perform better	119	24	60
I love my job and would not want to leave	117	34	48
	33		

it

I am satisfied with the progress I am making in my career	118	46	38
I have invested too much in my job to consider changing to another job	118	39	39
I have a strong sense of belonging that I would not consider leaving the current station	118	50	27
I would like to spend the rest of my career life in the teaching	118	34	40

Source: Field Data

Table 8 shows rating by teachers on factors influencing their morale and commitment to work. Remuneration, opportunities for further training, responsibility, social status, a sense of belonging and job security were some of the factors that were taken as descriptors of factors that influenced the morale and commitment of the teachers. Mwai (2000) found out that teachers viewed six factors as influencing their morale. These included: - Pay, job security, teaching facilities and students interest in learning. Herzberg's two factor theory of motivation also identified wages, security, working conditions and company policies as among the hygienic factors that motivated workers, (Mead, 1995). This study revealed that salary was perceived as a major influencer with only 15% feeling that they were well remunerated for the work they did. Promotion and administrative support were also considered as most important. This study also found out that 47% of the respondents felt that the teaching profession did not give them the social status they desired in the society. Light (1979) claimed that status go with power, money and prestige. Teachers have neither the money nor the power needed to have a high social status they desired in the society. Linda (1998) observed that shared governance or participatory management enhances professional status. There is need therefore to involve teachers in management issues to enhance their status. This recognition satisfies esteem needs according to Maslow's theory of motivation.

Hoy and Miskel (1996) agreed that recognition is a motivator which increased job satisfaction. Teachers need also to be recognized for their accomplishments. School heads, parents and the employer should recognize teachers in form of verbal praises or promotions. Hofineyr (1992) points out that recognition has a motivational value and enhances self esteem.

Sagimo (2002) noted that motivation is important in the work place because it satisfied both physical and social needs. The physical needs include food, shelter and clothing. These needs may be satisfied through pay. Katz and Khan (1978) had identified salary as one of the drivers that motivated workers, other factors were opportunity for self growth and job security. Where workers are not well remunerated they would not able to satisfy these needs. For example poor pay has been cited by teachers in different countries as a demotivator. Nyagura and Reece (1990) reported that 54% of Zimbabwean teachers were not satisfied with their pay, this could lead to low motivation. This finding is also supported by Kusereka, (2003) in his study on Zimbabwean secondary school teachers found out the same, that 71% of the respondents claimed that the salary prospects in teaching were poor.

Headteachers also revealed that low pay was one of the most important factors that influenced teachers' morale and their commitment to work. Consequently the level of satisfaction with their work. Most of them (67%) felt that if teachers were better remunerated their morale would increase and they would be more committed. Level of morale could be low in work places where salaries are low, (Ajetomobi & Ayaawale, 2005). However a paper from the Ministry of Education (2004) claimed that salaries for Kenyan teachers compared favourably to those of other professions. This is supported by 42 % of teachers who stated that they were not engaged in other income generating activities to supplement their pay. This could imply alternatives for improving their income were limited since 85% of them had argued that they were not well paid.

This scenario is not different in Uganda where teachers face poor working conditions and are forced to supplement their income. However, UNESCO, (2005) asserted that due to the ban of private tuition – which supplemented teachers' income, teachers now engaged in other activities to boost their pay. Tanzanian teachers are faced with increasingly large classes but they have not received an increase in remuneration, observes Bjorkdall & Lundqvist (2006).

In Nigeria morale is low due to the basic conditions of service and low pay, Ajetomobi and Ayaawale (2005).

Sixty six percent (66%) of teachers felt that they did not like their job because it did not support those who sought to go for further training. Most teachers perceived further training as an important factor that influenced their morale and commitment to work. Previously the study had found out that 80% of teachers would enroll for further professional training if given a chance in order to be better teachers. This concurred with head teachers observations, 70% of whom said that in order to motivate teachers, it is important that they be supported financially or be granted study leave with pay in order for them to go for further training. Most head teachers felt that scholarships should also be made available. The fact that only 8% had Masters degree in education could be due to the fact that their employer does not offer many training opportunities a fact that was also pointed out by 77% of the respondents. This scenario could also be due the fact that promotion for teachers are not based on additional academic advancement (RoK, 2004). Pastor and Erlandson (1982) found out that teachers measured their job satisfaction by fulfillment of such factors as opportunity for self growth. Drafke and Kossen (2002) observed that workers felt satisfied when they believed that there were prospects for advancement and growth since personal growth increased responsibility and social status which this study revealed as crucial for teachers' commitment. Staff development programmes help teachers extend, build and enrich their knowledge and skills to be more effective. Teachers always feel motivated if there are prospects for advancement and growth, successful educational change is determined by in-service teacher training (Kabetu 1978).

Sixty seven percent (67 %) of teachers felt that they had not invested too much in their career not to consider leaving. A further 76% claimed that they did not love their job because the employer did not offer them training opportunities to help teachers perform better. In order for any employee to be motivated or satisfied in their job, they must be offered training opportunities. This factor has been considered by the government whereby teachers are given study leave with pay (Handbook for Teachers, 2008).

Responsibility was another factor that influenced morale of workers. The findings of this study showed that only 42% of the respondents felt that the employer appreciated teachers' hard work and commitment to their duties. Teachers got concerned when the employer did

not appreciate their responsibilities thus lowering their motivation and commitment to work. Sagimo (2000) argued that responsibility is one of the most important aspects of the motivational system. Workers who are given responsibilities felt more appreciated and satisfied with their work. Head teachers concurred with this; they argued that the indicators of teachers with high morale and commitment were how they undertook their responsibilities. Teachers' job satisfaction is improved by giving them wider responsibilities rather than just classroom teaching. Herzberg (1949) in his theory proposed that workers should be given responsibility because it led to job satisfaction. Feeling of responsibility for work makes the teacher feel accountable for the results of the work they performed (Hoy & Miskel, 1996) According to Mc Gregory's theory Y (1965) employees exercise self direction and prefer responsibility for their work thus school heads should delegate responsibility to their teachers in order to motivate them.

Only 36% of the respondents felt that their opinions were listened to, yet Pastor and Erlandson (1982) found out that teachers measured their job satisfaction by fulfillment of such factors as participation in decision making. Many school managers mainly the Board of Governors and school heads had not empowered the teachers to be active participants in decision making a fact that has demoralized them (Ngware, et. al, 2006). 92% of teachers said that they felt appreciated when their suggestions and opinions are sought. Sagimo (2002) argues that workers are motivated through participation in decision making. This concurred with most of the head teachers (60%) who asserted that committed teachers gave advice to them when asked.

Therefore, if teachers were allowed to take part in decision making they would be more motivated and committed to their work. Job satisfaction, social status, security of job and participation in decision making were perceived as important factors that influenced morale and commitment of teachers in their work. Bedassi (1990) observed that teachers felt motivated when they are involved in decision making and they easily accept responsibility. Most teachers felt that they would leave the profession if they got better places to work in, however this is a natural feeling to most workers. Only 34% of the respondents felt that they loved their job and would not want to leave. A further 66% claimed that they would not be happy to spend the rest of their career life in the teaching profession. De Jesus and Conboy (2001) observed that many teachers were not motivated and that less than 50% expressed the desire to continue with the teaching profession in Portugal. However, some teachers felt that

they would not want to leave probably because they had already spent half of their career life in the teaching profession because 44% of teachers have experiences of over 15 years. ROK (2004) reported that many teachers took the career as a last resort. Koech Report observed that majority of those selected in the teaching career is because they did not meet the minimum qualification to join other high-status careers like law or medicine (GOK, 2004). Thus, this meant that so many trained teachers were in the profession by default not by choice.

Sixty percent (60%) of the respondents claimed that the employer does not offer many training opportunities a further 77% felt that they had not invested too much in their career not to consider leaving. Scribner, (2000) pointed out that most teachers are motivated to update their skills and desired to grow professionally. He continued to argue however that if professional growth is limited it leads to frustration, dissatisfaction and demotivation of workers. This indicates that they do not have a sense of belonging to the teaching career a fact supported by data from this study whereby only 50% of the respondents felt that they had a strong sense of belonging in their schools and would not consider leaving. Ngware,et al, (2006) pointed out that human resource development motivate and help realise the maximum potential from employees thus providing quality service. Therefore there is need to encourage teachers to go for further training.

Thirty eight percent (38%) of teachers felt that they were progressing adequately in their career. Steyn (1996) reported that promotion is regarded as a strong element in job satisfaction than even recognition or achievement. This is because promotion has long term effects. He further argued that promotion gives a sense of growth and it originates from the desire to and need for status, respect, security, esteem and recognition. Vroom's expectancy theory (1964) advanced that promotion on the basis of quality performance is potentially motivating. He argued that people were motivated to work if they expected increased effort to lead to desired outcomes or rewards such as promotion. However, Owens (1995) argued that advancement is limited in the teaching profession where teachers are only promoted to head departments or schools.

4.3.2 Teachers' Perceptions on Factors Relating to their Teaching Duties.

The study sought to establish teachers' perceptions on factors relating to their work. This was investigated using 18 self-rating items that reflected the teachers' ego involvement in their work. Being their supervisors, head teachers' interview schedule was used to get their perspectives on teachers' teaching duties in the schools. Teachers' perceptions were measured in two ways;

- i) Teachers' perceptions to work in relation to their students.
- ii) Teachers' perceptions to work in relation to how they performed their duties.

4.3.2.1 Teachers' Perceptions on Factors Relating to their Students

Teachers' perceptions on factors relating to their work were investigated in relation to how they interacted with their students. The findings are indicated on Table 8.

Table 9: Teachers' Perceptions on Factors in Relation to their Students

Descriptors	N	%
I enjoy teaching when the learners are active and participative	119	99
I work hard because I enjoy seeing my students perform well	119	98
I get concerned when my students do not perform as expected	115	99
I am concerned when my students do not ask questions or complete their homework	118	93
I enjoy working with students	118	95
I feel attached to my students	117	94
I encourage my students to do extra work and enjoy marking it	119	88
I encourage my students to share with me their personal problems	119	85
I like taking students out for co-curricular activities even without being asked to do so by the school head	118	46

Source: Field Data

Table 9 shows teachers' perceptions on factors influencing their morale in relation to how they performed their duties with the students. Majority of the teachers showed high commitment to their students. Ninety nine (99%) of the respondents agreed that they got concerned when their students did not perform as expected. Wright & Custer, (1998) argue

that secondary school teachers' morale depends in part on their students' achievement. A further 93% were concerned when the students did not ask questions nor completed their homework. The study also revealed that teachers were disappointed when their students did not perform well, indicating that teachers encouraged their students to work hard. Steyn (1996) observed that the relationship between teachers and their students was very important. He argued that teachers derived their greatest satisfaction from positive and successful relationships with their students and observing them succeed.

Meighan, (1996) argues that the teacher must encourage pupils, lead them in the right direction and help them recognize that their allegiance to societal goals and values came before personal concerns. In this study 85% of teachers claimed that they encouraged their students to share their personal problems with them. This implied that teachers were not only concerned with the student as a learner but also as a person. Chard (1986) pointed out that the teacher's responsibility was for the total development of the child, to prepare it to become a useful citizen. This is in agreement with the RoK, (2004) that, the role of the teacher was not only to impart knowledge but also to help students learn how to be agents of life transformation.

McLaughlin *et al.*, (1989) argued that the teachers' motivation lies in promoting students growth and development. Ninety four percent (94%) of the respondents indicated that they felt attached to their students while 95% observed that they loved working with them. That a teacher felt attached to the learners was a clear sign of how committed he/she was and mindful of the welfare of the students. Sixty (60%) of the head teachers interviewed observed the same, that a teacher who got concerned about the welfare of the students was a committed one. This is in agreement with Shiundu and Omulando, (1996) and Ministry of Education (2000). Both sources concluded that the most important thing that should take place in a school was the teaching and learning process in class and through co-curricular activities and that any worthwhile education system is learner centered.

4.3.2.2 Teachers' Perceptions on Factors that Relate to their Performance of Duties

This section presented and discussed findings on teachers' perceptions as determined by how they performed their duties. Table 9 has the summary of the data.

Table 10: Teachers’ Perceptions on Factors in Relation to how they Performed their Duties

Descriptors	N	Rating	Rating
		(%)	(%)
		A	S.A
I do my work to the best of my ability without supervision	119	33	66
I explore new ideas in teaching methods and subject matter in order to teach effectively	117	39	52
I will enroll for further professional training in order to be a better teacher	118	34	46
I rarely get late to my classes	118	45	36
I prepare lesson plans and schemes of work without supervision	115	57	27
I develop and use teaching aids out of my own choice	116	57	21
I carry school work home to complete it	117	47	18
I don’t mind working after school hours	118	39	15

Source: Field Data

Table 10 shows that 54% of the respondents felt that they did not mind working after school hours. This concurs with the observations of 50% of the headteachers who pointed out that they were able to judge the commitment of teachers as observed from their willingness to work after school hours or weekends without pay. The study also revealed that 65% of teachers did not mind carrying school work home to complete it. This may be a sign of high commitment to their duties. Eighty one percent (81%) of the respondents indicated that they rarely got late to their classes. These observations are in agreement with the head teachers’ observations. Ninety (90%) of the head teachers interviewed pointed out that one of the most important indicator of a committed teacher is punctuality to class or duty. These results contradict Heysteck and Maree (2001) who found out that teachers in South Africa reported to class late and their class attendance was irregular. This manifested low level of motivation and low morale of teachers.

Thirty percent (30%) of head teachers also revealed that committed teachers do not need supervision; while a majority (99%) of teachers pointed out that most teachers did their work best without supervision. However, Knoll (1987) and Rettig (2000) argued that supervisory activities fostered motivation, inspiration and trust as well as help to improve teaching performance. Chief (1991) maintained that supervisors who allow their employees to participate in decisions that affect their own jobs will, stimulate higher levels of satisfaction. This is in agreement with the findings of this study where 84% of the respondents felt that they did not need supervision to prepare lesson plans and schemes of work. A further 78% felt that they developed and used teaching aids out of their own choice.

Eighty percent (80%) of the teachers were willing to enroll for further training in order to be better teachers. This showed that teachers were willing to go an extra mile to improve their performance. This observation agrees with 50% of the head teachers who noted that committed teachers would enroll for further training in order to improve their teaching skills. Ngware, Wamukuru and Odebero (2006) observed that human resource development through further training provided and enhanced quality service. Mead (1995) had the same opinion that people needed learning opportunities and challenge in their work. Scribner (2000) pointed out that teachers are motivated to update their skills and grow professionally.

4.3.3 Teachers' Perceptions on Factors Relating to the Work Environment

The study intended to get teachers' feelings on how the relationship with the school head, colleagues and school environment influenced their morale and commitment to work. Findings are represented on Table 11.

Table 11: Teachers' Perceptions on Factors Relating to the Work Environment

Item	N	M	SD	Percentages
I enjoy teaching in a school with adequate teaching - learning facilities	118	4.68	0.568	98 %
My work is enjoyable because the Head Master supports me	118	4.64	0.594	96%
I enjoy working in a school with clear roles and a supportive administration	117	4.63	0.535	99%
I feel good when any school head gives me a feedback on my performance	116	4.45	0.623	93%
I love working with a school head that is sensitive to my personal needs	118	4.44	1.812	90%
I have a sense of belonging because of the way staff mates relate with me	118	4.23	0.767	89%
I have a strong emotional attachment to my current station	117	3.68	1.072	69%

Source: Field Data

Table 11 shows that teachers liked working in a school with certain characteristics such as adequate teaching- learning facilities (98%), supportive and sensitive head-teacher (96%). Ninty three percent (93%) of teachers said that they valued feedback from their head-teachers on their performance. Relationship with colleagues gives teachers a sense of belonging, a factor that they perceived as a motivator. These descriptors scored over 90%, showing that teachers highly valued them and they influenced their morale and commitment to work. Hoy and Miskel (1991), Owens (1991) and Sergiorvann (1991) shared a common view that

teachers' perceptions of the work place or the quality of workplace influenced their motivation and commitment to work.

This study found out that most teachers (99%) perceived the support of administration as well as existence of clear roles in a school as important boosters to their morale and commitment to their duties. Benwell (2004) pointed out that lack of clear roles and responsibilities demotivates teachers, and was likely to result into conflicts. Linda (1998) observed that if school principals created a positive school climate and culture, teachers' morale would be improved. This observation is shared by Isherwood (1973) who pointed out that principals who showed good human relations to their teachers increased loyalty and improved teachers' motivation.

Ninety three percent (93%) of teachers perceived feedback from the head teacher on their performance as an important factor that promoted their morale and commitment to work. Feedback according to Steers and Porter (1991) refers to regular, direct and clear information on job performance and satisfaction level by the principal. Hoy and Miskel (1996) argue that feedback leads to job commitment and satisfaction. Mutshinyani (1997) regards feedback as liable to motivate teachers and encourage them towards achievement of competence. Teachers need adequate, regular and accurate feedback on their performance. Regular feedback is a strong predictor of job satisfaction (Fraser & Sorenson, 1992).

School heads play a vital role in the care for the personal welfare and emotional well-being of teachers. Thus 90% of the teachers indicated that they loved working in a school where the school head was sensitive to their personal needs. This is supported by Abbey and Esposito (1985) who observed that teachers who were supported by their school heads reported less stress and burnout. Most head teachers (78%) in the study observed that they had put into place measures for assisting teachers with personal problems. The assistance was in form of financial and counseling support.

The relationships in the workplace may affect teachers for good or bad. It is an important factor that influences their morale and commitment to work. Eighty nine (89%) of the teachers had claimed that they felt a sense of belonging in their schools because of the way colleagues related with them. Kloep and Tarifa (1994) reported that teachers seemed to be motivated and satisfied by congenial relationships at the workplace. Interpersonal relations with colleagues may contribute to job satisfaction and teachers are most satisfied with their

co-workers since they have a need to identify themselves with others and enjoy team -work (Steyn, 1994; Wright & Custer, 1998; Kusereka, 2003). However, this factor may have contributed to a majority feeling obliged to stay in one school, with 58% feeling that they had an obligation to remain in their current stations. Another 69% said that they had a strong emotional attachment to their schools. The head teachers were also on the opinion that teachers who were committed had good relationships with other teachers.

Ninety eight percent (98%) of the respondents pointed out that they enjoyed working in a school with adequate teaching- learning facilities. Akala, (2002) noted that investment in textbooks and instructional materials yielded highly in the success of learning and improved learning environment. The government of Kenya also ensured equitable distribution of learning-teaching materials in schools to support curriculum implementation (GoK, 2004). Therefore teaching-learning facilities, administrative support, clear roles, feedback and sense of belonging are among the most important factors that enhance the working environment thereby improving morale and commitment to duty of teachers in public secondary schools.

4.4 Relationship between Teachers' Characteristics and their Commitment to Work

Objective two sought to establish whether there was a significant relationship between teachers' characteristics and their commitment to work. The research sought to determine the extent to which teachers' characteristics, that is; gender, age, qualifications and experience influenced teachers' morale and commitment to work and their perceptions on factors that influenced their motivation to work. Each characteristic was analysed and discussed individually.

Null hypotheses were generated and tested using Pearson Moment's Correlation co-efficient at a significance level of $p < 0.05$. Kathuri and Pals (1993) pointed out that the tool is appropriate because the kind of data generated by this study was both nominal and ordinal. Secondly when looking for relationships between variables Pearson Moments' Correlation co-efficient is relevant. Hypothesis one stated that:

Ho₁. There is no statistically significant relationship between teachers' characteristics and their commitment to work.

Table 12: Relationship between Teachers' Commitment to Work and their Gender

	Gender		
Teachers' Commitment to Work	N=119	r=0.96	p=0.300

Source: field Data

Table 12 indicates that there was no significant relationship between teachers' commitment to work and their gender ($p>0.05$; $r=0.96$). This led to the acceptance of the hypothesis that stated that there was no statistically significance relationship between teachers' commitment to work and their gender. This implied that teachers' commitment to work was the same irrespective of their gender.

This contradicts what Bull (2005) found out in his study that there existed a strong relationship between gender and organizational commitment. He maintained that his findings corresponded with other international research findings such as Cramer (1993); Meyer and Allen (1997); Mowday et al; (1987) and Sekara, (2000). They had found out that female workers were more committed than their male counterparts to an organisation. This they observed could be due to the fact that women found the organizational values similar to their own. Teacher motivation and commitment to work differ from setting to setting. These contradictions could be due to different settings of schools in urban, suburban or rural settings.

Table 13 shows the relationship between teachers' commitment to work and their age.

Table 13: Relationship between Teachers' Commitment to Work and their Age

	Age bracket		
Teacher Commitment To work	N=119	r=0.051	p=0.578

Source: Field Data

The study also found out that there was no significant relationship between teachers' commitment to work and their age bracket ($p > 0.05$; $r = 0.051$). Studies done by other researchers such as Dunham, Grube and Castaneda, (1994); Luthans, (1992) and Meyer and Allen, (1997) revealed that there was a significant relationship between age and employees commitment to the organizational goals. They argued that as individual's age, alternative opportunities for employment became limited and current job becomes more attractive. Older people also had invested more both financially and psychologically in an organisation. Therefore they lack the desire to move. Bragg (2002) called them 'have to' workers because they stay in an organization for lack of other jobs. In this current study 66% said that they would leave if they got other jobs and only 34% said that they had invested too much to consider leaving. Younger employees were more mobile; this study revealed that there was only 4% of the younger generation. Bull (2005) observed that age had a positive relationship with commitment. This could be due to limited chances of alternative employment that has affected all ages.

Table 14 shows the relationship between teachers' commitment to work and teachers' years of experience.

Table 14: Relationship between Teachers' Commitment to Work and their Years of Experience

		Experience	
Teacher	N=119	r=0.070	p=0.450
Commitment			
To work			

Source: Field Data

Table 14 indicates that there was no statistically significant relationship between teachers' commitment to work and their years of experience ($p > 0.05$; $r = 0.070$). This led to the acceptance of the hypothesis that stated that there was no statistically significant relationship between teachers' commitment to work and the teachers' experience. This implied that teachers' commitment to work was the same despite years of experience. Eighty four percent (84%) of the respondents had teaching experience of over ten years. This observation concurs with Cramer, (1993) who argued that the length of service is not associated with greater commitment. Kinnear and Sutherlands (2000) also share the same view. However a study

carried out by Tsui, Leung, Cheung and Mok (2003) indicated that teachers who stayed longer in the profession tended to be more committed to their schools. These findings were consistent with findings of other studies by Steers (1977), Cheng (1990), Yeung and Cheng (1991) and Bull (2005). This could be due the fact that such teachers had invested a lot in the career and therefore felt more committed. It could also be due to reduced employment opportunities with age. Previously in this study majority (66%) of teachers had indicated the desire to leave for greener pastures if such became available.

Further, the study sought to determine the relationship between commitment to work and teachers' professional qualifications, and findings are tabulated in Table 15.

Table 15: Relationship between Teachers' Commitment to Work and their Professional Qualifications

		Level of Education	
Teacher	N=119	r=-0.080	p=0.01
Commitment			
to Work			

Source: Field Data

The study found out that there was a significant relationship between commitment to work and teachers' academic and professional qualifications a teacher has (**p>0.05; r=-0.080**). This led to the rejection of the hypothesis that stated that there was no significant relationship between the teachers' characteristics (qualification) and teachers' commitment to work since $p < 0.05$. This contradicts Meyer and Allen, (1997) who maintained that the level of education was not related to commitment. They argued that the more qualified an employee was the higher the chances of finding alternative jobs. They also added that a highly qualified employee had higher expectations which the organization may not be able to meet. Bull (2005) found out that there was no significant relationship. However, Chusmur, (1982) as cited in Voster, (1992) pointed out that there was a positive relationship between level of education and commitment especially in women. It is illustrative to note that women teachers accounted for 67% of the sample in this study. Snyder, Chapman and Burchifields

(1993) observed that teachers' motivation and commitment to work was significantly related to the amount of training they received.

4.5 Relationship between Teachers' Perceptions on Factors Influencing their Motivation to Work and Teachers' Characteristics.

Objective three sought to find out the extent to which the teachers' characteristics; that is gender, age, qualification and experience in public secondary schools influenced teachers' perceptions of the factors that influenced their morale and commitment to work.

In order to determine the relationship between secondary school teachers' perceptions on selected factors that influenced their morale and commitment to work and their characteristics, a hypothesis was generated:

Ho₂. There is no statistically significant relationship between teachers' characteristics and their perceptions on factors that influence their morale in public secondary school.

The hypotheses was tested using Pearson moments' correlation at a significance level of $p < 0.05$.

4.5.1: Relationship between Teachers' Perceptions on Factors that Influenced the Morale of Teachers and their Gender

It was hypothesized that there was no statistically significant relationship between teachers' characteristics (gender) and their perceptions on factors that influence their morale. The results of the study are presented on Table 16.

Table 16: Relationship between Teachers' Perceptions on Factors that Influence their Morale and Teachers' Gender

		Gender	
Perception of factors that influence the morale of teachers.	N=119	$r = -0.067$	$p = 0.0470$

Source: Field Data

The findings in Table 16 indicate that there was no statistically significant relationship between teachers' perceptions on factors that influenced their motivation and gender ($P > 0.05$; $r = 0.067$). This led to the acceptance of the hypothesis which stated that there was no significant relationship between teachers' characteristics (in this case gender) and their perceptions on factors that influenced their morale. This implied that the perceptions of teachers on factors that influenced their morale was the same irrespective of their gender.

4.5.2 Relationship between Teachers' Perceptions on Factors that Influence their Morale and their Age

The result of the test of significance between age and motivation are indicated on Table 17.

Table 17: Relationship between Teachers' Perceptions on Factors that Influence the Morale of Teachers and their Age

		Age Bracket	
Perceptions on factors that influence the morale of teachers.	N=119	$r = -0.251$	$p = 0.006$

Source: Research Data

The study also found out that there was no statistically significant relationship between teachers' perceptions on factors that influenced their morale and age. ($p > 0.05$; $r = 0.251$). This also led to the acceptance of the hypothesis that there was no statistically significant relationship between perception on factors that influenced the morale of teachers in public secondary schools and their age.

4.5.3 Relationship between Perceptions on Factors that Influenced the Morale of Teachers and Years of Experience

It was hypothesized that there was no statistically significant relationship between teachers' years of experience and their perceptions on factors that influenced their morale. The results of the study are presented on Table 18.

Table 18: Relationship between Perception on Factors that Influenced the Morale of Teachers and Years of Experience

		Experience	
Perceptions on factors that influence the morale of teachers.	N=119	r=-0.127	p=0.167

Source: Field Data

Table 18 indicates that there was no statistically relationship between teachers’ perception on factors that influenced their morale and their years of experience (**P>0.05; r=0.167**). The respondents were required to indicate their years of experience as between 1-4 years, 5-9 years, 10-14 years, 15-20 years, 21-24 years and above 25 years. The study found out that, the majority (88%) of teachers had experience of over 10 years and there was no significant relationship between this experience and the perceptions on factors that influenced their motivation to work. A study done in Arizona by Bridges (2009) found out that teaching experience had a positive relationship with teachers morale, however teachers with over 20 years of experience showed a negative relationship.

4.5.4 Relationship between Perceptions on Factors that Influence the Morale of Teachers and Teachers’ Professional Qualifications.

It was hypothesized that there was no statistically significant relationship between teachers’ professional qualifications and their perception on factors that influenced their morale. The results of the study are presented on Table 19.

Table 19: Relationship between Teachers’ Perceptions on Factors that Influenced their Morale and Professional Qualifications.

		Level of Education	
Perceptions on factors that influence the morale of teachers.	N=117	r=-0.080	p=0.1

Source: Field Data

Teachers' perceptions on factors that influenced their morale by professional qualifications were also studied. The respondents indicated their qualification either as a Diploma, B.Ed(Sc/Arts), BA/Bsc or BA/Bsc with PGDE. Those with masters' degree and any other qualification were also requested to indicate. The study found out that there was no significant relationship between teachers' perception of factors that influenced their morale and the level of professional qualifications ($p=0.05$; $r=-0.080$). This led to the acceptance of the hypothesis that stated that there was no statistically significant relationship between teachers' characteristics and their perception of the factors that influenced their motivation to work.

This study concluded that there was no significant relationship between teachers' characteristics and their perception on factors that influenced their morale and this could be due to the fact that all teachers have to contend with the same working conditions such as inadequate teaching facilities, huge workloads, low salaries and status among others. Furthermore all teachers work hard if working conditions are improved (Bedassi, 1990).

4.6 Relationship between Teachers' Perceptions on Selected Factors that Influenced their Morale and Commitment to Work.

The study also sought to determine whether there was a significant relationship between the teachers' characteristics and their commitment to work. In order to determine the relationship between secondary school teachers' perceptions on factors that influenced their motivation and commitment to work a hypothesis was generated.

H₀₃: There is no statistically significant relationship between teachers' perceptions on factors that influence their morale and their commitment to work

The results are tabulated on table 20.

Table 20: Relationship between Teachers’ Perceptions on Factors that Influence their Morale and their Commitment to Work

		Teachers’ Commitment	
Perception of factors that Influence the Morale of Teachers	N=120	r=0.161	p=0.079

Source: Field Data

This study found out that there was no significant relationship between teachers’ commitment to work and their perceptions on the factors that influenced their motivation to work. This led to the acceptance of the hypothesis that there was no statistically significant relationship between teachers’ perceptions on factors that influenced their morale and their commitment to work since $p > 0.05$.

A study carried out by Abdullah, Shuib, Muhammad, Khalid, Nor and Jauhar (2007) revealed that commitment level had high correlation with employees’ perceptions on pay, supervision, promotion and relationship with co-workers. Stoner, Freeman and Gilbert Jr. (2001) claimed that motivation was a human psychological characteristic that contributes to a person’s degree of commitment, thus motivation and commitment were related. Fresko, Kfir and Nasser (1997) concluded that teachers’ commitment to their work correlated positively with motivation and job satisfaction. Tolbert and Moen, (1998) argued that workers who perceived that there was an opportunity for promotion showed significant positive correlation with commitment. In Poland, teachers’ motivation and satisfaction were related to how they were let to participate in decision making and school management, good salary, supply of teaching-learning materials, freedom to do what they wanted and co-operation with pupils, parents and co-workers, Van der Westhuizen and Smit as cited in Bull (2005).

CHAPTER FIVE

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to determine the perceptions of public secondary school teachers on the factors that influenced their morale and commitment to work. It aimed at establishing teachers' perceptions on selected factors influencing their motivation to work and to find out whether there was any statistically significant relationship between their perceptions and their personal characteristics. The study also investigated whether there was any statistically significant relationship between teachers' perceptions on factors that influenced their morale and their commitment to work. Therefore this chapter presents a summary of the conclusions and implications of the study, recommendations and recommendations for further research.

5.2 Conclusions and Implications of the Major findings

On the basis of the data analysed according to responses to research objectives which were in turn based on research question and hypotheses. The following were the major findings of the study:

- i.) The first objective was to determine public secondary school teachers' perceptions on selected intrinsic and extrinsic factors that influenced their morale and commitment to work in Nakuru District.

The study continued to conclude that teachers perceived certain factors as very important in influencing their motivation and commitment to their work. Remuneration, availability of training opportunities, responsibility given in school, participation in decision making, social status and job security were perceived as some of the most important factors influencing the morale and commitment of teachers in their work.

Salary was perceived as a major influencer. This implies that teachers' pay should continue being made more attractive and competitive to help maintain high levels of commitment and job satisfaction. Teachers should be rewarded for effective performance that they display. Other aspects of morale, job satisfaction and motivation can best be enhanced at the institutional level. School heads therefore should come up with ways of satisfying human needs as indicated in the Maslow's hierarchy of needs. The study also showed that teachers

are primarily motivated by intrinsic rewards such as self-respect, responsibility and sense of accomplishment. Thus administrators can boost teachers' morale by involving them in decision making, supportive evaluation and in-service training.

It was therefore generally concluded that teachers felt that their opinions were not listened yet teachers measured their job satisfaction by such factors as participation in decision making. Thus head teachers should ensure that teachers participate in formulation of policies that affect them, this helps them to have a sense of ownership or a sense of belonging.

Professional development programs should be put in place that would help teachers actualize their personal and institutional goals. Policies makers should ensure that pay increase was pegged on the basis of additional knowledge and skills.

In this study, teachers did not feel a sense of belonging to their institutions and yet sense of belonging is one of the factors that influenced morale and commitment to work. This means that school managers should involve teachers in decision making in order to boost their morale and commitment to work.

Most of the teachers indicated that they enjoyed working in a school with certain characteristics such as adequate teaching-learning facilities, supportive and sensitive head teacher and good relationship with colleagues were some of the most important factors that gave teachers motivation and commitment to work. School heads should ensure good interpersonal relations in the school. This will make teachers excel in their performance of duties.

This study found out that most teachers appeared to enjoy the opportunity to work with learners and nurture their learning. They obtained their greatest job satisfaction through a sense of achievement in reaching out to and helping students. The study also showed in the sample schools that most teachers were disappointed when their students did not perform as expected. The study concluded that teachers were not only concerned with their students' performance but also encouraged them to share with them their personal problems. This implies that school managers should create the right working conditions so that teachers may enjoy their work hence maintain high commitment and morale in their work. This study concluded that policy makers and school managers should ensure that there is conducive working environment to enable teachers to interact well with their learners. It also concluded

that teachers were highly committed to their work; there was less absenteeism, lower burnout, less dysfunctional classroom behaviour and high productivity.

ii.) The second objective was to establish whether there was a significant relationship between public secondary school teachers' characteristics and their commitment to work.

This study concluded that there was no significant relationship between teachers' commitment to work and their age. It further found out that there was no significant relationship between experience of the teacher and their commitment to work. Neither was there a significant relationship between teachers' gender and commitment to their work. Therefore, this implies that the teachers' characteristics have no influence on their morale and commitment to work. However, there was a statistically significant relationship between teachers' commitment to work and their academic and professional qualifications. Therefore teachers' professional growth should be enhanced through in-service training and opportunities for further training.

iii.) The third objective was to establish whether there was a significant relationship between public secondary school teachers' characteristics and their perceptions on selected factors that influenced their morale.

The study concluded that there was no significant relationship between teachers' gender, age, years of experience and academic and professional qualifications and perceptions of the factors that influenced their morale. This could be due to the fact that all teachers work under the same working environment such as inadequate teaching facilities, huge workloads, low salaries and status among others. School heads should therefore motivate teachers by giving them special attention to their physical comfort. Furthermore all teachers work hard if working conditions are improved.

iv.) The fourth objective was to establish whether there was a significant relationship between public secondary school teachers' perceptions on factors that influenced their morale and their commitment to work.

The study concluded that there was no significant relationship between teachers' perceptions on factors that influenced their morale and their commitment to work. This implies that

factors that teachers perceived as important in influencing their morale should be improved and where they are adequately supplied they should be maintained to keep commitment and morale high.

5.3 Recommendations

Based on the above findings and conclusions, this study made the following recommendations which aimed at improving the morale and commitment of teachers in their work.

1. Since remuneration was perceived as a major motivator it should be improved further. Policy interventions on salary structures should be undertaken to encourage higher levels of motivation and job satisfaction among teachers.
2. There is need to motivate teachers in order to maintain the high level of commitment in their work. School heads should think of ways of motivating teachers for instance, they should give incentives such as certificates of the ‘teacher of the week’.
3. Teachers should be involved in formulation of policies that affect them that is participatory decision making in order to give them a sense of belonging.
4. There is need for Ministry of Education to organize skill up-grading and in-service training programmes regularly to help teachers cope with emerging challenges in schools.
5. Since responsibility was viewed as a motivator, head teachers should ensure that teachers are given more responsibilities not just classroom teaching.
6. TSC has a responsibility of ensuring that teachers have job security through implementation of schemes of service for all cadres of teachers.
7. Schools should have adequate teaching-learning facilities in order for teachers to enjoy their work.
8. School heads should be sensitive to their teachers’ personal needs because it motivated them.
9. Finally good relationships with work mates should be maintained to give teachers a sense of belonging,

5.4 Recommendations for Further Research

1. A similar research should be conducted in a different district in the country. Such a study would give an insight as to whether other teachers have the same perceptions.
2. The study was also limited to public secondary schools and hence a research should be extended to primary and private secondary teachers.

3. This study did not categorise schools into national, provincial or district schools, therefore there is need to carry out another research focusing on schools' categories.
4. The difference between teacher motivation in urban, suburban and rural secondary schools should be explored. Schools problems frequently differ from setting to setting.
5. A study should be carried out to investigate how working conditions in different schools influence teachers' perceptions on motivation factors motivation and commitment to work.
6. An investigation should be carried to determine relationship between teacher motivation and commitment to work and students' performance. This is important in establishing the concept of teacher motivation in relation to educational outcome.

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APPENDIX 1

TEACHER QUESTIONNAIRE

The questions below seek to determine **Secondary School Teachers' Perceptions on selected Factors that Influence their Morale and Commitment to Work**: Your personal feelings and opinions on how you perceive certain aspects related to your work and hence motivates or makes you feel committed to your work are considered of great importance to this study. Please answer the questions as honestly and objectively as you can. Remember there is no right or wrong answer. The information you give will be treated with utmost confidentiality and will be used for research purposes only.

Part A

Bio Data

Q1. Please indicate your gender. Tick (✓) one.

Male

Female

Q2. Please tick against your age bracket.

20-24 25-29 30-34 35-39 40-44 45-49 Above 50

Q3. Indicate the years you have been teaching.

(a) 1-4 years (b) 5-9 years (c) 10-14 years (d) 15-20
(e) 21-24 (f) Above 25 years

Q4. What is your level of training?

(a) Diploma (b) B.Ed (sc)/Arts (c) BA/Bsc
(d) BA/Bsc with PGDE (f) Masters in Education
(e) Other qualifications (Please specify)

Part B

Rate the following personal observations about teaching in so far as they relate to your perceptions on factors that relate to your students and commitment to your duties. Kindly tick the appropriate rating using the given scale.

KEY

- 1. - **Strongly Disagree**
- 2. - **Disagree**
- 3. - **Undecided**
- 4. - **Agree**
- 5. - **Strongly Agree**

- | | | | | | |
|---|---|---|---|---|---|
| 1. I encourage my students to do extra work and I enjoy marking it. | 1 | 2 | 3 | 4 | 5 |
| 2. I don't mind working even after school hours. | 1 | 2 | 3 | 4 | 5 |
| 3. I carry work home to complete it. | 1 | 2 | 3 | 4 | 5 |
| 4. I enjoy working with my students. | 1 | 2 | 3 | 4 | 5 |
| 5. I feel attached to my students. | 1 | 2 | 3 | 4 | 5 |
| 6. I encourage my students to share with me their personal problems. | 1 | 2 | 3 | 4 | 5 |
| 7. I like taking students out for co-curricular activities even without being asked by the school head. | 1 | 2 | 3 | 4 | 5 |
| 8. I prepare my lesson plans and schemes of work without supervision. | 1 | 2 | 3 | 4 | 5 |
| 9. I develop and use teaching aids out of my own choice. | 1 | 2 | 3 | 4 | 5 |
| 10. I rarely get late to my classes. | 1 | 2 | 3 | 4 | 5 |
| 11. I get concerned when students do not perform as expected. | 1 | 2 | 3 | 4 | 5 |
| 12. I do my work to the best of my ability even without supervision. | 1 | 2 | 3 | 4 | 5 |

14. I enjoy teaching when the learners are active and participative.

1 2 3 4 5

15. I work harder because I enjoy seeing my students performing better.

1 2 3 4 5

16. I am concerned when my students don't ask questions or complete their homework.

1 2 3 4 5

17. I would enroll in further professional training in order to be a better teacher.

1 2 3 4 5

18. I like exploring new ideas in teaching methods and subject matter in order to teach more effectively.

1 2 3 4 5

19. I think of different ways in which to improve my teaching.

1 2 3 4 5

Part C

Please rate the following statements depending on the way you feel they relate to your personal perceptions on your job as a teacher by ticking against the number as shown in the scale below.

KEY

1. - Strongly Disagree

2. - Disagree

3. - Undecided

4. - Agree

5. - Strongly Agree

1. I enjoy working in a school with clear roles and supportive administration.

1 2 3 4 5

2. I feel satisfied with the responsibilities my school head has given to me.

1 2 3 4 5

3. I feel a sense of belonging because of the way staff mates relate with me.
1 2 3 4 5
4. My work is enjoyable when my school head supports me.
1 2 3 4 5
5. I love working with a school head that is sensitive to my personal needs.
1 2 3 4 5
6. I feel good when my head teacher gives me feedback on my performance.
1 2 3 4 5
7. I enjoy teaching in a school with adequate learning- teaching materials.
1 2 3 4 5
8. Teaching gives me many opportunities to use my abilities and I like it.
1 2 3 4 5
9. I enjoy attending and participating in extra-curricular activities.
1 2 3 4 5
10. I feel appreciated when my suggestions and contributions are asked.
1 2 3 4 5
11. I get recognized for the good work I do in my school and this makes me feel good.
1 2 3 4 5
12. I feel a lot of emotional attachment to my school.
1 2 3 4 5
13. I love to be responsible and my school provides with many opportunities to be so.
1 2 3 4 5
14. I feel a lot of obligation to remain in my current station.
1 2 3 4 5
15. I feel a strong sense of belonging to my school to even consider leaving.
1 2 3 4 5
16. I would be very happy to spend the rest of my career life in teaching profession.
1 2 3 4 5
17. I have invested too much in my profession to consider changing.
1 2 3 4 5
18. I am satisfied with the progress I am making in my career.
1 2 3 4 5

19. The teaching profession gives me the social status that I desire in the community.
- 1 2 3 4 5
20. I feel secure in my job because my employer has adequate policies and guidelines to protect me as a teacher.
- 1 2 3 4 5
21. I feel appreciated by my employer because my opinion is listened to.
- 1 2 3 4 5
22. I love my job because there are many training opportunities offered by my employer to help me perform my job better.
- 1 2 3 4 5
23. I am well remunerated for the job I do.
- 1 2 3 4 5
24. I like my job because it provides support for those who decide to further their training.
- 1 2 3 4 5
25. My employer appreciates the responsibilities that I have as a teacher.
- 1 2 3 4 5
26. I love my job and I don't want to leave.
- 1 2 3 4 5
27. I do other income generating activities to supplement my pay.
- 1 2 3 4 5
28. Please indicate other factors that you perceive as important in hindering or promoting your love for your career.
-
-
-
-
-
-
-
-

APPENDIX II

INTERVIEW SCHEDULE FOR HEADTEACHERS

This interview Schedule seeks to determine **Secondary School Teachers' Perceptions on selected Factors that Influence their Morale and Commitment to Work:** Your personal feelings and opinions on what motivates or makes teachers feel committed to their work are considered of great importance to this study. Please answer the questions as honestly and objectively as you can. Remember there is no right or wrong answer. The information you give will be treated with utmost confidentiality and will be used for research purposes only.

1. What do you think are indicators of teachers with high morale?

2. In what ways does your school motivate teachers?

3. How are new teachers inducted into the school programmes

4. How do you assist teachers with personal problems?

5. Are there reward systems for teachers who show commitment to their work?

6. What would you describe as characteristics of a teacher who is highly committed to his/her profession?

7. In your opinion what sustains the level of commitment of teachers in your school?
Please explain

8. What do you think are some of the factors that motivate teachers to remain in your institution?

9. In your opinion do you think aspects such as age, academic qualifications, experience or gender of the teacher has any significance in his/her commitment to work?

10. What do you think should be done in order to improve the morale and commitment of the teacher?

APPENDIX III

RESEARCH AUTHORIZATION