

**FACTORS INFLUENCING MOTIVATION OF SECONDARY SCHOOL
TEACHERS TOWARDS IMPROVED PERFORMANCE IN THEIR
TEACHING IN IMENTI SOUTH DISTRICT, KENYA**

BY

KIMATHI KABURU JOSEPH



**A Thesis submitted in Partial Fulfillment of the Requirements for the Award of
the Master of Education in Educational Leadership and Management Degree of
Kenya Methodist University.**

JUNE 2011

ABSTRACT

Motivation is a key aspect to any employee's productivity and performance. Teacher motivation is a key factor towards improved students' examination results. This study aimed at identifying the factors influencing motivation of secondary school teachers towards improved performance in their teaching. The study was conducted in Imenti South District. The target population of the study was 65 school principals and 731 classroom teachers in Imenti South District. The study adopted a descriptive survey design. Simple stratified sampling was used to select the study sample. The sample was composed of 17 principals and 187 teachers. Piloting was done to test for validity and reliability of the instruments. The study adopted Maslow's hierarchy of needs theory of motivation. The study used questionnaires to collect data from teachers, interview schedules from principals and observation schedule to observe situations within the school that may suggest that the teachers are motivated. Data was analyzed using the statistical package for social sciences (S.P.S.S). Data was grouped into percentages on a likert scale of 1-5. Figures and tables were used to present the results. The results showed that inadequate remuneration, unfavorable study leave and transfer policies were the T.S.C. factors influencing motivation of teachers. School factors that motivated teachers were the location of the school, availability of adequate learning facilities, and provision of material gains to the teachers. However teachers were less motivated by the authoritarian style of leadership used by school principals, as well as being sponsored to courses that did not give them promotional skills. The study recommends that teachers remuneration and terms of employment needs to be reviewed, especially those related to study leave and transfer of teachers from one school to another.