

THE IMPACT OF TERMS AND CONDITIONS OF SERVICE ON MOTIVATION OF PRE-SCHOOL TEACHERS IN KENYA

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ABSTRACT

The effects of terms and conditions of service on motivation of pre-school teachers in Kenya are not clear. Therefore, this study aimed at analyzing the impact of the terms and conditions of service on motivation of pre-school teachers in Kenya. The specific objective was to establish the effects of terms and conditions of service on motivation of pre-school teachers in Kenya. The study adopted ex post-facto research design using 180 public pre-schools. A 20% sample size was used. The target population was the pre-school teachers only. Pre-school teachers were categorized as those in public schools, those in private schools and those in religious institutions. Only one teacher was interviewed in selected public schools even if some schools had more than one pre-school teacher. Stratified random sampling was used. The sampled pre-school teachers responded to a self administered questionnaire of pre-school teachers' terms and conditions of service. Data was analyzed using both descriptive and inferential statistics. Frequency tables were used to determine the relationship between the study variables. The findings revealed that there were factors which affected the motivation of pre-school teachers. The study revealed that the majority of respondents were very discouraged with the personal development factors. 9.2% were motivated and 13.9% were not very sure whether they were discouraged or not.

Key Words: Motivation, Terms, Conditions, Pre-school Teachers

Introduction

Many studies have been done on the effects of terms and conditions of service on motivation of primary, secondary and tertiary teachers but little efforts have been made to study the effects of terms and conditions of service on motivation of pre-school teachers despite their vital roles. For instance, in Kenya the Teachers Service Commission Remuneration committee (TSCRC) has always endeavored to review teachers' salaries and allowances in primary, secondary and tertiary institutions, hence ignoring completely the welfare of pre-school teachers in Kenya.

Hertzberg et al., (1957) identified a number of variables that determined the motivation of workers or employees; salary, job security, career advancement setting work related goals,

treating people fairly among others lead to employee motivation. Vroom et al., (1964) said motivation and performance are influenced by a number of factors which they identified as: the perceived link between effort and performance, the perceived link between performance and outcomes and the significance (value) of the outcome to the person. Effort (motivation) depends on the likelihood that reward will follow effort and that the reward is worthwhile. Ways of motivating and inspiring employees to work even better are as follows: the employer should seek and use employees' own ideas, the employer must endeavor to keep the employees well informed about the organization undertaking, the employer should express personal interest in employees, those who employ should instill pride in the work well done and the employers should provide effective supervision of their employees. The problem however, has been that the government and various sponsors that offer the pre-school education have not taken seriously the motivated aspect of pre-school teachers in Kisii central district. Pre-school teachers in Kisii central district hence, continue to operate under unknown terms and working conditions.

Young (1997) in a report presented in the World Bank stated that: "To provide quality education for young children adequately, trained teachers and care givers throughout the world should be given professional status and receive compensation that affects such professionalism". Similarly, Fredric Taylor (Okumbe, 1999) advocated for high pay in one of this principles. He stressed that high pay should be tied to successful completion of an assigned task. In this regard, the services given by pre-school teachers deserve recognition by all stakeholders. The number of pre-schools in the country in the year 2001 was 26213 with a total enrolment of over 1,096620 children. Hence this study sought to analyze the impact of the terms and conditions of service on motivation of pre-school teachers in Kenya.

Statement of the Problem

The effects of terms and conditions of service on the motivation of pre-school teachers are not established given that the terms and conditions of service have a bearing on their motivation to work which in turn is likely to affect their productivity to a large extent. Hence this study sought to analyze the impact of the terms and conditions of service on motivation of pre-school teachers in Kenya.

Research Objectives

To establish the effects of terms and conditions of service on motivation of pre-school teachers in Kenya

Research Methodology

The study adopted ex post-facto research design because it does not manipulate the variables which have already occurred, but simply to establish relationship between the independent and dependent variables. Simple random sampling was used to select a random sample of 36 pre-

school teachers from a target population of 180 pre-school teachers. This is in line with Gay (1992) who asserted that for a small population one should take a sample size of 20% of the entire population. Both closed and open ended questionnaires were used to collect data. A questionnaire would enable the researcher to cover a large population within a short time and with fewer personnel thus reducing costs. In the event a pre-school teacher was not able to fill the questionnaire, the researcher personally interviewed the respondents to obtain the required data. Data was analyzed using both descriptive and inferential statistics. Frequency tables were used to show the respondent counts in terms of number and percentages and motivational levels. The frequencies (F) and percentages (%) were used to determine the motivation level of pre-school teachers in Kisii Central District.

Results and Discussion

The study sought to establish the effects of terms and conditions of service on motivation of pre-school teachers in Kenya. The respondents were asked to indicate how they were motivated with factors that pertained to their personal development. The factors included opportunity for advancement, amount of salary they got, job security, promotion based on ability, provision of house allowance, existing welfare, working environment, provision for retirement benefits, their family needs and aspirations as affected by their job and opportunity for in-service education to sharpen their teaching skills. The table indicated that majority of the pre-school teachers were discouraged by issues that pertains to personal enhancement. For example, 77.8% were very discouraged by their job security, 72.2% were very discouraged with the amount of salary they received, a majority of them, 86.1% were very discouraged with the provision of house allowance which majority did not receive, 94.4% were very discouraged with the provision for retirement benefits, 77.8% were very discouraged with the existence of welfare.

A majority of the pre-school teachers, 72.2% were very discouraged with the promotion on their ability. This showed that the teachers were not promoted as required in any working organization. The findings indicate that pre-school teachers were de-motivated with the aspects that involved personal development. This is in line with Herzberg (1959) who defined motivators as those factors that create satisfaction by fulfilling individuals' needs for meaningful personal growth. Herzberg (1959) said that once the hygiene areas are addressed, motivators will promote job satisfaction and promote productivity. Moreover, respondents were asked to give their feelings about school related factors. The factors included availability of teaching materials, their relationship with other teachers, the number of pupils per class, the number of lessons they taught weekly, sharing of experiences with other teachers, their relationship with teachers, the work related goal, status of pre-school teachers, recognition from colleagues on performance, support from the community and parents. The table showed that in general 29.8% of the pre-school teachers were motivated with school related factors, 16.6% were slightly motivated, 25.2% were not sure, 7.6% were slightly discouraged and 21.7% were very discouraged. The finding indicated that productivity and efficiency are directly affected by how

people work, and this is equally affected by their work environment. This may include such issues as space, equipment, air conditioning, comfortable chairs. Many people are demotivated if their working conditions are poor. On factors pertaining to administration of pre-school teachers the findings revealed that 27.8% were motivated with the recognition from the management, 25% were motivated with their relations with the school management and the same number of respondents was motivated with performance feedback practices. Thus, managers have the role of motivating employees to do a good job and strive for excellence.

Conclusions and Recommendations

From the foregoing, school related factors motivated pre-school teachers. The study found out that respondents were not motivated by factors related to personal development but were motivated by school related factors and were neutral on the administrative factors. Hence, clear methods of pre-school teacher remuneration and promotion should be instituted by various employers; the government should have a hand in improving the working conditions of pre-school teachers and different employers should establish clear working conditions by putting up better terms and conditions of service that are uniform.

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