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Determinants of Teacher Motivation in Public Pre-Schools in Uasin Gishu County, Kenya

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ABSTRACT

Motivated teachers work better and so produce better outcomes. The issue of motivation is paramount in making sure that the anticipated learning outcomes are positive and admirable. Teacher motivation is crucial in contribution of quality learning in early childhood development centers, which goes a long way in molding responsible, creative and innovative future persons, who will contribute positively to national building. This study was designed to analyze determinants of teacher motivation in Early childhood development education in public preschools in Uasin Gishu county; to determine the influence of school related factors on motivation in public pre-schools in Uasin Gishu County, to assess the teacher characteristics on motivation of public pre-school teachers in Uasin Gishu county, to determine the influence of stakeholder's in the provision of resources on motivation of preschool teachers and to assess the influence of teacher recognition on teacher motivation. The study adopted incentive theory of motivation. The study adopted descriptive survey research design; and used the mixed methods approach. It inclined on pragmatism research

paradigm which combines both positivism and interpretive within the scope of a single research. The target population comprised of head teachers, ECDE teachers and county officials. The sample of the study was selected using Krecje and Morgan's table (1970). The sample will comprise 214 head teachers, 274 ECDE teachers and 10 county officials totalling to 498 respondents. Quantitative data was collected using questionnaires, while qualitative data was generated through observation and interview schedules. Quantitative data was analyzed using descriptive and inferential statistics. Qualitative data was categorized and organized in form of themes and narratives. The study findings revealed that there was a significant relationship between school-related factors and teacher motivation ($p=0.000$); there was a significant relationship between teacher characteristics and teacher motivation ($p=0.000$); there was a significant relationship between stakeholder support and teacher motivation ($p=0.000$) and that there was a significant relationship between teacher recognition and teacher motivation ($p=0.000$). The study concluded that most teachers are always prepared to teach in the school. The school board supports and attends to the needs of all teachers. Recognition is a very rewarding experience for an excellent classroom teacher and his or her students. The study recommended that schools should ensure that pre-school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. Teacher training programs need to reflect more on what the teachers will need in the classroom when they become teachers. The study also recommended that teachers should be remunerated well to motivate them in their job.

Keywords: School-Related Factors, Teacher Motivation, Teacher Characteristics, Stakeholder Support, Teacher Recognition

INTRODUCTION

Background to the Study

Teacher motivation is crucial in contribution of learners' learning in Early Childhood Development (ECD) centers, which comprise one of the immediate social and physical environments that influence learners' development (Essa, 2003). In order for ECD centers to provide the necessary conditions for learners' holistic development, teachers should be well motivated. Highly motivated teacher plays a vital role of nurturing, teaching and caring for the young learners, providing social, emotional and language development. Motivation leads to employees' satisfaction and happiness in their workplace which enhances high job performance (Ufuophu-Biri, 2014). Thus, highly motivated employees are likely to perform better than less motivated employees.

Little has been done by governments in the past to promote ECDE because ECDE has been decentralized to non-government organizations and communities which are monopolized by the private sector, turning it into a private venture whose quality is questionable (Gichuki 2015). The Kenyan government for instance does not aid in teacher preparation and construction of the much needed learning facilities; a number of pre-schools do not have permanent buildings, hence, teaching and learning are held outdoors under trees (Adams & Swadener, 2000, Nganga 2009). Equally, lack of professional development opportunities for teachers and high pupil to teacher ratios is a problem.

Teachers' performance has become an important issue in the contemporary society given their responsibility of imparting knowledge and skills to learners by moulding them towards realizing their potentials in life at formative years (Owala, 2016). Globally, there is a shortage of professionally trained and qualified ECE teaching staff in many countries. The condition of service to ECE teaching staff tends to be inferior to those of their counterparts in other education sectors. These challenges have been met with success yet in other countries they

remain a challenge (International Task Force, 2010).

ECDE teachers in Uasin Gishu County face the same challenges experienced by teachers in other devolved governments like the case in Embu West. These challenges include understaffing, lack of professional development, lack of teaching and learning resources, low salary and poor working conditions (Gichuki, 2015). It is because of the essence of this background information that this study will analyse the factors that may motivate teachers, in Uasin Gishu County, Kenya.

Teachers also lacked adequate teaching and learning resources to enable them to implement ECDE curriculum effectively and motivate them to carry on their duties (Ng'ang'a, 2009). To address the challenges above, the Kenyan Constitution 2010, devolved ECDE to county governments as a way of restructuring the administration of ECDE and addressing the challenges that have bedevilled the ECDE sector. For most governments, devolution is a means through which the central government transfers some of its roles and resources to elected regional governments (Kimathi, 2012). In the case of Kenya, county governments are forms of devolved governments.

According to Education for All (EFA) 2013/2014 Global Monitoring Report (GMR), in many developing countries, Early Childhood Care and Education (ECCE) programs are run through private initiatives or charity supported. In Gambia for instance, Early Childhood Education is provided by NGOs, local communities and largely provided by the private sector; few training facilities are available for ECE teachers and programs are not standardized though some faith based organizations have training centres for teachers and also provide in-service programmes to teachers working in their centres. In Tanzania, the responsibility of child rearing and ECDE projects implementation in many places has remained in the hands of individual families and communities without proper and competent institutions to provide for their continued needs of education and development (UNICEF, 2012; Nafungo, 2015).

According to UNESCO (2005), organs of the United Nations such as UNESCO have advocated for the concept of decentralization to address the challenges facing the education sector. Reasons for decentralization are numerous. In some cases it is a question of improving efficiency in management and governance. Though this has succeeded in some countries, challenges remain in others. For instance, In the United States, provision of ECE is decentralized to the states, enforcement of minimum working standards across states is weak and working conditions of ECE teaching staff is generally characterised by low wages and limited benefits, their qualification requirements and salaries are comparatively lower, consequently leading to high turnover rates and difficulty in recruiting new teachers (International ECE Task Force, 2010).

The Kenyan constitution mandates the elected county governments to direct the county's resources, allocating and sharing within departments, on which ECDE is included and applying them towards attaining quality free and compulsory ECDE Education as envisaged in the constitution. Despite devolving the sector to county governments, research has shown that there are still concerns of ineffectiveness in service delivery in various counties. For instance, Gichuki (2015) in his research reports that the Embu county government has low priorities for this sector of education as was indicated by low motivation exhibited by teachers throughout Embu West in Kenya.

Kenya has transitioned from a centralized government to devolved system of government. The Constitution establishes a devolved system of governance in accordance with the objects and Principles of devolution as articulated by Articles 174 and 175. The Constitution of Kenya is the supreme guiding law on education. It contains provisions that have various implications in the education sector. Article 43[f] of the Constitution says that every person has a right to education; 53[1][b] every child has a right to free and compulsory basic education; 54[1] [b] A person with any disability is entitled to access educational institutions and facilities for

persons with disabilities;55[a] The state shall take measures, including affirmative action Programs, to ensure that youth access relevant education and training; Article 56 [b] the state shall put in place affirmative action programs designed to ensure that minorities and the marginalized groups are provided special opportunities in educational and economic fields.

Currently, the education sector is also governed by the Basic Education Act, 2013 and the Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya. The Basic Education Act, 2013 aims at giving effect to article 53 of the Constitution, and to promote and regulate free and compulsory basic education, provide for accreditation and registration, governance and management of institutions of basic education. It also aims at providing for the establishment of the National Education Board, the Education Standards & Quality Assurance Commission and the County Education Board. The Basic Education Act, 2013 also categorizes basic educational institutions into public and private schools, Public schools which are schools established, owned or operated by the Government and including sponsored schools while private schools are those established, owned or operated by private individuals, Entrepreneurs and institutions.

ECDE teachers receive remuneration below the publicly pronounced minimum wage; teachers therefore are not committed to their jobs as they render their appointment a temporary stop gap measure to give them time to look for better jobs elsewhere. In addition, some research findings in Kenya have revealed several factors that have continued to undermine the performance of ECDE teachers. These include: poor remuneration, lack of teaching and learning resources, high pupil teacher ratios, lack of terms of service and lack of specialized teacher training (Maithya & Akala, 2014). In the face of these challenges, ECDE teachers however, have the potential to perform but they need to be motivated to have increased output in public ECDE centers (Owala, 2016).

Devolution succeeds best when the various functions of the actors are clearly defined and delineated. The county governments who are mandated by the Kenyan constitution to manage ECDE sector need to address the factors that would lead to optimal performance by the ECDE teachers. ECDE centres managed by the county government of Uasin Gishu, one of the devolved governments in Kenya mandated by the Kenyan constitution 2010 to manage the provision of ECDE and address the challenges that have continued to face the sector. The fourth schedule of the constitution places pre-primary education and child care facilities under the county governments. These roles are further specified by Section 26 of the Basic Education Act, 2012 which states that:

“The roles of the County Government will include the provision of funds required for the development of the necessary infrastructure for institutions of basic education and training used for conducting pre-primary education, childcare facilities, home craft centers and village polytechnics”.

The concept of devolution which means devolving services such as management of ECDE, has gained momentum since the promulgation of the current constitution of Kenya in the year 2010 (King’oia, 2014). The importance of ECDE as key milestone in the development of a personality cannot be gainsaid. With the advent of the implementation of the Constitution of Kenya (2010), the devolution process heralded the devolution of pre-school among other devolved functions of the county governments. The Constitution of Kenya (2010) establishes the government at two levels, National and County governments. Article 6(1) divides the territory of Kenya into 47 counties.

Statement of the Problem

Research indicates that higher teacher motivation is significantly linked to improved student learning outcomes and those highly motivated teachers play an integral role in child development. Most of the teachers however, are de-motivated in Early Childhood Development Education (ECDE). Gatheru (2007) says some of the factors that demotivate ECDE teachers include poor learning and teaching resources. They are most often overlooked since there are many learners in the ECDE centers, although ECDE Service Standard Guidelines stipulate that each ECDE teacher should handle 25 pupils in a class. Since independence, the Kenyan government's funding for ECDE remained minimal. Planning, development and management of ECDE was primarily a responsibility of parents and local communities (Ng'ang'a, 2009). The sector continued to face challenges especially on teacher management, for example, teachers were paid meagre salaries that could have been a hindrance to the implementation of quality childhood programmes and teacher performance (Ng'ang'a, 2009). To address this, the fourth schedule of the Kenyan constitution 2010 allocates the responsibility of planning, development and implementation of ECDE to the county governments (Ministry of Education Science and Technology - MOEST 2014, The National Review).

Despite the major milestones achieved particularly in access, a major challenge still remains on improving the productivity of the ECDE teachers. Akala et al., (2014) opines that factors such as remuneration, poor working conditions have continued to undermine teacher performance in Kenya. Therefore this study aims at an analysis of teacher motivation factors in ECDE pre-primary Schools in Uasin Gishu County. The study was useful to preschool teachers and their efforts towards meeting the increased demand for effective teaching in ECDE centres. It will also benefit KICD in setting effective and efficient curriculum to be implemented in ECDE's throughout the country .It is against this reasons that this study seeks to analyse determinants of ECDE teacher motivation in public preschools in Uasin Gishu County.

Purpose of the Study

The purpose of the study was to analyze the determinants of teacher motivation in Early Childhood Development Education in public pre-school in Uasin Gishu County, Kenya.

Objectives of the Study

- i. To determine the influence of school-related factors on teacher motivation in public pre-school in Uasin Gishu county
- ii. To assess teacher characteristics on teacher motivation in public pre-school in Uasin Gishu county
- iii. To establish the influence of stakeholders' support in the provision of resources on motivation of preschool teachers.
- iv. To assess the influence of teacher recognition on teacher motivation in public pre-schools in Uasin Gishu county

Research Hypotheses

H₀₁ There is no significant relationship between schools related factors and motivation of ECDE teachers.

- H₀₂ There is no significant relationship between teacher characteristics and motivation of ECDE teachers
- H₀₃ There is no significant relationship between influences of stakeholders support in provision of teaching and learning resources and motivation of Teachers
- H₀₄ There is no significant relationship between teacher recognition on teacher motivation in public pre-school in Uasin Gishu County

Justification

Teacher's motivation remains an integral aspect of their efficient service delivery and should be a measure of their drive towards realization of the need for care, nurturing and teaching that leads to holistic development of the child that is appreciated globally (UNHCR 1989).

Teachers play a very important role in the learning process of pupils; therefore, their motivation is very important as it directly affects the pupils' learning. The question of what motivates teachers is almost left out of the debate in the rationale of their job performance.

Teacher job satisfaction has been found to be correlated with high performing students (Michaelowa, 2002). Teachers in a variety of developing countries have been seen to be more motivated when witnessing their efforts pay off in the form of improved student performance, coaching teachers to see expectations for students, better manage the classrooms, and apply new teaching methods can be very effective in their motivation (Mendez, 2011). Human capital is crucial in an organization (Alderman, 2013). It is impossible for Education sector to succeed without the input of the Teachers. Preprimary school teachers play a valuable role in the wellbeing of learners (Wamukuru, 2015). When the Teacher is not motivated, there is a high likelihood that they will not provide for services as expected of them (Cooper, 2010; Odhiambo, 2008).

Studies show that teachers' motivation may determine their productivity in the process of learning and teaching, yet there is no or little attention focused on their motivation (Monda, 2012).

Scope of the Study

The study was conducted in 214 public preschools within Uasin Gishu County. Respondents will comprise 214 Head teachers, 274 ECDE teachers and 10 county officials totaling 498 respondents. The study analyzed determinants of ECDE teacher motivation in devolved system of government. The research design which was adopted was descriptive survey design. Inferential statistics was used while analyzing quantitative data for the study and qualitative data was descriptive since the study employed interview schedule and observation checklist. The study used questionnaires, interview schedule and observation guide as instruments in collection of the data.

Theoretical Framework

This study was anchored on incentive theory of motivation proposed by Hockenbury and Hockenbury in 2003. This is a psychological theory that postulates external rewards are the motivation for human actions. The theory suggests that people are motivated to do things because of external rewards. Behavioral learning concepts such as association and reinforcement play an important role in this theory of motivation. It may be observed that this theory shifts the emphasis of motivation from the internal to external. Incentive theories proposed that behavior is motivated by the "pull" of external goals, such as rewards, money, or recognition. It's easy to think of many situations in which a particular goal, such as a

promotion at work, can serve as an external incentive that helps activate particular behaviors (Hockenbury & Hockenbury, 2003)

People are pulled toward behaviors that offer positive incentives and pushed away from behaviors associated with negative incentives. In other words, differences in behavior from one person to another or from one situation to another can be traced to the incentives available and the value a person places on those incentives at the time (Bernstein, 2011).

This theory is directly proportional to the drive theory in that it proposes the push for action as to being influenced by external factors rather than the internal factors. The theory mainly focuses on the aspect that one's actions are directed towards gaining certain rewards. The significance of this theory is that incentives can be used to get people to engage in certain behaviors, but they can also be used to get people to stop performing certain actions, incentives only become powerful if the individual places importance on the reward and the rewards has to be obtainable in order to be motivating.

As such, this theory found its application in this study in that it was conceptualized that there were various factors which were external in nature that influenced the retention rates of teachers in schools. Some of these factors as it was found in this study included but may not be limited to provision of incentives. These included recognition of their teachers efforts, increase in income or payments and provision of gifts and outdoor tours.

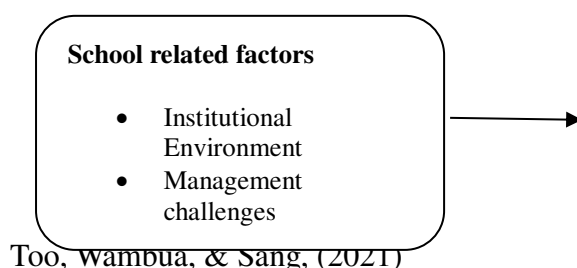
This theory assumes that people or animals are pushed to do things, incentive theorists assume that people and animals are pulled toward certain goals (Bernstein, 2012). To this extent therefore, incentive theory of motivation recognizes the fact that People will perform the behaviors necessary to accomplish those goals where there is a necessary pull factor. Motivational strategies like sustained feedback, remuneration, good working condition, clear goals and objectives, insurance cover, tuition waiver are key for workforce retention, which according to this study is teacher (Franzoi, 2011). Secondly, this theory recognizes the fact that human beings are driven by pleasure, that is, they are motivated by that which is intrinsically pleasurable (Hockenbury & Hockenbury, 2003). Teachers' promotion, training, recognition for work done, prompt payments are therefore central in their motivation because these elicit pleasure and encourage the teachers to work harder so as to maximize gains. It also gives teachers reason to continue working thereby promoting retention.

Furthermore, the proponents of this theory recognizes that motivation is guided by human beings need to maximize their pleasure and minimize their pain (Franzoi, 2011). Just like any human being, teachers work must be accompanied by reward at the end so as to encourage them to continue working. Motivating teachers through incentives is therefore important. Incentives can be used to get people to engage in certain behaviors, but they can also be used to get people to stop performing certain actions. For example, recognition of teacher punctuality through incentives will discourage truancy among teachers. Inceptive motivational approach is a powerful tool because individual teachers place importance on the reward. If the rewards are obtainable, teachers are motivated. Manageable and realistic goals set by the principal are an important tool in motivating teachers.

Conceptual Framework

Independent Variables

Dependent Variable



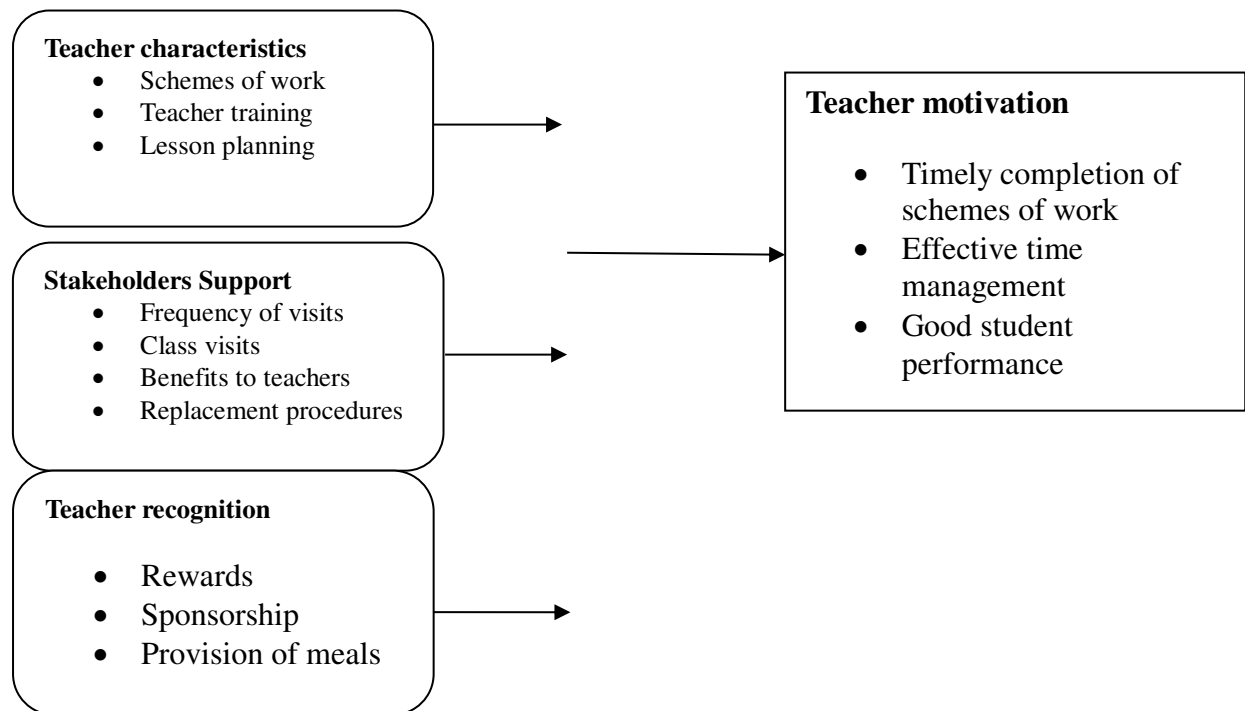


Figure 1.1 Conceptual Framework

Research Gap

In Kenya several scholars have endeavored to investigate the factors that determine teachers' motivation with the bulk of data generated from studies conducted in secondary schools. The researcher intended to bridge this gap by conducting an empirical study in this area. Secondly, it is cardinal to note that with the introduction of County government, there is an intention to increase the enrolment ratio in ECD centers, and the study therefore aims at analyzing determinants of ECDE Teachers motivation among public ECDEs. The government has also made remarkable accomplishment with regards to provision of supervisory personnel for ECDE to oversee teacher's preparedness and also provide necessary support (Republic of Kenya, 2012).

Resources have not been adequate in ECDE centers since the government only provides for essential items and due to financial constraints, the government has not covered Early Childhood Development and Education (ECDE) programs adequately. It is important to note that pre-school programs are under the county government and most of these centers again have not been receiving grants regularly to aid them buy these teaching and learning resources. Gichuki (2015) study reported that Embu County government has low priorities for ECDE sector of Education as was indicated by low motivation exhibited by teachers throughout Embu West Kenya and therefore a need to do another research in the same field and preferably in a different county.

RESEARCH METHODOLOGY

Research Philosophy

This study was based on pragmatism research philosophy which applies the element of both positivism and interpretive philosophy. Positivism is based on the assumptions that there are universal laws that govern social events and uncovering these laws will lead a researcher to describe, predict and control social phenomena. The pragmatism philosophy places "the research problem" as central and applies all approaches to understanding the problem (Creswell, 2003). The study applied concurrent mixed method model where qualitative and quantitative data are collected simultaneously Concurrent Triangulation entails using more than a single method in collecting data, comparing these different forms of collected data and to find out if there is convergence, differences or combination (Creswell, 2009). The use of mixed methods leads to validated results (Creswell, 2003). Mixed methods application was used so that the overall strength of the study would be greater than the two methods when used separately i.e. quantitative and qualitative (Creswell & Clerk, 2007). According to pragmatism research philosophy, research question is the most important determinant of the research philosophy. Pragmatists can combine both, positivist and interpretive positions within the scope of a single research according to the nature of the research question. This kind of approach was important to this study as the study tries to investigate the behavior of teachers in relation to motivation. The study also is both qualitative and quantitative in nature, qualitative in that the study investigates the perception, reasons and motivations of the teachers in relation to how devolution of learning resources affect motivation with the use of interview schedules and observation guide. Quantitative study in that it will investigate observable phenomena through statistical techniques by use of questionnaires.

Research Design

The study adopted a descriptive survey research design. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

Target Population

In this study, the target population comprised of 964 teachers drawn from 482 ECDE Centers. Teachers were included because they are directly affected by any motivation actions undertaken by the government or the pre-schools. The county Government of Uasin Gishu is made up of six Sub Counties as shown below.

Table 1: Population distribution of schools and teachers

	Pre-schools	Teachers
Soy	93	186
Moiben	120	240
Turbo	78	156
Ainabkoi	65	130
Kapseret	64	128
Kesses	62	124
Total	482	964

Source: Ministry of Education UG County (2019)

Sample and Sampling Design

The study selected the sample from the table according to Krejcie and Morgan (1970) hence 214 preschools were selected from a population of 482. This study used purposive sampling to select head teachers where all Head teachers from all sampled ECDE centers were able to answer the interview schedule. 214 head teachers therefore answered interviews, according to the table and 10 country education officials. Considering the accessible population of head teachers and pre-school teachers which is large to be covered in the whole county, a sample size was selected to act as a representative of the whole. The study used the table on Krejcie and Morgan (1970). The researcher interviewed all head teachers of these 214 preschools and 274 ECDE teachers and 10 county officials making a total of 498 respondents. In selecting participants for the study, the main aim is to gather a wider representative range of respondents from the pre-schools in Uasin Gishu County. This method had the benefit of yielding research data that was generalized to the larger population. 214 head teachers, 274 ECDE teachers from sampled pre-school and 10 county officials were selected for the study. The total sample size of this study was therefore 498 respondents.

Data Collection Instruments

This study used questionnaires, interview schedule and observation guide to collect data relevant to the study.

Validity and Reliability of the Research Instruments

In this study, two types of validity were tested; face validity and content validity. Face validity refers to the likelihood that questions in an instrument were understood. To improve on the face validity, a pilot study was conducted after which responses to each item was observed to identify any misunderstandings and ambiguity. Items found to be unclear or ambiguous was modified thereby improving face validity. The researcher tried to make sure that multiple methods used for data collection triangulate each other (Creswell, 2014). Context validity of a language test relates to the linguistic and content demands that must be met for successful task realisation and to features of the task setting that serve to describe the performance required. This was ensured by structuring the questions such that they capture the intentions of the study.

For this study, the questionnaire was given to two supervisors to review its content validity. The Content Validity Index (CVI) was used to quantify the content validity. An expert panel was purposefully selected, using the supervisors and expert from the department.

Reliability refers to the degree to which the instrument yields the same results on replicated trials (Orodho, 2012). To ensure reliability of the questionnaires, a pilot study was carried out in neighboring Elgeyo Marakwet County. This area was used for piloting because the two counties share similar conditions. Split half method was used to determine a reliability index through Pearson's Product Moment Correlation coefficient where the researcher will pilot the instruments once in the field where the questionnaires were randomly divided into two halves. Then, the study analyzed Product Moment Correlation of one half with the aid of Statistical Package for Social Science (SPSS); the same was for the other half and compare the results. The piloting of the questionnaire and interview schedule was to identify faults hence improve its reliability.

Data Analysis Procedures and Hypothesis testing

Data was analyzed using quantitative and qualitative data analysis techniques. Quantitative techniques will involve the use of descriptive and inferential statistics. Inferential statistics will involve multiple regressions and correlation analysis. Qualitative data was basically transcribed and qualitatively analyzed through coding and discovering new themes.

Hypothesis Testing

Tests of Hypothesis are also referred to as tests of significance. Parametric tests were used while analyzing data for this study and to judge the significance. Correlation is a statistical tool that helps to measure and analyze the degree of relationship between two variables. It was applicable in this study as it deals with analysis of independent and dependent variables. The Pearson correlation of coefficient 'r' indicates how far away these data points are to the line of best fit [how well the data points fit this new model]. It takes a range of values from +1 or -1, the closer the value of r: the greater the variation around the line of best fit. 0 means there is no relationship between variables.

RESULTS

Introduction

The purpose of the study was to analyze the determinants of teacher motivation in Early Childhood Development Education in public pre-school in Uasin Gishu County, Kenya. The study findings were as follows;

School-related factors and Teacher Motivation

The study sought to determine the effect of school-related factors on teacher motivation in public preschools in Uasin Gishu County. The study responses were as in Table 2.

Table 2: School-related factors and Teacher motivation

Statements		SD	D	U	A	SA	Total	Mea n	Std Dev
Head teacher is supportive enough	F %	0 0	0 0	15 10.8	37 26.6	87 62.6	139 100	4.52 90.4	-1.165
The classes adequate and spacious enough to allow activities	F %	0 0	0 0	15 10.8	37 26.6	87 62.6	139 100	4.51 90.2	-0.275
Teachers are given recognition and rewards when they perform	F %	0 0	0 0	15 10.8	41 29.5	83 59.7	139 100	4.48 89.6	-0.450
Teachers work and support each other	F %	0 0	4 2.9	12 8.6	64 46	59 42.4	139 100	4.28 85.6	-0.273
There are mentoring and peer exchange programs	F %	0 0	4 2.9	12 8.6	64 46	59 42.4	139 100	4.28 85.6	-0.236
There is provision of lunch programs in the school	F %	0 0	0 0	17 12.2	47 33.8	75 54	139 100	4.42 88.4	-0.905
Teachers are taken for retreats and offered trips	F %	0 0	0 0	5 3.6	47 33.8	87 62.6	139 100	4.58 91.6	-0.936
There are health talks meant for teachers motivation	F %	0 0	0 0	5 3.6	47 33.8	87 62.6	139 100	4.59 91.8	-0.860
Fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery	F %	10 7.2	20 14.4	39 28.1	51 36.7	19 13.7	139 100	3.35 67.0	-1.165
Availability of training opportunities among teachers motivates them to perform	F %	0 0	0 0	15 10.8	46 33.1	78 56.1	139 100	4.45 89.0	-0.275

The study results on the effect of school-related factors on teacher motivation indicated that 90.4% (mean=4.52) were of the opinion that head teacher is supportive enough, 90.2% (mean=4.51) were of the opinion that the classes adequate and spacious enough to allow activities, 89.6% (mean=4.48) were of the opinion that teachers are given recognition and

rewards when they perform, 85.6% (mean=4.28) were of the opinion that teachers work and support each other, 85.6% (mean=4.28) were of the opinion that there are mentoring and peer exchange programs, 88.4% (mean=4.42) were of the opinion that there is provision of lunch programs in the school, 91.6% (mean=4.58) were of the opinion that teachers are taken for retreats and offered trips, 91.8% (mean=4.59) were of the opinion that there are health talks meant for teachers motivation, 67.0% (mean=3.35) were of the opinion that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery while 89.0% (mean=4.45) were of the opinion that availability of training opportunities among teachers motivates them to perform.

Teacher Characteristics and Teacher Motivation

The study sought to establish the effect of teacher characteristics on teacher motivation in public preschools in Uasin Gishu County. The study findings were as tabulated in Table 3.

Table 3: Teacher Characteristics and Teacher Motivation

Statements		SD	D	U	A	SA	Total	Mean	Std Dev
There are professional documents for use in the classroom	F	7	12	22	59	39	139	3.80	-1.047
	%	5	8.6	15.8	42.4	28.1	100	76.0	
There is a working and strictly followed timetable	F	7	15	20	55	42	139	3.79	-1.074
	%	5	10.8	14.4	39.6	30.2	100	75.8	
Teacher sometimes improvise resources for teaching	F	0	3	19	86	31	139	4.04	-0.342
	%	0	2.2	13.7	61.9	22.3	100	80.8	
The teachers often use materials while teaching	F	7	11	24	39	58	139	3.93	-0.346
	%	5	7.9	17.3	28.1	41.7	100	78.6	
Teachers' workload is to the standard	F	0	3	21	60	55	139	4.18	-0.591
	%	0	2.2	15.1	43.2	39.6	100	82.6	
There are professional records normally approved by relevant authorities	F	7	7	16	58	51	139	4.00	-0.577
	%	5	5	11.5	41.7	36.7	100	80.0	
Teachers attend facilitation on preparation of teaching and learning resources	F	0	0	5	47	87	139	4.15	-0.404
	%	0	0	3.6	33.8	62.6	100	83.0	
Training improves teachers' confidence thus improving their performance	F	7	7	12	47	66	139	4.14	-0.010
	%	5	5	8.6	33.8	47.5	100	82.8	
Most teachers are always prepared to teach in the school	F	10	20	39	51	19	139	4.50	-0.346
	%	7.2	14.4	28.1	36.7	13.7	100	90.0	
Given an opportunity to change my job, I would not hesitate to leave teaching	F	0	0	12	48	79	139	4.48	-0.591
	%	0	0	8.6	34.5	56.8	100	89.6	

The study findings revealed that 76.0% (mean=3.80) were of the view that there are professional documents for use in the classroom, 75.8% (mean=3.79) were of the view that there is a working and strictly followed timetable, 80.8% (mean=4.04) were of the view that teacher sometimes improvise resources for teaching, 78.6% (mean=3.93) were of the view that the teachers often use materials while teaching, 82.6% (mean=4.18) were of the view that

teachers' workload is to the standard, 80.0% (mean=4.00) were of the view that there are professional records normally approved by relevant authorities, 83.0% (mean=4.15) were of the view that teachers attend facilitation on preparation of teaching and learning resources, 82.8% (mean=4.14) were of the view that training improves teachers' confidence thus improving their performance, 90.0% (mean=4.50) were of the view that most teachers are always prepared to teach in the school whereas 89.6% (mean=4.48) were of the view that given an opportunity to change my job, they would not hesitate to leave teaching.

Stakeholder Support and Teacher Motivation

The study sought to examine the effect of stakeholder support on teacher motivation in public preschools in Uasin Gishu County. The study results were as shown in Table 4.

Table 4: Stakeholder Support and Teacher Motivation

Statements		SD	D	U	A	SA	Total	Mean	Std Dev
The county government has built more ECDE classes	F	7	12	22	59	39	139	4.00	-1.187
	%	5	8.6	15.8	42.4	28.1	100	80.0	
The county government has provided for sanitary facilities	F	6	17	21	84	11	139	3.55	-0.969
	%	4.3	12.2	15.1	60.4	7.9	100	71.0	
The county government has provided for teachers offices	F	6	17	21	84	11	139	3.55	-0.764
	%	4.3	12.2	15.1	60.4	7.9	100	71.0	
The road to our school has been refurbished by the county government	F	15	23	28	70	3	139	3.16	-
	%	10.8	16.5	20.1	50.4	2.2	100	63.2	0.606
The parents involved in provision of teaching/learning resources	F	0	3	21	60	55	139	3.11	-1.446
	%	0	2.2	15.1	43.2	39.6	100	62.2	
The staff dealing with teacher motivation have considerable level of experience in the work	F	7	7	16	58	51	139	4.13	-0.860
	%	5	5	11.5	41.7	36.7	100	82.6	
The school provides me with lesson preparation materials	F	0	0	5	47	87	139	4.12	-0.936
	%	0	0	3.6	33.8	62.6	100	82.4	
I get financial assistance when am in need	F	7	7	12	47	66	139	3.98	-1.130
	%	5	5	8.6	33.8	47.5	100	79.6	
Parents are supportive to the teachers	F	10	20	39	51	19	139	4.12	-0.764
	%	7.2	14.4	28.1	36.7	13.7	100	82.4	
The school board supports and attends to the needs of all teachers	F	0	0	12	48	79	139	4.28	-
	%	0	0	8.6	34.5	56.8	100	85.6	0.606

The study results on the effect of stakeholder support on teacher motivation revealed that 80.0% (mean=4.00) were of the opinion that the county government has built more ECDE classes, 71.0% (mean=3.55) were of the opinion that the county government has provided for

sanitary facilities, 71.0% (mean=3.55) were of the opinion that the county government has provided for teachers offices, 63.2% (mean=3.12) were of the opinion that the road to their school has been refurbished by the county government, 62.2% (mean=3.11) were of the opinion that the level of employee competency determines the teacher motivation of the teacher motivation department, 82.6% (mean=4.13) were of the opinion that the staff dealing with teacher motivation have considerable level of experience in the work, 82.4% (mean=4.12) were of opinion that the school provides me with lesson preparation materials, 79.6% (mean=3.79) of the opinion that they get financial assistance when they are in need, 82.4% (mean=4.12) were of the opinion that parents are supportive to the teachers while 85.6% (mean=4.28) were of the opinion that the school board supports and attends to the needs of all teachers.

Teacher Recognition and Teacher Motivation

The study sought to investigate the effect of teacher recognition on teacher motivation in public preschools in Uasin Gishu County. The study findings were as shown in table 5.

Table 5: Teacher Recognition and Teacher Motivation

Statements		SD	D	U	A	SA	Total	Mean	Std Dev
Teachers are provided with meals at school	F	7	12	22	59	39	139	3.99	-0.971
	%	5	8.6	15.8	42.4	28.1	100	79.8	
Teachers receive awards after excelling	F	7	15	20	55	42	139	2.81	-0.439
	%	5	10.8	14.4	39.6	30.2	100	56.2	
Head teacher/stakeholder appreciate my good work by applauding verbally	F	0	3	19	86	31	139	2.97	-0.546
	%	0	2.2	13.7	61.9	22.3	100	59.4	
Teachers are provided with sponsorship once they excel	F	7	11	24	39	58	139	2.80	-0.167
	%	5	7.9	17.3	28.1	41.7	100	56.0	
Teachers are taken for trips/tours	F	0	3	21	60	55	139	2.88	-0.123
	%	0	2.2	15.1	43.2	39.6	100	57.6	
Reward system in our school is inclusive	F	7	7	16	58	51	139	3.00	-0.971
	%	5	5	11.5	41.7	36.7	100	60.0	
Extrinsic rewards such as money and materials appeal to teachers in this school more than intrinsic motivation	F	0	0	5	47	87	139	3.91	-0.439
	%	0	0	3.6	33.8	62.6	100	78.2	
School management understands fully the need to reward teachers	F	7	7	12	47	66	139	3.38	-0.546
	%	5	5	8.6	33.8	47.5	100	67.6	
School management uses rewards to encourage teachers to work more	F	10	20	39	51	19	139	3.02	-0.167
	%	7.2	14.4	28.1	36.7	13.7	100	60.4	
All teachers are recognized using a fair and transparent method	F	0	0	12	48	79	139	3.36	-0.123
	%	0	0	8.6	34.5	56.8	100	67.2	

The study findings indicate that 79.8% (mean=3.99) of the respondents were of the opinion

that teachers are provided with meals at school, 56.2% (mean=2.81) were of the opinion that teachers receive awards after excelling, 59.4% (mean=2.97) were of the opinion that head teacher/stakeholder appreciate my good work by applauding verbally, 56.0% (mean=2.80) were of the opinion that teachers are provided with sponsorship once they excel, 57.6% (mean=2.88) were of the opinion that teachers are taken for trips/tours, 60.0% (mean=3.00) were of then opinion that reward system in our school is inclusive, 78.2% (mean=3.91) were of the opinion that extrinsic rewards such as money and materials appeal to teachers in this school more than intrinsic motivation, 67.6% (mean=3.38) were of the opinion that school management understands fully the need to reward teachers, 60.4% (mean=3.02) were of the opinion that school management uses rewards to encourage teachers to work more whereas 67.2% (mean=3.36) were of the opinion that all teachers are recognized using a fair and transparent method.

Correlational Analysis

The study sought to establish the relationship between the study variables. The study results on the relationship between determinants and teacher motivation were as presented in table 6.

Table 6: Relationship between study variables

		Correlations				
		School-related factors	Teacher characteristics	Stakeholder support	Teacher recognition	Teacher motivation
School-related factors	Pearson Correlation	1				
	Sig. (2-tailed)					
Teacher characteristics	Pearson Correlation	.580**	1			
	Sig. (2-tailed)	0.000				
Stakeholder support	Pearson Correlation	0.407	0.104	1		
	Sig. (2-tailed)	0.642	0.306			
Teacher recognition	Pearson Correlation	.697	.853	.533	1	
	Sig. (2-tailed)	0.200	0.190	0.302		
Teacher motivation	Pearson Correlation	.679**	.618**	.413**	.579**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
N		98	98	98	98	98

****.** Correlation is significant at the 0.01 level (2-tailed).

The study results indicated that there was a significant relationship between school-related factors and teacher characteristics ($r=0.580$, $p=0.000$). Pearson correlation coefficient of 0.580 showed a moderate positive correlation between school-related factors and teacher characteristics. There was a significant relationship between school-related factors and teacher motivation ($r=0.679$, $p=0.000$). Pearson correlation coefficient of 0.679 showed a strong positive correlation between school-related factors and teacher motivation.

There was a significant relationship between teacher characteristics and teacher motivation ($r=0.618$, $p=0.000$). Pearson correlation coefficient of 0.618 showed a strong positive

correlation between teacher characteristics and teacher motivation. There was a significant relationship between stakeholder support and teacher motivation ($r=0.413$, $p=0.000$). Pearson correlation coefficient of 0.413 showed a weak positive correlation between stakeholder support and teacher motivation and that there was a significant relationship between teacher recognition and teacher motivation ($r=0.579$, $p=0.000$). Pearson correlation coefficient of 0.618 showed a strong positive correlation between teacher recognition and teacher motivation.

Inferential Statistics

The study performed ANOVA and regression analysis to estimate the relationships between the study variables. The study results were as tabulated in table 7.

Table 7: ANOVA Model

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.936 ^a	0.877	0.868	0.0868	99.676	0.000 ^b

The ANOVA model indicated the simple correlation was 0.936 which indicates a degree of correlation. The total variation in teacher motivation was 87.7% explained by determinants (R Square=0.877).

The study results further revealed that the ANOVA model predicted teacher motivation significantly well ($p=0.000$ ^b). This indicated the statistical significance of the regression model that was run and that overall the regression model statistically significantly predicted the teacher motivation (i.e., it was a good fit for the data).

Table 8: Relationship between Determinants and Teacher motivation

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	0.369	0.224			1.648	0.105
School-related factors	0.263	0.024	0.534		10.744	0.000
Teacher characteristics	0.17	0.026	0.319		6.604	0.000
Stakeholder support	0.231	0.024	0.476		9.876	0.000
Teacher recognition	0.248	0.026	0.485		9.737	0.000

a. Dependent Variable: Teacher motivation

The regression equation generated for the study was as follows.

Y (Teacher motivation) = 0.369 (Constant) + 0.534 (School-related factors) + 0.319 (Teacher characteristics) + 0.476 (Stakeholder support) + 0.485 (Teacher recognition) + 0.224 (Std Error).

From the regression equation, school-related factors were the most important variable to teacher motivation contributing 53.4 percent to teacher motivation followed by teacher

recognition with 48.5 per cent. Teacher characteristics and stakeholder support contributed 47.6% and 31.9% to teacher motivation respectively. The regression equation further revealed that there was a significant relationship between school-related factors and teacher motivation ($p=0.000$); there was a significant relationship between teacher characteristics and teacher motivation ($p=0.000$); there was a significant relationship between stakeholder support and teacher motivation ($p=0.000$) and that there was a significant relationship between teacher recognition and teacher motivation ($p=0.000$).

Test of Hypotheses

In this section, the study sought to test the hypotheses. Regression analysis was used to test the association between the study variables and testing the hypotheses of the study. The study findings were as tabulated.

The first hypothesis was;

H₀₁: There is no relationship between school-related factors and teacher motivation in public preschools in Uasin Gishu County. The study findings indicated that there was a statistical significant relationship between school-related factors and teacher motivation ($p=0.000$). The study therefore rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a relationship between school-related factors and teacher motivation in public preschools in Uasin Gishu County.

The second study hypothesis was

H₀₂: There is no relationship between teacher characteristics and teacher motivation in public preschools in Uasin Gishu County. The study findings indicated that there was a statistical significant relationship between teacher characteristics and teacher motivation ($p=0.000$). The study therefore rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a relationship between teacher characteristics and teacher motivation in public preschools in Uasin Gishu County.

The third hypothesis was

H₀₃: There is no relationship between stakeholder support and teacher motivation in public preschools in Uasin Gishu County. The study findings indicated that there was a statistical significant relationship between stakeholder support and teacher motivation ($p=0.002$). The study therefore rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a relationship between stakeholder support and teacher motivation in public preschools in Uasin Gishu County.

The fourth hypothesis of the study was

H₀₄: There is no relationship between teacher recognition and teacher motivation in public preschools in Uasin Gishu County. The study findings indicated that there was no statistical significant relationship between teacher recognition and teacher motivation ($p=0.307$). The study therefore rejected the alternate hypothesis and accepted the null hypothesis which showed that there was no relationship between teacher recognition and teacher motivation in Uasin Gishu County.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The type of school, the size of class handled, the examination stress and library resources affect the pre-school classroom performance. The condition of classroom, the availability of teaching/learning materials, sanitary facilities and furniture affect the pre-school classroom performance. The ECDE enrolment, the physical conditions of classrooms and school affect the pre-school teacher's classroom performance. The teacher academic qualification, teacher professional qualification and teaching experience affect their preschool classroom performance. The teacher's attitude, health and age affect the pre-school classroom performance.

The study concluded that most teachers are always prepared to teach in the school. Teacher's characteristics really play a great role in motivating learners. Teachers whose teaching experience is long develop close relationship with children which in itself are a motivating factor to the children. Those teachers use a more teacher centered learning method.

The school board supports and attends to the needs of all teachers. The high expectations from society, the culture of a community and gender affect the teacher's class room performance. The amount of salary received compared to others, employment status, rewards and incentives affect pre-school classroom performance. The provision of retirement benefits and house allowance rarely affected the pre-school classroom performance.

Recognition is a very rewarding experience for an excellent classroom teacher and his or her students. Recognition for teachers builds off of some of the well-known extrinsic and intrinsic motivational theories. It offers hope for meaningful recognition to the other teachers working to improve student-learning outcomes. It also brings pride and support from the teacher's students, administration, governing board and general public.

Recommendations

The study recommended that schools should ensure that pre-school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources.

Teacher training programs need to reflect more on what the teachers will need in the classroom when they become teachers. Those programs need to make pedagogical changes to their curriculum to reflect requirements that give in-service teachers a better background and concept development appropriate to their preferred teaching levels.

The county Government should work out incentives packages to increase pre-school teachers' motivation to teach in pre-schools in public ECDE centers. Special attention should be put at raising teachers' pay because it is a major concern about the inadequacy of their pay to meet their needs, adequate payment will increase their morale to teach. This is because teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.

The study also recommended that teachers should be remunerated well to motivate them in their job. This can be achieved through offering incentives to teachers and rewarding teachers whose subjects' students perform better. This will motivate them to improve on curriculum delivery. Promoting teachers on the merit of paying them well, increase teachers' remuneration, review teachers' pay in relation to the teachers work and standards of living and to employ more teachers to release their workload as a motivational strategy for them to

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ensure quality curriculum delivery.

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