

Intrinsic Motivation of Primary School Teachers and Its Impact on Their Job Performance in Kisumu County, Kenya

By

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Abstract

The purpose of this article is to provide an investigation of the intrinsic motivation of primary school teachers and its impact on their job performance in Kisumu County, Kenya. The contention of this article is that stakeholders in the education sector are under immense pressure to increase teachers' job productivity. This is because the quality of education largely depends on the quality of teachers and their commitment to duty which may be influenced by their levels of intrinsic motivation. This study sought to compare the trends in the influence of intrinsic motivation on job performance between public and private primary school teachers. It also proposed viable strategies to enhance intrinsic motivation among teachers at the primary school level. The study adopted descriptive cross-sectional design. The sample size was 222 respondents made up of 25 headteachers, 25 senior teachers, 120 teachers and 2 MOEST officials. Structured questionnaires, interviews and focus group discussions were used to collect data. Descriptive and inferential statistics were employed to analyze quantitative data while themes were adopted in analyzing qualitative data. The study findings revealed that private primary schools provided better intrinsic rewards as compared to their public counterparts which may have resulted to their better performance. Additionally, financing by the government and training of teachers are strategies that could enhance intrinsic motivation among primary school teachers. The study recommended that the intrinsic rewards offered by both private and public primary schools ought to be standardized in order to promote a level playing field for competition between private and public primary schools. Further, it was recommended that schools ought to put in place support structures that can facilitate the implementation of effective strategies necessary in enhancing levels of intrinsic motivation among primary school teachers.

Key Words: Kenya, Intrinsic Motivation, Public primary schools, Private Primary schools Job performance, Financing, Training

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Kennedy Okeyo Odhiambo, Francis N. Murira and Jackton O. Ogeno

1. Background

The main aim of this study was to investigate intrinsic motivation of primary school teachers and its impact on their job performance in Kisumu County, Kenya. The main argument of this study is that employee motivation plays a vital role in the development and success of organizations, as it increases employee productivity and effectiveness. A study by Cheema and Shujaat (2013) found out that organizations, despite their size, industry and sector need employees who are motivated to attain high productivity and efficiency. Therefore, a motivated workforce is a core strategic asset as well as a competitive advantage. Employees are more likely to accomplish their best when they have intrinsic drive resulting from job pleasure and fulfillment (Khan et al, 2013). This is because employees' levels of intrinsic motivation are much higher than their levels of extrinsic motivation. Intrinsic motivation is therefore critical in enhancing employee performance since it promotes engagement and commitment to work resulting in better job performance. Unlike in the past when extrinsic motivation was key, today, intrinsic motivation is vital for better work performance within an organization (Chebet, 2015). Intrinsic rewards may include, on-the-spot applause, training of employees, team spirit, job titles, time-off, good work environment, social recognition, leadership responsibilities, and performance feedback.

From the foregoing, it is evident that motivation influences employees' job productivity hence a poorly motivated workforce is costly to an organization in terms of reduced performance and productivity, increased employee turnover, absenteeism and a negative impact on the overall morale of the employees (Jobber and Lee, 2014). In truth, an organization's performance; irrespective of the sector, is mainly determined by the quality of its human resource (Deci, 2013). For this reason, organizations all over the world are so particular with employee performance and the performance of teachers is not an exemption because the quality of education in any country is as good as the quality of its teachers.

Lauwerier and Akkari (2015) noted that the quality of education in Sub-Saharan Africa was inextricably linked to the teachers' quality. They further observed that teachers worked in deplorable conditions where poor pay, inadequate infrastructure and low levels of motivation among teachers was the order of the day. This unfortunate situation has made teachers less committed and devoted to their duties. In addition, Lauwerier and Akkari (2015) argued that teachers' in-service and pre-service training were inadequate thus did not have a strong effect on their job performance. The study found out that the low levels of motivation among teachers compromised the quality of their service, thus leading to instability in the education sector in Sub Saharan Africa hence frequent industrial actions by teachers. This situation derails the contribution of teachers to improving the quality of basic education in Africa yet, international treaties such as Sustainable Development Goals (SDGs) and the African Union Agenda 2063, have all emphasized on quality education as a springboard to economic development. The SDG

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number 4 particularly emphasizes on quality education and the need to adequately train teachers in order to build sustainable, inclusive and resilient societies. This may not be achieved if teachers are inadequately motivated. Teachers therefore need to be financially and morally supported in order to access opportunities for professional training and development (Ateş and Yilmaz, 2018) because teacher training is an intrinsic motivation strategy which is sustainable and results in better job performance.

In most developing countries such as Kenya, there has been a growing awareness about teacher motivation which is key to quality assurance, quality outcomes/delivery and high standards in the educational system (Mutua, 2015). Mutua notes that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with the utmost high level of seriousness because these needs have a direct impact on their job performance.

The performance of teachers in schools has been measured in different paradigms (Kiprop, 2018). Top among them is through test scores/learners' performance in examinations. In addition, teacher commitment is another common measure to gauge the performance of a teacher. This may be evidenced by a teacher's ability and willingness to prepare, use and maintain professional documents such as schemes of work, timely syllabus coverage, active participation in core-curricular activities, regular attendance of school assemblies and meetings et cetera (Kiprop, 2018).

In Kenya, it has been sadly noted that irregular work attendance is rampant in the teaching profession, professional documents are rarely prepared, supervision of school activities are ignored, classwork is inadequate and generally, learners are literally left on their own (Nyakongo, 2015). As a remedy, The Teachers Service Commission (TSC) implemented an open performance appraisal (PA) system for teachers whose purpose is to give feedback, enhance communication, and define roles and duties (TSC, 2016). It is implemented through the Teacher Performance Appraisal and Development (TPAD) and Performance Contracting (PC) tools for teachers and heads of institutions respectively. The PA tools address indispensable performance indicators for both teachers and head teachers with each competency area allocated marks. Teachers are thus evaluated in all of these areas so as to induce behavioral transformation and, as a result, greater job performance (Mwai, 2018).

Mwai noted that the PA system is designed to boost a teacher's intrinsic and extrinsic motivation by providing incentives such as promotion, salary increases, and company recognition. These endeavors by TSC notwithstanding, improved teachers' job performance is yet to be realized particularly in Muhoroni Sub-County; one of the sub-counties in Kisumu County, where the majority of teachers in public primary schools seem to dedicate their time and energy to curriculum instruction and assessment, co-curricular activities, in addition to preparing professional documents. This has negatively influenced the performance of primary schools in Muhoroni Sub-County in Kenya Certificate of Primary Education (Muhoroni Sub-County QASO, 2019). This study therefore desired to compare the trends in the influence of intrinsic motivation on job performance between public and private primary school teachers and propose viable strategies to enhance intrinsic motivation among teachers at the primary school level.

Statement of the Problem

Primary education is an essential aspect of a country's education system since it prepares individuals for higher and complex academic pursuits by impacting in them basic reading and writing skills. Therefore, this study sought to examine the influence of intrinsic motivation on primary school teachers' job performance in Muhoroni Sub-County that has in the last five years recorded a decline in KCPE performance.

The drop in performance and the apparent lack of dedication by teachers to their professional responsibilities has raised a lot of concerns among education stakeholders within the Sub-County. The poor performance is therefore a pointer to a bleak future for the education sector in the Sub-County if left unresolved.

Inadequate intrinsic motivation of teachers is one of the main causes of poor academic performance in primary schools. According to a report by Muhoroni Sub-County QASO, (2019), teacher absenteeism is unacceptably high in public primary schools, professional documents i.e., lesson notes are hardly prepared and learners are inadequately attended to by teachers. In addition, the report noted that teachers' participation in co-curricular activities as well as the supervision of other school programs is equally insufficient, not to mention inadequate learner assessment. This situation points to a demotivated teacher despite the fact that in 2016, an open performance appraisal system was introduced by the Teachers Service Commission whose goal was to motivate teachers hence improved curriculum implementation for better learning outcomes (TSC, 2016).

Besides, researchers like Wambasi (2015) and Kiprop (2018) recommended that enough funding ought to be provided in primary schools so as to address the problems of poor work environment, inadequate teacher training and career progression that seem to be key demotivators. However, these challenges still persist as evidenced by the teachers' low levels of intrinsic motivation that has in turn led to low work output. The gist of this study was therefore to compare the trends in the influence of intrinsic motivation on job performance between public and private primary school teachers and propose viable strategies to enhance intrinsic motivation among teachers at the primary school level.

2. The study objectives

The study sought to;

- i. Compare the trends in the influence of intrinsic motivation on performance between public and private primary school teachers in Muhoroni Sub-County, Kisumu County.
- ii. Propose viable strategies to enhance the level of intrinsic motivation among primary school teachers in both public and private primary schools thereby enhancing teachers' job performance in Muhoroni Sub-County, Kisumu County.

3. Review of related literature

3.1. Trends of Intrinsic Motivation and Teachers' Job Performance

Intrinsic motivation trend is undergoing changes as organizations are evolving and developing in the modern world. Today, intrinsic motivation is critical in enhancing employee performance since it promotes engagement and commitment to work resulting in better job performance.

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Unlike in the past when extrinsic motivation was key, today, intrinsic motivation is vital for better work performance within an organization (Chebet, 2015). Some of the trends adopted to intrinsically motivate employees today include training of employees, employee empowerment and provision of a conducive work environment.

The objective of training is to enhance and learn attitudes, skills and work duties. Training is a critical intrinsic motivator that leads to enhanced individual and organizational performance in both the short and long term (Cole, 2011). There are a plethora of advantages to training. High morale, cheaper manufacturing costs, and fewer turnovers are a few of those benefits. In addition, training provides recognition and enhances responsibility (Cole, 2011). Further, he highlighted that it is critical to adopt different trends of intrinsic motivation in order to improve job performance. However, Cole did not delve into the specific link between teachers' training and their performance. In a study conducted in Asia, Atiya and Palwasha (2013) emphasized the importance of in-service training in boosting teachers' work performance.

The researchers noted that better trained and experienced teachers devoted more effort toward their job and therefore achieved better results. This means that if instructors are properly prepared through frequent in-service training, they would be more committed to their professional tasks.

Furthermore, the researchers found that teachers in private schools were better motivated and performed better than their public-school counterparts, owing in part to a more supportive work environment. Private schools have adequate classrooms and learning materials leading to a conducive teaching and learning environment. If Atiya and Palwasha's study had used a mixed research methodology, then it would have provided a more comprehensive understanding of teachers' intrinsic motivation and how it affects their job performance. This is the void that this research attempted to fill.

Provision of a conducive work-environment is another emerging trend in intrinsic motivation of employees. Wambasi (2015) looked into several motivational tendencies that correlate to teachers' job satisfaction in Bungoma East Sub-County public primary schools. Wambasi's study used a descriptive survey approach, with 278 and 24 teachers and head teachers respectively in Bungoma East Sub-County as the target population. Wambasi discovered that the respondents were dissatisfied with their workplace. This therefore may explain why some employees prefer low paying jobs provided the work-environment is conducive. However, Wambasi's study only targeted teachers in public primary schools leaving private primary schools with a research gap.

Similarly, focusing on public elementary schools in Baringo County, Kiprop (2018) investigated the impact of chosen institutional teacher motivation techniques. The research of Kiprop was anchored on the Two Factor Theory by Fredrick Hertzberg. A descriptive design was employed. The research observed 857 teachers. Questionnaires were employed in data collection and results were examined qualitatively and quantitatively. Kiprop's findings revealed that the school work-environment impacted on teachers' job performance. He noted that heavy workload made teachers demotivated leading to poor performance. As a result, he discovered a link between a good work environment and improved teacher job performance. However, because Kiprop's research was specific to public primary schools, its findings may not

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be applied to private primary schools. As a result, this research study in Muhoroni Sub-County, which targeted both public and private primary school instructors, needed to be conducted.

3.2. Strategies for Enhancing Intrinsic Motivation

Wambasi (2015) conducted a research study on strategies that enhance employee job satisfaction in primary schools within the public sector in Bungoma East Sub-County. In his study, Wambasi targeted 24 head teachers and 278 teachers in Bungoma East Sub County. According to Wambasi's research results, all teachers should be treated with respect, because any sort of disrespect lowers their self-esteem. Furthermore, since recognition is an effective technique for improving teachers' intrinsic motivation, the government ought to work hand in hand with learning institutions to establish better strategies of recognizing teachers for their effort. However, Wambasi's study did not include other viable strategies that could enhance intrinsic motivation among teachers in public and private primary schools. Hence this study was undertaken to identify viable strategies necessary for enhancing intrinsic motivation among primary school teachers.

Mutua (2015) conducted a study in Kirinyaga Central Sub-County on the impact of motivation on job performance among teachers in secondary schools. The study stressed on the need of teacher professional development as a critical component of quality education.

One of the most important motivation strategies that can be utilized to improve intrinsic motivation among teachers in a school setup is staff training and development. The educational outcomes and delivery quality are influenced by teacher training and professional development. Teacher education can provide development and training through pre-service, in-service, workshops, conferences and seminars. However, Mutua's findings could not be generalized to all sub-counties because the study only targeted secondary school teachers in Kirinyaga Central Sub-County, hence there was a need to replicate a similar study among public and private primary school teachers in Muhoroni Sub-County.

Ateş and Yilmaz (2018) investigated the motivation levels of elementary school teachers in Istanbul's Kucukcekmece area. Focusing on primary school teachers and administrators in state-run primary schools, the authors employed a descriptive design. Ateş and Yilmaz acknowledged the importance of motivating teachers to improve their performance. They stated that teachers should be financially and morally supported to access opportunities for professional training and development. According to them training of teachers is an intrinsic motivator which if sustained would result in better job performance. However, Ateş and Yilmaz's study targeted public primary schools only. This is why this study was designed to include public and private primary schools in Muhoroni Sub-County.

4. Methodology

This study used descriptive cross-sectional survey design. Being an intranational study, it adopted the Problem-Solving Approach by Brian Holmes (1964) as the comparative methodology. According to Holmes, a comparative study should be guided by five stages: problem identification, problem analysis, proposed problem solutions, specification of context and comparison and conclusions. The study locale was Muhoroni Sub-County. The study targeted 1301 teachers in both public and private primary schools in the Sub-County as well as 2

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quality assurance officers from the Ministry of Education. Purposive, random and disproportionate sampling techniques were employed to select the 222 (25 Headteachers, 75 Senior Teachers, 120 Teachers and 2 Quality Assurance Officers) respondents who made up the sample size. Data collection instruments utilized were; Structured Questionnaire for Teachers, Interview Guides for both the Headteachers and Ministry of Education Officials and Focus Group Discussions for Heads of Departments/Senior Teachers. Quantitative data was analyzed using descriptive and inferential statistics while content analysis was used to analyze qualitative data.

The analyzed data was presented using tables and narration format/thematic approaches. To assess the trends of intrinsic motivation and job performance of teachers in public and private primary schools, descriptive statistics were used in the form of mean, standard deviation and t-test. Since the two variables sought to show a comparison of the application of intrinsic motivation in public and private primary schools a t-test was applied. A t-test analysis was used to show the significance differences in private and public primary schools and also conducted to test for significant differences. To estimate the relative importance of each variable in connection to the study, a simple linear regression model was used. The regression model is as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 D + \epsilon$$

Where:

Y = Teacher Performance; (Performance of students, Completion rate of syllabus)

X₁ = Intrinsic Motivation; (Training of teachers, Empowerment of teachers, improving school environment)

D=Dummy variable (0= public school; 1= private school)

β_0 = Constant β_1 β_2 = the regression equation coefficients for each of the variables ϵ = error.

A one-way ANOVA was used to measure the significance level of variance and determine whether there is a significant difference between the study variables.

5. Discussion of Research Findings

5.1. Trends in the Influence of Intrinsic Motivation on Job Performance of Teachers: Public versus Private Primary Schools in Muhoroni Sub-County.

The focus of this objective was to compare the trends in the influence of intrinsic motivation on job performance between public and private primary school teachers in Muhoroni Sub-County.

With respect to intrinsic motivation, the respondents were presented with statements from which they were required to show the extent of their agreement. The data gathered was analyzed using mean, standard deviation and t-test. The mean showed the degree to which the respondents agreed with the statements presented. The mean scores were rated as follows; <1 = strongly disagree; 1.1-2.0 = disagree; 2.1-3.0 = Neutral; 3.1-4.0 = Agree; 4.1-5.0 = strongly agree. The standard deviation on the other hand showed how dispersed the data was. A standard deviation <0.9 implies that the data collected was clustered around the mean while a standard deviation >1 implies that the data collected was spread out. An independent sample t-test was conducted to assess the variations in intrinsic motivation of primary school teachers in the two types of schools. The responses were categorized into public and private primary schools and subjected to t-test analysis. The t-test showed the comparison of the trends in intrinsic motivation adopted in public and private primary schools. The results are displayed in Table 1 below.

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Table 1. Comparison of Trends of Intrinsic Motivation in Public and Private Primary Schools

Trends of Intrinsic Motivation	Frequency	Public		Private		t-values	Sig.
		Mean	Std. Dev.	Mean	Std. Dev.		
The institution offers training to all teachers prior to joining the school	100	2.57	1.044	3.33	1.061	-3.33	0.00
The school offers in-service training to all teachers annually	100	3.17	1.12	3.67	0.78	-2.22	0.03
The training offered to teachers encourages better performance	100	3.99	0.79	4.00	0.79	-0.83	0.93
All teachers take part in in-service training	100	3.84	1.18	4.20	0.76	-1.53	0.13
The classrooms in the school accommodate all the learners	100	3.06	1.49	3.53	1.41	-1.49	0.14
Teachers are provided with teaching resources to assist in teaching	100	2.89	1.27	3.57	1.01	-2.61	0.01
The school has offices that accommodate all teachers	100	3.57	0.93	3.67	0.92	-0.47	0.64
The school has a fully furnished staffroom where teachers can relax and have meals	100	3.17	1.16	3.6	0.93	-1.80	0.08
The teachers are fed by the school during break and lunch hours	100	2.50	1.23	3.47	1.01	-3.80	0.00
Improved work environment is one of the most important factors in improving teachers' intrinsic motivation	100	2.91	1.16	2.87	1.11	0.19	0.85
The primary school teachers are not satisfied with their work environment.	100	4.34	0.961	4.00	0.95	1.64	0.10
Special plans are needed to improve the school work environment in order for the teachers to perform better	100	3.79	0.41	3.60	0.5	1.93	0.06

Source: Research Data (2021)

The results show that private primary school teachers scored higher in many aspects of intrinsic motivation in comparison to public primary school teachers. The specific aspects included; in-service training, teacher empowerment for better job performance, provision of adequate infrastructure and teaching resources, provision of meals to teachers and generally improved work environment for an improved job performance. However, the private primary schools differed significantly from public primary schools in some aspects. These included, training of teachers prior to joining the school (pre-service training) ($t(100) = -3.33, p < 0.05$), annual in-service training ($t(100) = -2.22, p < 0.05$), provision of teaching and learning resources ($t(100)$

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= -2.61, $p < 0.05$) and provision of meals to teachers ($t(100) = -3.8, p < 0.05$). The negative t -scores implied that the private public schools were highly differentiated from the public primary public schools. The public primary schools scored higher than the private primary schools in one aspect of intrinsic motivation that related to the need for special plans required for improving the school work environment. However, this variation was not statistically significant, $t(100) = 1.93, p > 0.05$). Although the difference was not statistically significant, it raises the need for standardization for public and private schools to provide similar opportunities for both teachers and pupils. The finding implies that teachers held the view that the work environment in public primary schools was not as conducive as compared to that of private primary schools. The findings show that the trends of intrinsic motivation are changing as organizations evolve and develop in today's society. Unlike in the past when extrinsic motivation was vital, today, intrinsic motivation is necessary for better job performance within organizations (Chebet, 2015).

The independent sample t -test results revealed that private primary school teachers scored significantly higher than their public primary school counterparts in the following aspects of intrinsic motivation; in-service training; provision of teaching resources and feeding of teachers. The results indicated that teachers from the private primary schools were more intrinsically motivated in comparison to public primary school teachers. The results were similar to those of Atiya and Palwasha (2013) who noted that private primary school teachers reported better performance than their counterparts in public primary schools due to higher levels of intrinsic motivation.

Training is an important form of intrinsic motivation that results into an improvement in an employee's work productivity (Cole, 2011). The findings also concurred with results collected using qualitative data. An official from the ministry of education revealed that private primary schools provided better work environment for their teachers since the schools have adequate capital as compared to the public primary schools. According to the official from the ministry of education, the private schools benefited since they charged higher fees as compared to the public schools, hence have adequate capital to ensure that the work environment is suitable and conducive. The findings agreed with those of Wambasi (2015) in Bungoma East Sub-County who established that the work-environment in public primary schools were poor. This therefore may explain why some employees prefer low paying jobs provided the work-environment is conducive. Additionally, a head of department who took part in the FGDs said:

Private primary schools have an advantage when it comes to in-service training unlike public primary schools (Female head of department, FGD 003)

The above direct quote may be attributed to the fact that private primary schools not only have the finances but also have fewer teachers hence can afford to pay for training for their teachers. In public primary schools however, due to the inadequate financing received from the government and the large number of teachers, it is difficult to offer in-service training to all teachers. This is in spite of training being an essential intrinsic motivator since it helps in the advancement of the teachers' career. The findings by Cole (2011) established that training advocates for recognition and enhances responsibility. The findings also concurred with those of Atiya and Palwasha (2013) who underscored the role of in-service training in improving

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teachers' job performance. They noted that better trained and experienced teachers devoted more effort towards their job and therefore achieved better results.

In summary, it was revealed that intrinsic motivation was more prevalent in the private primary schools as compared to the public primary schools. This was attributed to the fact that private primary schools were better resourced and had fewer teachers as compared to the public primary schools that had inadequate resources and more teachers. Notably, it was indicated that private schools enjoyed better work environment unlike the public primary schools. This is a challenge to the government that is in charge of public primary schools to improve the work conditions of these schools by offering frequent training to teachers and recognizing their efforts so as to effectively compete with their private primary school counterparts.

5.2. Strategies for Enhancing Intrinsic Motivation among Primary School Teachers in Muhoroni Sub-County, Kisumu County.

The purpose of this objective was to suggest viable strategies that could be adopted to enhance intrinsic motivation among primary school teachers in Muhoroni Sub-County, Kisumu County.

In addressing this objective, respondents were provided with a list of statements proposing the strategies. A five-point Likert scale was used where SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree. The data gathered was analyzed using mean and standard deviation. The mean showed the degree to which the respondents agreed with the statements presented. The mean scores were rated as follows; <1 = strongly disagree; 1.1-2.0 = disagree; 2.1-3.0 = Neutral; 3.1-4.0 = Agree; 4.1-5.0 = strongly agree. The standard deviation on the other hand showed how dispersed the data was. A standard deviation <0.9 implies that the data collected was clustered around the mean while a standard deviation >1 implies that the data collected was spread out. The responses were shown in Table 2 below:

Table 2. Strategies for Enhancing Intrinsic Motivation among Teachers in Primary Schools in Muhoroni Sub-County

Strategies for Enhancing Intrinsic Motivation	SD	D	N	A	SA	Mean	Std. Dev.
The government should increase funding to support public primary school infrastructural development	-	-	1	48	51	4.50	0.503
More funds should be invested in training teachers in both public and private primary schools	-	-	3	72	25	4.22	0.46
All primary schools should offer equal opportunities to teachers with regards to reward systems	-	-	-	60	40	4.40	0.49
More staff houses should be put up in both private and public primary schools	-	-	13	47	40	4.27	0.64
All primary schools should have annual celebration day where efforts of teachers are recognized and rewarded	-	-	2	71	27	4.25	0.46

Source: Research Data (2021)

The results as shown above indicated that the teachers agreed that the government should increase funding to support public primary school's infrastructural development to enhance their intrinsic motivation (Mean = 4.5, Std Deviation = 0.503). This is particularly true for public institutions where the government plays an essential role in financing such institutions. Therefore, the government should increase funding to public primary schools so that the teachers may receive the necessary training and the work-environment may be improved, hence intrinsically motivate them to perform better. These findings are consistent with results obtained by Ateş and Yilmaz (2018) that non-financial rewards such as training are a major step towards the achievement of maximum intrinsic motivation among teachers. Notably, this strategy is not only applicable to public primary schools alone, private primary schools too through their boards of management should ensure that the institutions are adequately financed to ensure their smooth operations.

The second most popular strategy proposed was the provision of equal opportunities to all teachers with regards to the reward systems (Mean = 4.4, Std Deviation = 0.49). The respondents also acknowledged the need to provide teachers with accommodation; the respondents agreed with the statements that in both public and private schools; more houses should be built for the teachers (M= 4.27, SD=0.64).

The recognition and appreciation of teachers' efforts on an annual basis was also identified to be a critical intrinsic motivator (Mean = 4.25, Std Deviation = 0.46). The least ranked strategy related to the allocation of more funding to train teachers with a mean score of 4.22 (Std Deviation = 0.46). Teacher development aims at improving the professional and intellectual abilities of teachers as well as providing competent, knowledgeable and effective teachers with the ability to motivate learners into attaining high academic achievements while at

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the same time facilitating the commitment of teachers towards the teaching profession. Moreover, all teachers should be granted the same reward opportunities. From the findings, teachers from private primary schools enjoyed better intrinsic rewards as compared to teachers in public primary schools. This should not be the case since all teachers play an integral role in the intellectual development of their learners. Wambasi (2015) was of the opinion that all teachers should be treated with respect because any form of disrespect undermines their self-esteem. This implies that in order for all teachers to be intrinsically motivated; the same reward opportunities should be provided. Moreover, this will help do away with the societal stereotype that private primary schools are better in comparison to public primary schools.

During the FGDs, the heads of department were asked if teachers in their schools could perform better. All of them expressed agreement that if teachers could be given opportunities to learn and grow, they would perform better. A head of department in a private school noted that frequent in-service training could be considered as a worthy step towards the improvement of teachers' job performance. She argued that:

I believe teachers can perform better. There are many ways to make that happen... frequent in-service training sessions would be a step in the right direction. They are valuable as they introduce new ideas that teachers might try out. For instance, if teachers can be trained on how to infuse technology with teaching that would be great (Female head of department, FGD 01).

The findings also emphasized on the need for training teachers to enhance their work productivity and providing the same reward opportunities in both private and public institutions. These findings suggest that all elementary school instructors, whether in private or public institutions, should be trained as suggested by Mutua (2015) who perceived the development of a teacher professionally as a guarantee to providing quality education. An important motivating strategy that can be utilized to improve intrinsic motivation among teachers in a school system is staff training and development. Three heads of departments observed that provision of better salaries and incentives for outstanding teacher performance would help boost their overall performance. Data collected from the interviewees explained that the teachers preferred tangible incentives since it would help them survive in the current strained economy.

As one head of department argued:

The remuneration of teachers needs to be looked into. It is very poor compared to that of other professionals with similar qualifications or even less. Better remuneration would go a long way in boosting the morale of teachers. In addition, I believe if those teachers who perform better, for example in KCPE are recognized and given a nice package, other teachers would be motivated to improve their performance so that they too can be recognized and rewarded (Male head of department, FGD 05).

Six head teachers revealed during an interview that they had already embarked on a number of initiatives aimed at improving the work-environment in their respective schools.

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Some head teachers indicated that they had been able to provide new facilities by flexibly exploiting their relative autonomy in the management of the school resources. A number of schools had negotiated for improved funding from government and other stake-holders. With respect to school infrastructure, the areas that had been significantly improved were libraries, classrooms and computer laboratories. Often, these developments are not implemented on a large scale, but still have a considerable impact on the overall morale of teachers. For example, in the words of one head teacher:

I pushed on with the refurbishment of the classrooms with little funding from the government. I involved the teachers, a few local leaders and the parents in the process. The teachers and the learners will tell you that the learning environment is much better now (Female head teacher, 008).

The interviewees stated that the implementation of the identified strategies was difficult particularly in public schools where a large portion of the funding and support comes from the government. With regards to the private schools, the heads of department lamented that their efforts to improve the work environment often leaves them with a negative image in the face of the parents who lament that the schools have become too expensive. Therefore, it was revealed that while both the public and private primary schools would want to implement strategies to improve intrinsic motivation, they do face serious challenges. With adequate finance, a better work-environment can be realized and such improvements have been identified as essential in intrinsically motivating teachers to perform better (Nanny, 2012). Further a conducive work-environment enhances employee's intrinsic motivation hence higher work productivity.

The qualitative data that were obtained from the interviews with the officials at the Ministry of Education in Muhoroni Sub-County however, revealed that the Ministry of Education mainly motivates the teachers by providing for their teaching needs and improving the teaching and learning environment in schools. In the words of one of the officials:

We often seek to upgrade the skills of teachers. We do this by lending support to in-service teacher training programs in schools which are aimed at equipping them with new knowledge and pedagogical skills. We also try as much as possible to seek funding to improve teachers' work-environment (Male official from the Ministry of Education, 002).

The finding was similar to a recommendation by Wambasi (2015) that the government and learning institutions ought to implement effective and consistent approaches that publicly recognize the work of teachers because recognition is an effective strategy for enhancing teachers' intrinsic motivation. Wambasi's findings agree with the sentiments shared by one of the respondents who noted that, "All primary schools need to have an annual celebration day where the efforts of teachers are recognized and rewarded". Recognition, therefore, is a key intrinsic motivator. As a result, more emphasis should be spearheaded by the management of schools and the government to improve teachers' job performance through intrinsic motivation.

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In summary the findings revealed that all schools whether private or public need to adopt a wide range of strategies to ensure that they improve the levels of intrinsic motivation among their teachers. The findings indicated that adequate financing in both private and public primary schools is essential in ensuring that the intrinsic rewards are achieved in these schools. Based on these findings, it is only through adequate financing that a good work environment could be established and teacher training facilitated. Further, it was revealed that both public and private primary schools should be accorded equal opportunities in terms of career advancement and training.

These strategies will go a long way in ensuring that the teachers are intrinsically motivated thereby translating to improved job performance measured in terms of improved learner performance in academics and co-curricular activities.

6. Conclusions

This study draws a number of conclusions from its findings: First, private primary schools in Muhoroni Sub-County offered better reward systems/predictors in terms of staff training, support, recognition/appreciation and improved work-conditions. Second, public and private primary schools offer different levels of intrinsic motivation as a result of different levels of financing and institutional size. Third, even though professional development should receive considerable attention from those seeking to enhance teachers' job performance, such improvements may not be the first order of business because they may have limited impact on teachers' intrinsic motivation needs if other more critical conducive work-environment related problems are not addressed. It may not be cost-effective to spend limited resources on professional training programs, when instructional materials are inadequate. Fourth, proper financing of primary schools should be encouraged so as to ensure the provision of adequate learning materials and infrastructure. Essentially, intrinsic rewards, though applied differently in both public and private primary schools in Muhoroni Sub-County; do influence the job performance of teachers in these schools.

7. Recommendations

The study recommends that the government through relevant departments should ensure equal opportunities for all teachers irrespective of where they teach. This is particularly important in relation to career advancement through training and promotions. The ministry of education should set up a framework for frequent in-service training and promotion of teachers. This can be done by ensuring that teacher training programs (pre-service and in-service) are adequate and relevant to the current education system and societal needs. This will ensure that teachers teaching in both private and public primary schools have the necessary knowledge, skills and competencies necessary for effective and efficient job performance. Moreover, effective training also intrinsically motivates teachers to perform better.

The study also recommends that all schools ought to put in place support structures that can facilitate the implementation of effective strategies used in enhancing levels of intrinsic motivation among teachers. These aspects may include; continuous training of teachers, recognition/appreciation of teachers, provision of a conducive work-environment, teacher empowerment and provision of opportunities for promotion.

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