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**FACTORS AFFECTING MOTIVATION OF PUBLIC PRIMARY SCHOOL  
TEACHERS. A SURVEY OF PUBLIC PRIMARY SCHOOLS IN THIKA  
MUNICIPALITY**

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TEACHERS. A SURVEY OF PUBLIC PRIMARY SCHOOLS IN THIKA  
MUNICIPALITY**

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**ABSTRACT**

**Purpose:** The purpose of this study was to investigate the factors affecting motivation of public primary school teachers. A survey of public primary schools in Thika municipality.

**Methodology:** This study adopted a descriptive survey design. The target population of this study was all the teachers of public primary schools in Thika Municipality. According to the Education Office of Thika Municipality, there are 23 public primary schools in Thika Municipality. A sample of three teachers per school was taken. This implied that a total sample size of 66 teachers. A stratified random sampling was adopted to identify the three teachers from a school. The criteria for choosing the teachers was based on three strata, that is, a head teacher, a teacher from upper primary and a teacher from lower primary. Primary information was gathered by use of a questionnaire and SPSS version 20 was used as an analysis tool.

**Results:** The finding implies that the working environment was poor and not conducive for the teachers. The results also indicated that the Correlation between motivation and working environment is positive significant ( $r=0.695$ ,  $p \text{ value} < 0.000$ ). The findings imply that motivation has significant effect on working environment. Hence, poor working environment leads to low motivation and good working environment leads to high motivation. The finding implies that there the remuneration is low hence low motivation and poor performance. Findings reveal that the correlation between motivation and remuneration is positive significant ( $r=0.488$ ,  $p \text{ value} < 0.000$ ). The findings imply that motivation has significant effect on remuneration. Hence, poor remuneration leads to low motivation and good remuneration leads to high motivation Results indicate that poor work load management leads to low motivation. Findings show that correlation between motivation and workload is positive significant ( $r=0.478$ ,  $p \text{ value} < 0.000$ ). The findings imply that motivation has significant effect on workload. Hence, poor work load management leads

to low motivation and good work load management leads to high motivation. Results indicate that poor teaching facilities lead to low motivation. Findings show that correlation between motivation and teaching facilities is positive significant ( $r=0.282$ ,  $p$  value  $< 0.029$ ). The findings imply that motivation has significant effect on teaching facilities. Hence, poor teaching facilities lead to low motivation and adequate teaching facilities leads to high motivation.

The study concluded that poor working environment leads to low motivation and good working environment leads to high motivation. It was concluded that poor remuneration leads to low motivation and good remuneration leads to high motivation. Results also led to conclusion that poor work load management leads to low motivation and good work load management leads to high motivation. Furthermore, poor teaching facilities lead to low motivation and adequate teaching facilities leads to high motivation.

**Unique contribution to theory, practice and policy:** The study recommends that working environment in public school teachers so should greatly improve. This is because of nonconducive environment acts as an impediment to motivation. This calls for policy intervention from the government departments concerned with education and vision 2030. Extensive need for new renovated of school's facilities e.g., offices should be effectively addressed so as to enhance teacher's motivation and birth of an educated society.

**Keywords:** working environment remuneration, workload, teaching, motivation

## 1.1 INTRODUCTION

Motivation may be viewed as any force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life. Where such incidence of tension, stress and worries are traceable to a work situation it might be referred to as negative organizational motivation. This latter aspect may be recalled easily with the acronym NORM (Mendez, 2011). Teacher motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behavior towards high management and academic achievement standards in schools (Anderson, 2001).

Henry Ford, an American Industrialist pointed out the importance of Human resources by saying: "Take my business, burn up my building, but give me my people and I will build the business right back again" (Khanet al., 2011). Undoubtedly, these are the employees of the institution who can take an institution towards prosperity with their hard work and determination and they can also lead an institution towards the downfall if their needs are not being identified and satisfied. Literature has identified various human resource management practices which are considered to be the best practices for retaining and motivating human capital in an institution. Amongst others rewards and recognition are the most common practices which make an employee satisfied with his/her job as well as keep him/her highly motivated.

The behavior of a person is influenced by different factors. Various theories have been offered to provide insight into how people behavior in certain way or what factors motivates them towards specific behavior. Among all these, the most influential theory was presented by Abraham Maslow (1943, 1970) which was termed as Need-Based Theory of Motivation. This theory provided hierarchy of factors that motivate an employee such as physiological/basic needs, safety and security, belongingness and affiliation, self-esteem, and self-actualization. In organizational context, an employee is first motivated due to physiological factors such as food, clothing, shelter etc or in short he needs pay to fulfill his basic needs. Then security and safety needs are activated. Employees need secure jobs, safe working conditions, protection against threats etc. Later belongingness and affiliation needs are required to be fulfilled. Then employees look for love and association which induce them be a part of groups and coalitions. Afterwards, he needs respect, autonomy, recognition. The last ladder comprises the need for selfactualization where employees seek to realize personal potential and interested in fulfilling their potential.

Chetalam, 2003) notes that the Teachers' service Commission should employ and post more teachers to such divisions so as to reduce the overworking of teachers and enhance efficiency.. The Government ought to motivate teachers through sending them to seminars and workshops to enable them sharpen their skills as well as encouraging their efforts through fair remuneration

## **1.2 Problem Statement**

A motivated workforce is necessary to achieve organization goals. Teachers in public primary schools have low motivation as evident in the rising cases of strikes and the ever declining performance of public schools compared to their private counterparts in the Kenya Certificate of Primary Education examinations. Lack of motivation among primary school teachers has adverse effects on several parties mostly the pupils, parents and teachers. This trend will also by extension affect the Government especially as far as the achievement of Millennium Development Goals (MDGs) and Vision 2030 for education are concerned. The problem may affect the pupils in a number of ways with the most significant effect relating to the fact that pupils may not get quality education from the de motivated teacher. Some studies have focused on the factors affecting motivation of public primary teachers for example Kadzamira (2006) conducted a study on teacher motivation and incentives in Malawi focusing mainly on the extent to which low teacher motivation was a constraint to the attainment of universal primary education in low-income developing countries.

In a study by Abagi & Odipo, (1997) titled efficiency of primary school education in Kenya, they state that most of the expenditure that goes to teachers' salaries, resources spent in instructional materials and other expenses do not necessarily serve to make the teachers more motivated to perform their duties well. Another study on Factors Influencing Early Childhood Development Teachers' Motivation in Thika District by Ndani & Kimani (2010) highlighted the teachers motivation levels and the motivators and de-motivators where findings of the study identified good conditions, working near home, relationships with pupils and the terms of service to be a source of motivation while some of the things that de-motivated the teachers were low salary, poor physical working conditions and heavy workload among others. This study however only focused on the early childhood development alone and while the factors may be same they cannot be applied across

the whole primary school teachers since they handle the pupils at different levels and thus the motivators or de motivators may be differentiated. Since most of the research findings in Kenyan primary schools have not considered these specific factors that affect the motivation of teachers this study therefore focuses on these factors through a study of the four objectives like the working conditions, remunerations, workload and the facilities needed for the job. **1.3 Research Objectives**

The general objective of this study was to establish the factors affecting motivation of public primary school teachers in Thika Municipality.

The specific objectives are;

- i) To establish how working environment affects motivation of public primary school teachers.
- ii) To determine how remuneration affects motivation of public primary school teachers. iii)  
To identify the effects of workload on motivation of public primary school teachers.
- iv) To find out how teaching facilities affects motivation of public primary school teachers.

## **2.0 LITERATURE REVIEW**

### **2.2 EMPIRICAL Review of Past Studies**

#### **2.2.1 Motivational theories**

Theoretical literature on teacher motivation in developing countries is sparse, but certain psychological theories offer relevant applications for the developing country context. First, Maslow's (1943) hierarchy of needs proposes that individuals must fulfill their lower-order needs (basic needs such as water and housing, safety, belonging, and esteem) before being motivated to fulfill the higher-order need for self-actualization. In the context of teaching, selfactualization can be understood as personal achievement, a key component of teacher motivation. As basic needs often go neglected in the developing world, Maslow's theory is pertinent to an investigation of teacher motivation in developing countries.

While the fulfillment of basic needs is important to lay the foundation for teachers to desire to improve their professional behavior and personal achievement, other theories indicate that satisfaction of basic needs in and of itself functions as a mere extrinsic, or external, incentive. According to Benabou and Tirole (2000), extrinsic incentives are only weak rein forcers of motivation in the short run and negative rein forcers in the long run. In terms of work motivation, Herzberg (1966) finds that achievement; recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions, and pay. For teachers, Chapman et. al. (1993) note that incentives are related to teacher job satisfaction, but not to teacher classroom practices. Thus, it appears that while teachers need housing, food, safety, belonging, etc. in order to be professionally motivated, the provision of these needs past a baseline requirement is not a sustainable driver of teacher motivation. Instead, teachers need supports that encourage their *intrinsic*, or internal, motivation; such as achievement, recognition, and career development. The relationship between, and relative effectiveness of,



extrinsic versus intrinsic incentives is an important issue for teacher motivation in the developing world, where material resources to motivate teachers through extrinsic means are often very scarce to begin with.

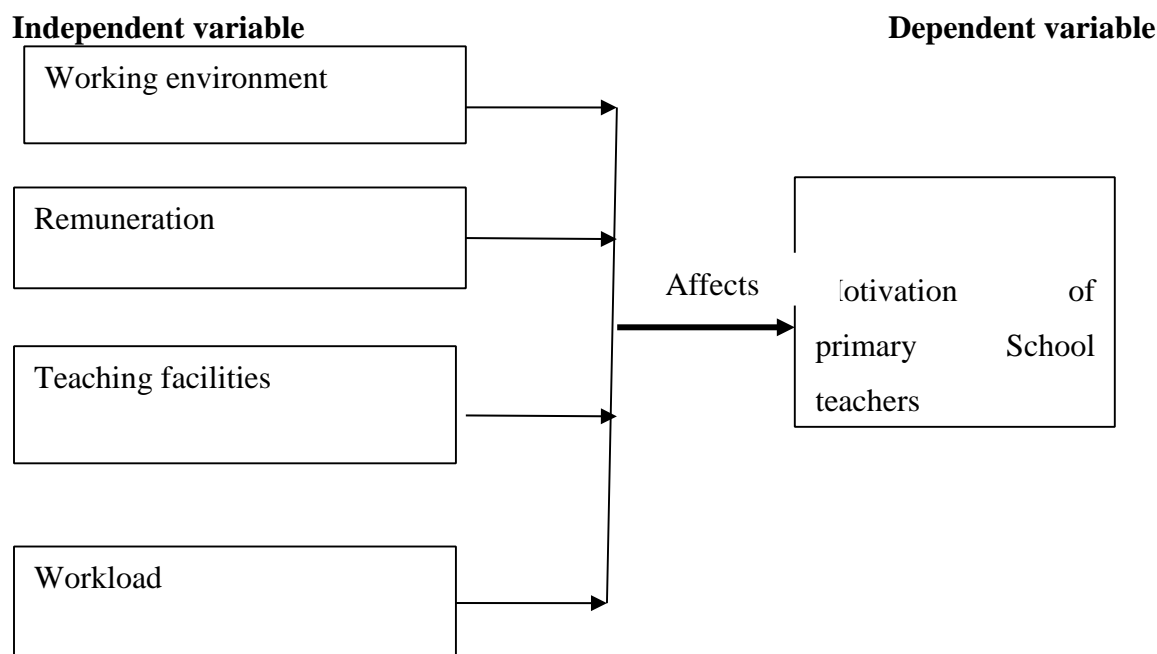


### 2.3 Conceptual framework

Smith (2004) defines a conceptual framework as a framework that is structured from a set of broad ideas and theories that help a researcher to properly identify the problem they are looking at, frame their questions and find suitable literature. A conceptual framework is described as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel & Ramey, 1987). A conceptual framework is a group of concepts that are broadly defined and systematically organized to provide a focus, a rationale, and a tool for the integration and interpretation of information (Mosby Medical Dictionary, 2009). Usually expressed abstractly through word models, a conceptual framework is the conceptual basis for many theories, such as communication theory and general systems theory. Conceptual framework according to the same medical dictionary, also provide a foundation and organization for the educational plan in schools of nursing.

A dependent variable is a variable that is measured, predicted, or otherwise monitored and is expected to be affected by manipulation of an independent variable (Cooper and Schindler, 2006; Chandran, 2004; Kothari, 2004; Kumar, 2005).

Independent variable is a variable that is manipulated by the researcher, and the manipulation causes an effect on the dependent variable (Chandran, 2004; Kothari, 2004). Moderating variable (also known as interaction variable) is a second independent variable that is included because it is believed to have a significant contributory or contingent effect on the original independent variable–dependent variable relationship (Chandran, 2004; Kothari, 2004; Kumar, 2005).



**Figure 1: Conceptual Framework**

**Source: Researcher (2012)**

## 2.4 Empirical Studies

A review of empirical studies on teacher motivation in developing countries indicates widespread low or decreasing levels of motivation, resulting in lower quality of education. For example, Bennell and Akyeampong (2007) find that sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia. The documented causes of low teacher motivation, what this report will refer to as “threats to teacher motivation,” can be divided into eight interconnected categories: *Workload and Challenges*: There are increasing classroom challenges and demands placed on teachers, but the following seven motivational supports teachers need to face these challenges and demands are decreasing or stagnant: *Remuneration and Incentives*: Teacher salaries are generally low and irregularly paid; *Recognition and Prestige*: Social respect for teachers has fallen in many countries; *Accountability*: Teachers often face weak accountability with little support; *Career Development*: Teaching is frequently a second-choice job with few opportunities for professional development; *Institutional Environment*: Teachers face unclear and constantly changing policies as well as poor management; *Voice*: Teachers rarely have an opportunity for input into school management and ministry policy; *Learning Materials and Facilities*: Teachers have few or poor learning materials and poor facilities (Mendez, 2011).

The first category, workload (1), serves as the backdrop against which the seven remaining categories (2 – 8) operate. These seven categories are motivational supports which give teachers the energy, incentives; purpose, etc. to tackle their workloads with sincere effort and

professionalism. The seven motivational supports are divided into two types. The orange motivational supports are those that are largely extrinsic, concerning teachers' external conditions and material incentives. The blue motivational supports are those that are largely intrinsic, effecting teachers' internal feelings of esteem, achievement, and purpose. As discussed, sources of intrinsic motivation are more effective at sustaining teacher effort and professionalism in the long run, and more readily enhance student achievement.

#### **2.4.1 Working Environment and Motivation of Public Primary Teachers**

Okino in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time traveling to schools. On this note, Dungu (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses. On the other hand, Farel (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work

#### **2.4.2 Remuneration and Motivation of Public Primary School Teachers**

According to the synthesis report of a sub-regional workshop and four country monographs (1996), it was found that in Uganda, 40% of all primary teachers are unqualified. Although the percentage of untrained teachers is reported by Buitenlandse (2008) to have reduced to 20% in 2003 and about 11% in 2006, the formally qualified teachers were generally considered to have received professional training of rather poor quality. Coupled with that, a high teacher-pupil ratio is a common phenomenon. Given the fact that in practice it is not uncommon for a primary teacher to have more than 150 pupils, one may be surprised to note that there is a double shift system where one teacher teaching two classes, one in the morning, the other one in the evening as a model of reducing the class size without increasing the teaching force. Yet as teachers' salaries are so low, primary teachers are sometimes obliged to have a second job to make ends meet for them and their family. All these coupled with frequent delays in the payment of these little salaries, absence of staff accommodation, poor or no staff meals; tend to reinforce absenteeism, low morale and lack of commitment to work (Ward, Penny and Read, 2006). Consequently, in Kimaanya-Kyabakuza Division for example, a report by the Municipal Education Officer revealed that teachers were devoting less and less time to extra-curricular activities, teaching preparation, and marking. Therefore, deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance have been observed in some primary schools.

#### **2.4.3 Workload and Motivation of Public Primary School Teachers**

According to Maicibi (2003), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the 'social contract') is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the



introduction of new teaching methodologies and other innovations. While pupil-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 1015 years in the majority of the developing countries. However, the introduction of free universal primary education in SSA has generally resulted in larger classes, especially in the lower grades, which tend to stress teachers hence de-motivating them.

#### **2.4.4 Teaching Facilities and Motivation of Public Primary School Teachers.**

According to Farrant (1997), in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Farrant's argument is reflects the situation in Kyabakuza division where the primary school teachers have inadequate and at times poor accommodation, limited teaching and learning facilities amidst poor supervision and inspection. In addition there is a problem of poor remuneration reflected in inadequate salaries or low or no allowances for those teachers who are not on civil service pay roll.

Hanushek, Kain, and Rivkin (2001) study of working conditions in urban schools concluded that physical conditions do have direct positive and negative effects on teacher morale, a sense of personal safety, feelings of effectiveness in the classroom, and on the general learning env

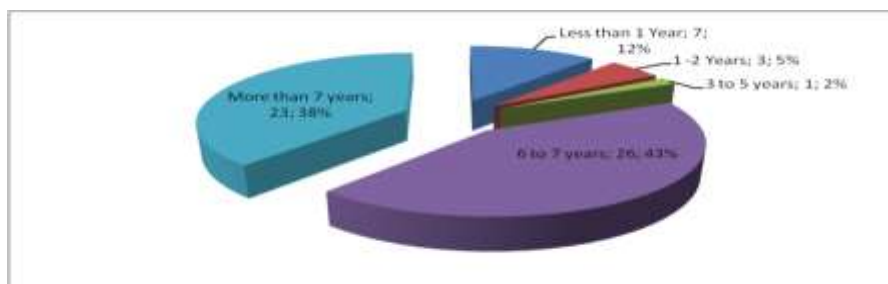
### **3.0 RESEARCH METHODOLOGY**

This study adopted a descriptive survey design. The target population of this study was all the teachers 'of public primary schools in Thika Municipality. According to the Education Office of Thika Municipality, there are 23 public primary schools in Thika Municipality. A sample of three teachers per school was taken. This implied that a total sample size of 66 teachers. A stratified random sampling was adopted to identify the three teachers from a school. The criteria for choosing the teachers was based on three strata, that is, a head teacher, a teacher from upper primary and a teacher from lower primary. Primary information was gathered by use of a questionnaire and SPSS version 20 was used as an analysis tool.

### **4.0 RESULTS AND DISCUSSIONS**

#### **4.1.1 Years you have been in this school**

The respondents were requested to indicate the years they have taught. 43% of the respondents indicated that they had been teaching in that school for 6 to 7 years. A further 38 % has been teaching in that school for more than 7 years, 12% for less than 1, 5% have been teaching in that school for years 1 to 2 years while 2% have been teaching in the public primary schools for 3 to 5 years The findings imply that the set of respondents consists of teachers of varying experience.



**Figure 2: Years you have been in this school**

### 4.3 Motivation

This section presented the statements relating to motivation in public primary schools the results are presented in table 4.1.

The respondents were asked if they feel motivated to put extra effort to preparing for classes. A majority (45%) strongly disagreed while another 35% disagreed bringing to a total of (80%) of those who disagreed. Eighteen percent were neutral, 7% agreed and 5% strongly agreed. The finding implies that motivation to put extra effort to preparing for classes is lacking among teachers.

The respondents were asked if they feel motivated to put extra effort to marking. A majority (43%) strongly disagreed while another 43% disagreed bringing to a total of (86%) of those who disagreed. Eighteen percent agreed while 5% were neutral. The finding implies that the teachers didn't feel motivated to put extra effort to marking

The respondents were asked if they feel motivated to allocate more time to extra-curricular activities. A majority (45%) strongly disagreed while another 53% disagreed bringing to a total of (98%) of those who disagreed. While 3% were neutral. The finding implies that teachers feel motivated to allocate more time to extra-curricular activities.

The respondents were asked if they are satisfied with the salary. A majority (53%) disagreed while another 45 % strongly disagreed bringing to a total of (98%) of those who disagreed. While 2% were neutral. The finding implies that teachers were not satisfied with the salary.

The respondents were asked if they are satisfied on with the level of Job security they have. A majority (58%) strongly disagreed while another 28 % disagreed bringing to a total of (86%) of those who disagreed. Another 8 % were neutral While 5% agreed. The finding implies that teachers were not satisfied on with the level of Job security they have.

The respondents were asked if they are satisfied with the level of Career growth they have experienced. A majority (52%) disagreed while another 40 % strongly disagreed bringing to a total of (92%) of those who disagreed. While 8 % agreed. The finding implies that teachers were not satisfied with the level of Career growth they have experienced.

The respondents were asked if they are satisfied with the amount of Training and development they have received. A majority (72%) strongly disagreed while another 23 % disagreed bringing to a total of (95%) of those who disagreed. While 5 % were neutral. The finding implies that teachers were not satisfied with the amount of Training and development they have received.

The respondents were asked if they are satisfied with the Management style of the school. A majority (45%) strongly disagreed while another 45 % disagreed bringing to a total of (90%) of those who disagreed. While 10 % were neutral. The finding implies that teachers were not satisfied with the Management style of the school.

The respondents were asked if they enjoy this career. A majority (45%) strongly disagreed while another 43 % disagreed bringing to a total of (88%) of those who disagreed. While 12 % were neutral. The finding implies that teachers don't enjoy this career.

The findings agree with those in Bennell and Akyeampong (2007) find that sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia. The findings agree with those in Chetalam, 2003) who notes that the Teachers' service Commission should employ and post more teachers to such divisions so as to reduce the overworking of teachers and enhance efficiency. The Government ought to motivate teachers through sending them to seminars and workshops to enable them sharpen their skills as well as encouraging their efforts through fair remuneration.

**Table 1: Motivation**

	strongly disagree %	disagree %	neutral %	agree %	strongly agree %
I feel motivated to put extra effort to preparing for classes	27,(45%)	21,(35%)	5,(8%)	4,(7%)	3(5%)
I feel motivated to put extra effort to marking	26,(43%)	26,(43%)	3,(5%)	5,(8%)	0,(0%)
I feel motivated to allocate more time to extra-curricular activities	27,(45%)	23,(38%)	2(3%)	8,(13%)	0,(0%)
I am satisfied with the salary	27,45%	32,53%	1,(2%)	0,(0%)	0,(0%)
I am satisfied on with the level of Job security that I have	35,58%)	17,28%	5,(8%)	3(5%)	0,(0%)
I am satisfied with the level of Career growth that I have experienced.	24,(40%)	31,(52%)	0,(0%)	5,(8%)	0,(0%)
I am satisfied with the amount of Training and development that I have received.	43,72%	14,23%	3,(5%)	0,(0%)	0,(0%)
I am satisfied with the Management style of the school	27,45%	27,45%	6,(10%)	0,(0%)	0,(0%)
I enjoy this career	27,45%	26,43%	7,(12%)	0,(0%)	0,(0%)

#### 4.4 Effect of Working Environment on Motivation

This section presented the statements relating to motivation in public primary schools. The results are presented in table 4.2.

The respondents were asked if the school has well lit offices. A majority (50%) disagreed while another 45% strongly disagreed bringing to a total of (95%) of those who disagreed. While 5 % were neutral. The finding implies that the school did not have well lit offices thus the working environment was not conducive for the teachers.

The respondents were asked if the school has comfortable staff chairs. A majority (35%) disagreed while another 33% strongly disagreed bringing to a total of (68%) of those who disagreed. 20% agreed and 7% strongly agreed While 5 % were neutral. The finding implies that the school has comfortable staff chairs thus the working environment was not conducive for the teachers.

The respondents were asked if the school has adequate class rooms. A majority (38%) strongly disagreed while another 35% disagreed bringing to a total of (73%) of those who disagreed. 15% agreed and 7% strongly agreed While 5 % were neutral. The finding implies that the school doesn't have adequate class room thus the classes are overcrowded.

The respondents were asked if the school has adequate clean drinking water. A majority (38%) strongly disagreed while another 35% disagreed bringing to a total of (73%) of those who disagreed. 15% agreed and 7% strongly agreed While 5 % were neutral. The finding implies that the school doesn't have adequate clean drinking water thus the teachers would contract diseases.

The respondents were asked if the school is located in an area with no noise pollution. A majority (35%) disagreed while another 33% strongly disagreed bringing to a total of (68%) of those who disagreed. 20% agreed and 7% strongly agreed While 5 % were neutral. The finding implies that the school has comfortable staff chairs thus the working environment was not conducive for the teachers.

The respondents were asked if the school is located in an area with adequate security. A majority (35%) disagreed while another 23% strongly disagreed bringing to a total of (58%) of those who disagreed. 23% agreed and 7% strongly agreed While 5 % were neutral. The finding implies that the school has no security, hence not conducive for both teachers and students.

The findings agree with those of Okino in the New Vision newspaper (2008), which reported that President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time traveling to schools.

**Table 2: Effect of Working Environment on Motivation**

strongly disagree	disagree	neutral	agree	strongly agree
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	%	%	%	%	%
The school has well lit offices	27,(45%)	30,(50%)	3,(5%)	0,(0%)	0,(0%)
The school has comfortable staff chairs	20,(33%)	21,(35%)	3,(5%)	12,(20%)	4,(7%)
The school has adequate class rooms	20,(33%)	21,(35%)	3,(5%)	12,(20%)	4,(7%)
The school has adequate clean drinking water	23,(38%)	21,(35%)	3,(5%)	9,(15%)	4,(7%)
The school is located in an area with no noise pollution	23,(38%)	19,(32%)	3,(5%)	11,(18%)	4,(7%)
The school is located in an area with adequate security	23,(38%)	16,(27%)	3,(5%)	14,(23%)	4,(7%)

#### 4.4.1 Correlation between motivation and working environment

Correlation results in Table 4.3 indicates that the relationship between motivation and working environment is positive significant ( $r=0.695$ ,  $p$  value  $< 0.000$ ). The findings imply that motivation has significant effect on working environment. Hence, poor working environment leads to low motivation and good working environment leads to high motivation. On this note, Dungu (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses. On the other hand, Farel (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work.

**Table 3: Correlation between motivation and working environment**

		motivation	working_enviroment
Motivation	Pearson Correlation	1	.695**
	Sig. (2-tailed)		.000
	N	60	60
Working_Enviroment	Pearson Correlation	.695**	1
	Sig. (2-tailed)	.000	
	N	60	60

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



#### 4.5 Effect of Remuneration on Motivation

This section presented the statements relating to effect of remuneration on motivation in public primary schools. The results are presented in table 4.4.

The respondents were asked if they receive an adequate basic salary. A majority (67%) disagreed while another 25% strongly disagreed bringing to a total of (92%) of those who disagreed. While 8% were neutral. The finding implies that the teacher don't receive an adequate basic salary hence less production.

The respondents were asked if they receive a salary that is commensurate with experience and qualifications. A majority (68%) disagreed while another 25% strongly disagreed bringing to a total of (93%) of those who disagreed. While 12 % were neutral. The finding implies that the school did not give a salary that is commensurate with experience and qualification. The finding implies that the school don't avail a salary that is commensurate with experience and qualification. Thus relax on their ability to give quality production.

The respondents were asked if they receive a salary that is comparable with the private sector. A majority (58%) disagreed while another 25% strongly disagreed bringing to a total of (83%) of those who disagreed. While 7% were neutral. The finding implies that the school doesn't provide a salary that is comparable with the private sector. Thus less performance on the productivity required.

The respondents were asked if they receive an adequate housing allowance. A majority (57%) disagreed while another 25% strongly disagreed bringing to a total of (83%) of those who disagreed. While 12% were neutral. The finding implies that the school doesn't provide an adequate housing allowance. Thus lack of proper efficiency due to poor living conditions.

The respondents were asked if they receive adequate transport allowance. A majority (78%) disagreed while another 20% strongly disagreed bringing to a total of (98%) of those who disagreed. While 2 % were neutral. The finding implies that the school did not have adequate transport allowance. Hence, low motivation and poor performance.

The respondents were asked if they receive adequate meal allowance. A majority (58%) disagreed while another 40% strongly disagreed bringing to a total of (98%) of those who disagreed. While 2 % were neutral. The finding implies that the school did not have adequate transport allowance. Hence, low motivation and poor performance.

**Table 4: Effect of Remuneration on Motivation**

	strongly disagree %	disagree %	neutral %	agree %	strongly agree %
I receive an adequate basic salary	15,(25%)	40,(67%)	5,(8%)	0,(0%)	0,(0%)
I receive a salary that is commensurate with experience and qualifications	15,(25%)	41,(68%)	3,(5%)	0(0%)	0,(0%)

I receive a salary that is comparable with the private sector	15,(25%)	35,(58%)	7,(12%)	3,(5%)	0,0%)
I receive an adequate housing allowance	15,(25%)	34,(57%)	7,(12%)	4,(7%)	0,(0%)
	12,(20%)	47,(78%)	1,(2%)	0,(0%)	0,(0%)
I receive an adequate transport allowance					
I receive an adequate meal allowance	24,40%)	35,(58%)	1,(2%)	0,(0%)	
	0,(0%)				

#### 4.5.1 Correlation between motivation and remuneration.

Correlation results in Table 4.5 indicates that the relationship between motivation and remuneration is positive significant ( $r=0.488$ ,  $p$  value  $< 0.000$ ). The findings imply that motivation has significant effect on remuneration. Hence, poor remuneration leads to low motivation and good remuneration leads to high motivation

The findings agree with those in Khan et al., (2011) who noted that most young workers are satisfied with the salary they have, but experienced workers are not paid according to their functions so the wage structures require further attention This disparity does not bring good results for the organizations. Intensity of job satisfaction depends on the discrepancy of expectations of person, what he or she wants and what he or she gains (Ho et al., 2009; Porter and Lawer, 1973; Castle, Engberg and Anderson, 2007).

The results contrasts with that of Perie and Baker (1997) who reported a nonsignificant relationship between salary and benefits and primary school teachers' job satisfaction in the United States. Similarly, Sylvia and Hutchinson (1985) investigated the relationship between primary school teachers' job satisfaction and their perceptions of merit payment (i.e., performance-related payment) in the United States and concluded that "Based upon our findings, schemes such as merit payment were predicted to be counterproductive in service organizations which employ professionally trained people." (p. 841).

The study findings also disagree within those of Ubom (2001) in Nigeria, who reported that extrinsic incentives such as merit payment and effective teaching rewards did not have a significant effect on primary school teachers' job satisfaction and effectiveness. Sargent and Hannum (2003) found that salaries and incentives did not have a significant effect on primary school teachers' job satisfaction in China. Mhozya (2007) reported a nonsignificant relationship between salaries and different facets of primary school teachers' job satisfaction in Botswana **Table 5:Correlation between motivation and remuneration.**

		motivation	remuneration
Motivation	Pearson Correlation	1	.488**

	Sig. (2-tailed)		.000
	N	60	60
remuneration	Pearson Correlation	.488**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

#### 4.6 Effect of workload on Motivation

This section sought to establish the effect of workload on motivation in public primary schools. The results are presented in table 4.6.

The respondents were asked if the school does not increase workload through constantly changing curricula which affect workload. A majority (45%) disagreed while another 12% strongly disagreed bringing to a total of (57%) of those who disagreed. 22% agreed and 2% strongly agreed. While 20 % were neutral. The finding implies that the school does not increase the workload by increasing the hours of working often for the same pay hence, poor work load management leads to low motivation.

The respondents were asked if the school does not increase workload through constantly changing curricula which affect workload. A majority (43%) disagreed while another 12% strongly disagreed bringing to a total of (55%) of those who disagreed. 22% agreed and 3% strongly agreed .While 20 % were neutral. The finding implies that the school does not allocate them large class sizes for the same pay hence, poor work load management leads to low motivation.

The respondents were asked if the school does not increase workload through constantly changing curricula which affect workload. (42%) disagreed while another 3% strongly disagreed bringing to a total of (45%) of those who disagreed. 25% agreed and 7% strongly agreed .While 23 % were neutral. The finding implies that the school does not allocate me more subjects to teach for the same pay hence, poor work load management leads to low motivation.

The respondents were asked if the school does not increase workload through constantly changing curricula which affect workload. A majority (52%) disagreed while another 5% strongly disagreed bringing to a total of (57%) of those who disagreed. 25% agreed and 10% strongly agreed .While 8 % were neutral. The finding implies that the school does not increase workload through constantly changing curricula which affect workload. hence, poor work load management leads to low motivation. **Table 6: Workload of Teachers**

	strongly disagree %	disagre e %	neutral %	agree %	strongly agree %
The school does not increase the workload by increasing the hours of working often for the same pay	7,12%	27,45%	12,20 %	13,22%	1,2%
The school doe not allocate me large class sizes for the same pay	7,12%	26,43%	12,20 %	13,22%	2,3%
The school does not allocates me more subjects to teach for the same pay	2,3%	25,42%	14,23 %	15,25%	4,7%
The school does not increase workload 3,5% 31,52% 5,8% 15,25% 6,10% through constantly changing curricula which affect workload					

#### 4.6.1 Correlation between motivation and workload

Correlation results in Table 4.7 indicates that the relationship between motivation and workload is positive significant ( $r=0.478$ ,  $p$  value  $< 0.000$ ). The findings imply that motivation has significant

effect on workload. Hence, poor work load management leads to low motivation and good work load management leads to high motivation.

The findings agree with those in Maicibi (2003), who note that increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the social contract) is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. While pupil-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of the developing countries. However, the introduction of free universal primary education in SSA has generally resulted in larger classes, especially in the lower grades, which tend to stress teachers hence de-motivating them.

**Table 7: Correlation between motivation and workload**

		motivation	workload
Motivation	Pearson Correlation	1	.478**
	Sig. (2-tailed)		.000
	N	60	60
Workload	Pearson Correlation	.478**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

#### **4.7 Effect of Teaching Facilities on Motivation**

The respondents were asked if the school has adequate rooms in school. A majority (58%) disagreed while another 10% strongly disagreed bringing to a total of (68%) of those who disagreed. 10% agreed and 10% strongly agreed. While 3% were neutral. The finding implies that the school doesn't have adequate class room hence lack of effectiveness and thus low motivation and poor performance.

The respondents were asked if the school has adequate student seats. A majority (47%) disagreed while another 13% strongly disagreed bringing to a total of (60%) of those who disagreed. 23%



agreed and 10% strongly agreed While 7% were neutral. The finding implies that the school doesn't have adequate student seats and thus low motivation and poor performance.

The respondents were asked if the school has adequate writing materials. A majority (58%) disagreed while another 23% strongly disagreed bringing to a total of (86%) of those who disagreed. 12% agreed and 10% strongly agreed .While 7% were neutral. The finding implies that the school has no adequate writing material and thus low motivation and poor performance.

The respondents were asked if the school has adequate reading materials. A majority (45%) agreed while another 10% strongly agreed bringing to a total of (55%) of those who agreed. 35% agreed and 3% strongly agreed. While 7% were neutral. The finding implies that the school has adequate reading material and thus low motivation and poor performance.

The respondents were asked if the school has adequate computers. A majority (62%) disagreed while another 7% strongly disagreed bringing to a total of (69%) of those who disagreed. 12% agreed and 5% strongly agreed .While 15% were neutral. The finding implies that the school has no adequate computer materials. Thus less production due to time consuming dealing with paperwork.

**Table 8: Effect of workload on Motivation**

	strongly disagree %	disagree %	neutral %	agree %	strongly agree %
The school has adequate classrooms	11,(18%)	35,(58%)	2,(3%)	6,10%	6,10%
The school has adequate student seats	8,13%)	28,(47%)	4,(7%)	14,23%	6,10%
The school has adequate writing materials	14, (23%)	29,(48%)	4,(7%)	7,12%	6,10%
The school has adequate reading materials	3,(10%)	20,(45%)	4,(7%)	27,35%	6,3%
The school has adequate computers	4,(7%)	37,(62%)	9,(15%)	3,5%	7,12%

#### 4.7.1 Correlation between motivation and teaching facilities

Correlation results in Table 4.8 indicates that the relationship between motivation and teaching facilities is positive significant ( $r=0.282$ ,  $p$  value  $< 0.029$ ). The findings imply that motivation has significant effect on teaching facilities. Hence, poor teaching facilities lead to low motivation and adequate teaching facilities leads to high motivation.

Leithwood (2006) noted that school facility factors such as building age and condition, quality of maintenance, temperature, lighting, noise, color, and air quality can affect student health, safety, sense of self and psychological state. Research has also shown that the quality of facilities influences citizen perceptions of schools and can serve as a point of community pride and increased support for public education.

**Table 9: Correlation between motivation and teaching facilities**

		motivation	teaching_facilities
Motivation	Pearson Correlation	1	.282*
	Sig. (2-tailed)		.029
	N	60	60
teaching facilities	Pearson Correlation	.282*	1
	Sig. (2-tailed)	.029	
	N	60	60

\*. Correlation is significant at the 0.05 level (2-tailed).

## 5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

### 5.1: Summary of Findings

#### 5.1.1 Effect of Working Environment on Motivation of Public Primary School Teachers

One of the study objectives was to establish how working environment affects motivation of public primary school teachers in Thika municipality.

The findings indicated that a majority disagreed with the statement that the school had well lit offices, school has comfortable staff chairs, the school has adequate class rooms, the school has

adequate clean drinking water, the school is located in an area with adequate security, and the school is located in an area with no noise pollution. The finding implies that the working environment was poor and not conducive for the teachers.

The results also indicated that the correlation between motivation and working environment is positive significant ( $r=0.695$ ,  $p$  value  $< 0.000$ ). The findings imply that motivation has significant effect on working environment. Hence, poor working environment leads to low motivation and good working environment leads to high motivation.

#### **5.1.2 Effect of Remuneration on motivation of public primary school teachers.**

The second objective of the study was to determine how remuneration affects motivation of public primary school teachers.

The findings indicated that a majority disagreed with the statement that they receive an adequate basic salary, if they receive adequate meal allowance, they receive a salary that is comparable with the private sector, and they receive an adequate housing allowance, they receive adequate transport allowance, and they receive a salary that is commensurate with experience and qualifications. The finding implies that there the remuneration is low hence low motivation and poor performance.

Findings reveal that the correlation between motivation and remuneration is positive significant ( $r=0.488$ ,  $p$  value  $< 0.000$ ). The findings imply that motivation has significant effect on remuneration. Hence, poor remuneration leads to low motivation and good remuneration leads to high motivation

#### **5.1.3 Effect of Workload on Motivation of Public Primary School Teachers**

The third objective sought to identify the effects of workload on motivation of public primary school teachers. Findings reveal that a majority disagreed with the statement that the school does not increase workload through constantly changing curricula which affect workload, the school does not increase workload through constantly changing curricula which affect workload, and the school does not increase workload through constantly changing curricula which affect workload, the school does not increase workload through constantly changing curricula which affect workload. Results indicate that poor work load management leads to low motivation.

Findings show that correlation between motivation and workload is positive significant ( $r=0.478$ ,  $p$  value  $< 0.000$ ). The findings imply that motivation has significant effect on workload. Hence, poor work load management leads to low motivation and good work load management leads to high motivation.

#### **5.1.4 Effect of Teaching Facilities on Motivation of Public Primary School Teachers.**

The fourth objective was to find out how teaching facilities affects motivation of public primary school teachers. Findings reveal that a majority disagreed with the statement that the school has adequate rooms in school, the school has adequate student seats, the school has adequate writing materials, the school has adequate reading materials, and the school has adequate computers. Results indicate that poor teaching facilities lead to low motivation

Findings show that correlation between motivation and teaching facilities is positive significant ( $r=0.282$ ,  $p$  value  $< 0.029$ ). The findings imply that motivation has significant effect on teaching

facilities. Hence, poor teaching facilities lead to low motivation and adequate teaching facilities leads to high motivation.

## **5.2: Conclusions**

From the results, it was possible to make various conclusions

Study findings led to the conclusion that the most important factor affecting motivation of teachers was working environment. Findings led to observation that correlation between motivation and working environment is positive significant ( $r=0.695$ ,  $p$  value  $< 0.000$ ). The findings imply that motivation has significant effect on working environment. Hence, poor working environment leads to low motivation and good working environment leads to high motivation.

The second most important factor affecting motivation of teachers was remuneration. It was observed that correlation between motivation and remuneration is positive significant ( $r=0.488$ ,  $p$  value  $< 0.000$ ). The findings imply that motivation has significant effect on remuneration. Hence, poor remuneration leads to low motivation and good remuneration leads to high motivation

Study findings led to conclusion that workload is the third most important determinant of motivation. It was also inferred that correlation between motivation and workload is positive significant ( $r=0.478$ ,  $p$  value  $< 0.000$ ). The findings imply that motivation has significant effect on workload. Hence, poor work load management leads to low motivation and good work load management leads to high motivation.

The study findings led to conclusion that correlation between motivation and teaching facilities is positive significant ( $r=0.282$ ,  $p$  value  $< 0.029$ ). The findings imply that motivation has significant effect on teaching facilities. Hence, poor teaching facilities lead to low motivation and adequate teaching facilities leads to high motivation.

## **5.3: Recommendations of the Study**

The study recommends that working environment in public school teachers so be greatly improved. This is because of unconducive environment acts as an impediment to motivation. This calls for policy intervention from the government departments concerned with education and vision 2030

The study recommends that teaching facilities need to be improved. Education financing needs to be given priority as the access to better school facilities may improve the working environment for teachers motivation.

The study recommends that the remuneration of teachers need be harmonized with other public servants. In particular, the government should ensure that the past salary agreements which were negotiated by previous governments need to be honored

The study recommends that future areas of study should concentrate on a larger sample. A sample of 66 may have been small though representative. Given funding and time, further studies should concentrate on a bigger sample.

Future studies should focus on factors affecting motivation of private primary schools, both public and private secondary and universities and also studies should evaluate the effect of teacher's

motivation on students. Are students who are highly motivated by teachers able to perform better than those who are not?

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