

**GAUGING LEVEL OF INTRINSIC AND EXTRINSIC MOTIVATIONS  
OF TEACHERS WORKING IN SEVENTH-DAY ADVENTIST CHURCH  
BASED PRIMARY SCHOOLS IN WESTERN KENYA UNION  
CONFERENCE**

**DANIEL OCHOLA NYALELE, Dr. PAMELLA FARHYA ALABU PhD &  
Dr. PAUL ALELA OGUTA PhD**  
Rongo University, Kenya

**ABSTRACT**

The purpose of this study was to level of Intrinsic and Extrinsic Motivations of teachers in Seventh-day Adventist Church based primary schools in the West Kenya Union Conference. Specifically, this study examined the state of intrinsic and extrinsic motivation given to teachers. The study employed a descriptive correlational survey design. Data were collected through self-administered questionnaires which were distributed to 66 simple randomly sampled teachers from a population of 79 teachers teaching in 5 Seventh-day Adventist Church based primary schools in West Kenya Union Conference. The obtained data were analyzed through the Statistical Package for Social Science (SPSS v. 24) software by the means of frequencies and percentage, descriptive statistics. The findings of this study suggest that teachers of the Seventh-Day Adventist Church based primary schools in West Kenya Union Conference are both intrinsically and extrinsically motivated and the pupils are performing well. The study recommends teachers need to be rewarded for the established sustainability of the good performance of pupils.

**Keywords:** Motivation, Primary Schools, Teacher Motivation, Intrinsic Motivation, and Extrinsic Motivation.

**1.0 INTRODUCTION**

Teacher motivation refers to those variables and factors that influence teachers to do things. In its more technical usage, teacher motivation is to be seen as a psychological concept. It is regarded as a process of organizing behavior in progress and channeling behaviors into specific courses. It is a process of stimulating, channeling, and sustaining behavior (Oko, 2014). According to Asemah (2010), as cited by Oko, (2014), teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes, and similar forces initiated by teachers, in order to induce them to act in a desirable academically productive manner. Teachers like any other human beings have both intrinsic and extrinsic needs. According to Hicks (2011) as cited by Mark, (2015) the internal teacher motivation comprises the needs, wants, and desires which exist within an individual; as such influence the teacher's thoughts which in turn leads to positive change behavior toward improving learning. On the other hand, an extrinsically motivated teacher may perform the activity or duty in order to obtain some reward such as a salary.

According to Han and Yin, (2016), teacher motivation includes the motivation to teach and the motivation to remain in the profession which abides in teacher motivation, prominent intrinsic motivation which was closely related to the inherent interest in teaching, social contextual influences relating to the impact of external conditions and constraints, temporal. Teacher motivation entails that the teacher is made to satisfy the life-supporting elements of his physical body like food, water, shelter, etc. The teacher should be able to satisfy needs like insurance, medical allowances, retirement benefits, and many more. The implication is that school management should be more concerned with providing meaningful and challenging work, feelings of achievement, added responsibility, recognition for accomplishment, and opportunities for growth and advancement as all these, among other motivators drive the teacher to be acting in a desirable way (Oko, 2014).

Motivation could therefore 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. 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, and cause stress, discontentment, and frustration all of which would subsequently reduce classroom effectiveness and student quality output.

## **2.0 LITERATURE REVIEW**

A study by Iqbal, Aziz, Farooqi, and Ali, (2016) that sought to establish a relationship between teachers' job satisfaction and students' academic performance in Malaysia found that teachers were satisfied with their work. This means that they justified their teaching responsibilities. Intrinsically, teachers were satisfied with the behaviors of their supervisors, and indicators such as promotion, colleagues, and working conditions. However, the last and perhaps the least applicable indicator of teachers' job satisfaction was pay, with which teachers in secondary schools were not satisfied.

A literature review designed study by Utomo, (2018) on the relevance of basic psychological needs and personality factors on teachers' intrinsic motivation to teach, found that personality factors were found to predict teachers' motivation to teach, and basic need satisfaction was found to be positively correlated with intrinsic teaching motivation in schools. The study concluded that there was a relationship between intrinsic teacher motivation and teacher work performance. Based on these findings, it can be said that an increase in teachers' teaching performance as the result of intrinsic motivation will lead to an increase in the students' academic performance, hence intrinsic motivation for teachers correlates with students' academic performance.

A qualitative study was done by Mbope, (2015) sought to establish the identified factors that contribute to low teachers' morale. Data were collected through interviews, questionnaires, focus group discussions, and documentary review from 111 respondents from Ilala Municipality Council, and it was found that; factors that contributed to low teachers' morale were lack of recognition of teachers' work, involvement in decision-making, lack of appreciation from educational officers and heads of schools.

The findings by Iqbal, Aziz, Farooqi, and Ali, (2016), Mbope, (2015), and Utomo, (2018) showed that intrinsic motivation to the teachers has something to do with teachers' morale to

teach. Therefore, when teachers are intrinsically motivated their work performance will increase and vice versa and these two situations affect students' academic performance positively and negatively respectively.

### 3.0 METHODOLOGY

The section on research methodology considered research design, sampling procedures, data collection methods, validity, and reliability. The section finally considered ethical considerations.

#### 3.1 Research Design

The study employed descriptive survey and correlation research designs. The designs were preferred because they allow generalization about a larger population from data collected from a small segment of the population (Kothari, 2004)

Descriptive design was mainly used to describe the findings collected from 66 teachers who were sampled from the population of 79 teachers teaching in five Seventh-day Adventist-based primary schools in the West Kenya Union Conference, regarding the effects of teacher motivation on pupils' academic performance.

This study collected data from a fraction of the population rather than from every member of the population as argued by Fowler Jr, (2009). In this sense, the study derived its sample size from the population of 79 teachers working in five (5) Seventh-day Adventist-based primary schools in the West Kenya Union Conference.

**Table 1: The population of the Study**

School	Male Teachers	Female Teachers	Total
Kamagambo Adventist Primary School	7	5	12
Ranen Adventist Primary School	7	4	11
Migosi Adventist Primary School	10	14	24
Gendia Adventist Primary School	4	9	13
Ruby Kraft Adventist Primary School	9	10	19
<b>Total</b>	<b>37</b>	<b>42</b>	<b>79</b>

**Source:** West Kenya Union Conference

The sample size of the study was determined by using Taro Yamane's (1970) mathematical formula as calculated below, while the sampled respondents from each school will be determined through an electronic sample size by Survey Monkey.

#### 3.2 Sample Size for Teachers

$$n = N / (1 + N(e)^2)$$

Where:

N: signifies Total population

n: signifies desired sample size

e: signifies the margin error which is 0.05

$$n = 79 / (1 + 79(0.05)^2)$$

$$n = 79 / (1 + 79(0.0025))$$

$$n = 79 / (1 + 0.1975)$$

$$n = 79 / 1.1975 = 65.97 \approx 66$$

$$n = 66$$

The 5 schools account for 83% of the Seventh-day Adventist-based primary schools in the West Kenya Union Conference. The five (5) schools have a total of 79 teachers. Out of 79 teachers, 66 teachers were selected to respond to the questionnaires. The 66 sampled teachers account for 83.5% of the teachers' population of 5 Seventh-day Adventist-based primary schools in the West Kenya Union Conference.

The sample size from each school was derived using an electronic sample size by Survey Monkey. The optimal sample size for each of the 5 schools was derived by determining a number of teachers to be selected from each school. Table 3.2 below shows the distribution of sampled teachers from each of the schools.

**Table 2 Distribution of Sample Size**

School	Male Teachers	Female Teachers	Sampled Teachers
Kamagambo Adventist Primary School	7	5	$12/79 \times 66 = 10$
Ranen Adventist Primary School	7	4	$11/79 \times 66 = 9$
Migosi Adventist Primary School	10	14	$24/79 \times 66 = 20$
Gendia Adventist Primary School	4	9	$13/79 \times 66 = 11$
Ruby Krapht Adventist Primary School	9	10	$19/79 \times 66 = 16$
<b>Total</b>	<b>37</b>	<b>42</b>	<b>66</b>

### 3.3 Sampling Procedures

Probability sampling was used to select respondents because of its advantages. Probability sampling facilitates inferences and broader generalization of findings (Saunders, Lewis,

Thornhill, & Bristow, 2019). Moreover, it is unbiased, so it helps to create a sample size, which is a precise representation of the actual population (Kothari, 2004). Therefore, probability sampling was employed using simple random sampling procedures.

Simple random sampling was used to select a sample of teachers. The researcher provided a piece of white paper to the teacher and request them to write their names, then the written pieces of paper were put into a box, the researcher shook the box and pick from it a piece of paper until the number of respondents was met from a particular school, the selected names were taken as the respondents. This process was conducted in all the schools. The researcher chose this sampling technique so as to avoid biases that would have occurred if any other technique was used.

### **3.4 Data Collection Methods**

The researcher in this study collected data using the questionnaire method of data collection.

Questionnaires were used to collect data from teachers. Self-administered questionnaires were used to obtain opinions and experiences of teachers as regards to effects of teachers' motivation on pupils' academic performance. Closed item questions were constructed using five points- Likert scale whereby respondents were asked to provide their opinions among the alternative choices including Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The questionnaires were preferred because they are not only easy to distribute to a larger sample but also, guarantee the anonymity of respondents and reduce the researcher's bias on data (Mark & Janina, 2012). The questionnaire instrument for teachers in this study is composed of two sections.

The first section included questions about demographic information of respondents such as age, gender, education level, and year of service in teaching.

The second section included questions that are connected to the research objectives. The questions in this section of the questionnaires focused on exploring the level of teachers' intrinsic and extrinsic motivation for pupils' academic performance. The questionnaire instrument is attached in Appendix I.

### **3.5 Validity and reliability**

Face validity and content validity were checked to ensure questionnaire instruments are clear and include related concepts of the research study. Two education experts from the faculty of education of the University of Arusha were consulted to check the face and content validity of the research instruments. Content validity was done to ensure that research instruments examine the intended research topic.

Reliability is used to measure the extent to which research instruments produce similar results even after they are replicated consistently. Reliability is ensured by repeating testing a similar study population over time. Reliability is also ensured by the consistency of responses (Heale & Ywycross, 2015). The researcher conducted a pilot study to test the reliability of research instruments by using the Cronbach's Alpha technique. The questionnaire forms were administered to teachers from 1 Seventh-day Adventist Church-based primary school.

Afterward, the results were analyzed using SPSS instruments to check reliability. The reliability results for the questionnaire was .652

With regards to reliability, Denise and Cheryl, (2012) argue that reliability of 0.6 is minimally accepted, and a reliability of 0.75 is regarded as excellent. Based on this ground, with reliability of .652, the questionnaire instruments were regarded as reliable.

### 3.6 Ethical Considerations

This study was conducted within the framework of research ethics of the University of Arusha. First, the study guaranteed the right to inform the respondent's research consent. Prior to participation in this research, permission was requested from the selected schools and authorities concerned. Moreover, the study ensured that respondents were informed about the objectives of the study prior to their participation.

Secondly, the research study ensured the confidentiality and privacy of research participants. The names of participants were not disclosed in this research. Moreover, respondents were not required to mention their names in the questionnaire forms.

## 4.0 RESULTS AND DISCUSSIONS

### 4.1 Descriptive Analysis of Data

This section presents the results of the first two research questions which were descriptive in nature. Respondents had to indicate their agreement or disagreement of some items in the questionnaire and the interpretation of mean scores was according to what appears in Table 4.2 whereby the mean score of 4.50 to 5.00 means strongly agree, 3.50 to 4.49 means agree, 2.50 to 3.49 means undecided, 1.50 to 2.49 means disagree and 1.00 to 1.49 means strongly disagree.

**Table 3 The scale of Mean Score Interpretation**

Option	Mean Score	Rating	Interpretation
1	1.00-1.49	Very Low	Strongly Disagree
2	1.50-2.49	Low	Disagree
3	2.50-3.49	Undecided	Neutral
4	3.50-4.49	High	Agree
5	4.50-5.0	Very High	Strongly Agree

**Source:** Five Points Likert-Scale

### Research Question 1:

What is the level of teacher motivation in SDA Church Based Primary Schools in the West Kenya Union Conference?

To examine this question, the researcher investigated the teachers' motivation among the selected schools. Teachers' motivation was of two types: extrinsic motivation and intrinsic motivation. This part, therefore, presents the two types of motivation as perceived by teachers.

### 4.2 Intrinsic Motivation

Intrinsic motivation is defined as that which comes from within a person. A person does a thing because it's enjoyable and interesting, rather than because of an outside incentive or pressure to do it, such as a reward or deadline (Santos-Longhurst, 2019).

As seen in Table 4.3 below, with a mean score of 4.24 teachers agreed that they receive support and assistance from school management and fellow teachers. This indicates that the teachers who responded to this questionnaire item rated the level of intrinsic motivation through support and assistance from school management and fellow teachers to be high.

Also, with a mean score of 4.14, the teachers agreed that their school management acknowledges teachers' contribution to school performance. This also implies that the level of teachers' intrinsic motivation through acknowledging teachers' contribution to school performance is high.

**Table 4. Intrinsic Motivation**

S N	Intrinsic Motivation	Mean	Ratin g	Interpretation
1	I receive support and assistance from my school management and fellow teachers	4.25	High	Agree
2	My school management acknowledges my contribution on school performance	4.14	High	Agree
3	My school management allows and promotes autonomy and knowledge	4.062	High	Agree
4	My school management acknowledges my contribution towards school performance	3.91	High	Agree
5	My opinion and suggestion are well accepted by my school management and fellow teachers	3.73	High	Agree
6	My school allows upgrades for teachers through professional development	3.58	High	Agree
	<b>OVERALL SCORE</b>	<b>3.95</b>	<b>High</b>	<b>Agree</b>

**Source:** Field Data (2021)

Regarding if the school's management allows and promotes autonomy and knowledge to teachers, a mean score of 4.06 was obtained indicating that teachers agreed that their school management promotes teachers' autonomy and knowledge. With such a mean score (4.06) teachers rated the intrinsic motivation through the promotion of autonomy and knowledge as high.

On the other hand, the findings on if teachers' opinions and suggestions are accepted by schools management and fellow teachers scored a mean of 3.73 indicating that teachers agreed and rated the level of intrinsic motivation through acceptance of teachers' opinions and suggestions by schools management and fellow teachers as high.

Also, with a mean score of 3.57 teachers agreed that their school management allows teachers to upgrade through professional development. This mean score indicates that the level of

intrinsic motivation to teachers through allowing teachers to upgrade was high. The overall rating on extrinsic motivation suggests that the level of teacher's extrinsic motivation is high

These findings on intrinsic motivation agree with those of Iqbal, Aziz, Farooqi, and Ali, (2016) from Malaysia whose finding reported the teachers from the investigated schools were highly intrinsically motivated from within. In their study, they reported that teachers were satisfied with how they are being treated by their superiors, they were satisfied with their working environment and they agreed that they have a passion for teaching and they enjoy teaching.

### 4.3 Extrinsic Motivation

Extrinsic motivation, on the other hand, is one that comes from the outside. It refers to behaviour that is driven by external rewards such as money, popularity, school grades, or praise (Nystrom, 2020). With regard to the level of extrinsic motivation among teachers, Table 4.3 below presents the findings from the questionnaire items following the responses of the respondents who filled and returned the questionnaire forms.

As it presented in Table 4.4 below, with a mean score of 4.53 the respondents agreed that their schools motivate the teachers by offering them breakfast and lunch. This rates the teachers 'extrinsic motivation as high.

**Table 5. Extrinsic Motivation**

S N	Extrinsic Motivation	Mean	Rating	Interpretation
1	My school offers teachers with breakfast and lunch to teachers	4.53	High	Agree
2	School leadership promote performance-based incentives	3.92	High	Agree
	I receive my salary on time	3.89	High	Agree
4	In my school, Teachers have security and protection programs	3.54	High	Agree
5	Teachers in my school get promotions to new positions	3.56	High	Agree
6	My school offers overtime and holiday packages	3.49	Undecided	Neutral
	<b>OVERALL SCORE</b>	<b>3.83</b>	High	<b>Agree</b>

**Source:** Field Data (2021)

Regarding performance-based incentives, a mean score of 3.92 was obtained, indicating that the teachers agreed that their school's leadership promotes performance-based incentives that are teachers are awarded when pupils they teach perform well. This rated the level of teacher extrinsic motivation through performance-based incentives to be high.

Also, teachers agreed that they receive their salaries on time. The mean score of 3.89 indicates that the teachers rated the extrinsic motivation though salary on time as high.



Regarding the extrinsic motivation through security and protection, the teachers agreed to have security and protection. With a mean score of 3.55 teachers rated the level of extrinsic motivation through security and protection as high.

The findings in Table 4.4 showed that with a mean score of 3.56 teachers agreed that they get promoted to a new positions. The mean score of 3.56 suggests that the level of extrinsic motivation to teachers of Seventh-day Adventist Church-based primary school in Western Kenya Union Conference through promotions to new positions is high.

Regarding if the schools offer overtime and holiday packages as a way of extrinsically motivating the teachers, the findings of this concern were neutral (a mean score of 3.49) indicating that, teachers were unaware of these overtime and holiday packages. The overall rating on extrinsic motivation suggests that the level of teachers' extrinsic motivation is high.

The presented findings above are in harmony with those of Akhtar, Tatlah, and Iqbal, (2018) from Lahore who also established that teachers were extrinsically motivated through salary increment, promotion, and housing. According to them, tangible benefits can serve as a better source for the enhancement of the extrinsic motivation level of teachers. However, the findings of the current study disagree with those of Kamundi, (2021) who conducted a study at the Seventh-day Adventist Church in East Kenya Union Conference and reported that teachers in the Adventist schools were not given motivational incentives during the school prize-giving days and this somehow demoralized the teachers from working hard.

## **5.0 CONCLUSION ANDRECOMENDATIONS**

### **5.1 Conclusions of the Study**

Based on the findings of the study, the study concludes that both the intrinsic and extrinsic motivation of teachers is high. Furthermore, the academic performance of pupils is high. Finally, both the intrinsic and the extrinsic motivations contributed to the academic performance of pupils.

### **5.2 Recommendations of the Study**

Based on the conclusions of the study, the study recommends that teachers need to be rewarded for the established good performance of pupils. Second, the school administrations should do their best to enhance both intrinsic and extrinsic motivation since the two types of motivation contribute to good performance of pupils. Also, the pupils need to be more motivated to keep up with their academic performance for the sake of their future studies at the next level.

## **REFERENCES**

- Akhtar, S. N., Tatlah, I. A., & Iqbal, M. (2018). Relationship between Extrinsic Motivation and Students' Academic Achievement: A Secondary Level Study. *Journal of Research and Reflections in Education*, 12(1), 093-101.
- Denise, P., & Cheryl, T. B. (2012). *Essentials of Nursing Research: Appraising Evidence for Nursing Practice* (9 ed.). Canada.

- Fowler Jr, F. (2009). *Survey Research Methods* (4 ed.). London: Sage Publications.
- Heale, R., & Ywycross, A. (2015). *Vailidity and Reliability in Quantintative Studies*.
- Iqbal, A., Aziz, F., Farooqi, T. K., & Ali, S. (2016). Relationship between Teachers ' Job Satisfaction and Students ' Academic Performance. *Eurasian Journal of Educational Research*, 335–344.
- Kamundi, S. (2021). Determinants of Teacher and Student Retention in Secondary Schools of Seventh-day Adventist Church in East Kenya Union Conference. *African Journal of Empirical Research*, 26-53.
- Kothari, C. (2004). *Research Methodology: Methods & Techniques* (2 ed.). New Delhi: New Age International (P) Limited, Publishers.
- Mark, A. (2015). *Factors Influencing Teachers' Motivation and Job Performance in Kibaha District, Tanzania*. The Open University of Tanzania.
- Mark, M., & Janina, J. (2012). *Research Design Explained* (8 ed.). Cengage Learning.
- Mbope, N. A. (2015). *The Impact Of Teachers' Motivation On The Improvement Of The Quality Of Teaching And Learning In Public Primary Schools In Ilala District, Tanzania*. A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education in Administration, Planning and Policy Studies at the Open University of Tanzania.
- Oko, O. F. (2014). *Impact of Teacher Motivation on Academic Performance*. A paper presented at the National Association of Mathematics Students' Conference/Seminar held at the College Auditorium, Nwafor Orizu College of Education, Nsugbe, Anambra State, Nigeria, National Open University of Nigeria, Department of Educational Administration and Planning.
- Santos-Longhurst, A. (2019, February 11). *Intrinsic Motivation: How to Pick Up Healthy Motivation Techniques*. Retrieved May 21, 2021, from <https://www.healthline.com/health/intrinsic-motivation>
- Saunder, M., Lewis, P., Thornhill, A., & Bristow, A. (2019). *Understanding Research Philosophy and Approaches to Theory Development*. In *Research Methods for Business Students* (8 ed., pp. 128-171). Birmingham: Pearson Education.
- Utomo, H. B. (2018). *Teacher Motivation Behavior: The Importance Of Personal Expectations, Need Satisfaction, and Work Climate*. *International Journal of Pedagogy and Teacher Education*, 2(2).