RESEARCH ARTICLE

ORGANIZATIONAL LEARNING AND MOTIVATION AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN NANDI COUNTY, KENYA

*Agui, D. K.

Department of Educational Management and Policy Studies, School of Education, Moi University,
P.O Box 3900-30100, Eldoret

ARTICLE INFO	ABSTRACT
	This study investigated influence of organizational learning on motivation among teachers of Nandi county public secondary schools. It specifically assessed the influence of learning from past experience, and learning from others, and quick and efficient knowledge transfer on teacher motivation. The study employed a cross-sectional survey design. A sample of 82 teachers was drawn from 5 schools selected using cluster sampling technique to participate in the survey by completing structured questionnaires, developed by the researcher. The data was analyzed descriptively using means and percentages and presented in tables and graphs. The results revealed that learning from past experience, and learning from others, and quick and efficient knowledge transfer, as aspects of organizational learning, had an influence on teacher motivation, with teachers who reported that their schools had good environment that fostered these aspects scoring higher in motivation. The study concludes that organizational learning has an influence on motivational levels of public secondary school teachers in Nandi County, Kenya. The study recommends that school heads introduce multi-discipline empowerment where employees are allowed to learn another relevant skill, employ mentoring and couching as a developmental tool for staff, create space and time for individuals and teams to be innovative.

1.0 INTRODUCTION

Background to the Study

The management dilemma in many organizations in today's fast paced technological environment is how managers can improve the motivation of employees, so that companies employ and retain a fulfilled workforce that contributes optimally to organizational stakeholders. Of relevance to the education sector is how school managers can enhance the motivational levels of the teaching staff. Teachers are one of the most important group of professionals for any nation's future (Obure, 2003). The quality of education of any nation's future workers and leaders significantly depends on the extent to which the teaching professionals are satisfied, motivated and committed to their professional call of duty. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs (Kapere, 2007). Previous research suggests that teacher motivation depends largely on the extent to which schools are transformed to an organization where all its members - teachers and students- are encouraged to continually engage in personal growth through learning.

Current trends that have characterized modern organizations, including globalization, diversity in the workplace, rapid technological advances and breakthroughs, and increased competition have led many management thinkers and researchers to shift focus to practices that allow organizations to remain innovative, flexible and adaptive to demands for change. This has culminated in the demand for management to foster an environment conducive to create learning capacities throughout the organization — from the lowest to the highest levels and in all areas. Many organizations are called upon to

reinvent themselves through *organizational learning* towards something called *learning organizations* (Daft, 1996). This is the call made to school management too: to build the school into a system where not only are students engaged in learning, but the school as a whole is transformed into a learning organization. A learning organization is one "where people expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Mullin, 2002, p. 358). Mullin observes that the learning organization facilitates the learning of all its members and continually transforms itself. It values individual development, open communication and trust; it is open and flexible and able to continually transform itself and learn from experience and thus always take advantage of changing external conditions.

According to Senge (1990), learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together (p.3). According to Watkins and Marsick (1992), learning organizations are characterized by total employee involvement in a process of collaboratively conducted and collectively accountable change directed towards shared values or principles of learning (p. 118).

The process of creation and sustaining learning organizations is called organizational learning (Armstrong, 2007). In organizational learning, institutions are engaged in a process of coordinated systems change, with mechanisms built in for individuals and groups to access, build and use organizational memory, structure and culture to develop long-term organizational capacity (Cole, 2002).

Corresponding author: deniskiptanui@yahoo.com

The aim of organizational learning is to develop an organization's resource-based capacity through investment in people in order to develop the human capital required by the organization and to increase its stock of knowledge and skills (Armstrong, 2007). Through education, training, and experience that the training brings, an employee acquires knowledge and skills and generates into the organization a stock of productive human capital. McGill et al. (1992), cited in Armstrong (2007), define organizational learning as the ability of an organization to gain insight and understanding from experience through experimentation, observation, analysis, and a willingness to examine both successes and failures.

According to Garvin (1993), cited in Armstrong (1998), a learning organization is one that is skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights, while organizational learning is the process of creating learning organizations. For the purpose of this study, based on Garvin's proposal, three elements of organizational learning were investigated, thus, learning from past experience, learning from others, and quick and efficient knowledge transfer. Learning from past experience is the first component of organizational learning. This involves reviewing past successes and failures, assessing them systematically and recording the lessons learned in open and accessible manner (Armstrong, 2007). It is based on the 'Santayana principle' - those who cannot remember the past are condemned to repeat it". It also involves insisting on reviewing past data as the background to decision making. In this study, it was defined as reviewing past performance, reviewing past experiences and learning from past mistakes.

The second component of organizational learning in this study is learning from others. Often, one can get significant insights, and develop new perspectives through a look outside his/her immediate environment [SIS- Steel Ideas Shamelessly]. This has come to be called benchmarking in management literature — a process of identifying best practice organizations and analyzing the extent to which what they are doing can be transferred, with suitable modifications, to one's own environment (Mullins, 2003). In this study, it was defined as visiting other high performing schools and sharing ideas, borrowing examination papers from other schools or regions, and sponsoring teachers for seminars and workshops on their subject areas and profession.

The third element of organizational learning in this study is quick and efficient knowledge transfer. This involves a process of diffusing new knowledge, skills or practice throughout the organization (Armstrong, 2007). In this study it took the form of having sessions for teachers to share their professional experiences, having good communication network among teachers, and having professionals from outside to give speeches to teachers on new trends or issues relating with personal and professional development. From early on, the concept of motivation has been utilized to explain types of behaviour, for example, basic biological needs or drives connected to survival and procreation (e.g. hunger, thirst and sex) and extrinsic rewards or punishments. Both types of explanations suggest that behaviour is motivated by the need or desire to achieve particular outcomes (e.g. promotion, recognition and avoidance of punishment). Motivation thus energizes and guides behaviour toward reaching a particular goal (Sansone and Harackiewicz, 2000). Gibson, Ivancevich and Donnelly (2000) say motivation is a concept that describes forces acting on or within an individual to initiate and direct behavior. Snell (1999) says that without motivation, even the most talented people will not deliver to their potential.

With motivation, others will perform way above the level expected of their intelligence and academic ability. He farther asserts that company staff is its business. They are the company. They project the image of the company that customers see. They alone hold the power to deliver a high quality standard of service. It is a company's staff, not its managers, who ultimately have the power to boost or reduce its profits. A highly motivated person will work hard towards achieving performance goals. With adequate ability and understanding of the job, such a person will be highly productive. A motivated person is always aware of the fact that a specific goal must be achieved, and continuously directs his/her efforts at achieving that goal, even in the face of adversity.

Low teacher motivation is one of the worrying trends, influencing teacher turnover world over; Kenya included (Obure, 2003). The number of teachers leaving the profession for other positions in Kenya today is alarming (Obure, 2003). A report on the quality of education in Kenyan schools of 1999 (the Koech Report, cited by Obure, 2003) reports that the number of teachers leaving the profession is significantly high. Going by Ingersoll's (2001) prediction, teacher turnover may have high ramifications to school effectiveness and student performance. One of the significant contributors to teacher retention is motivation, a variable that is influenced by many factors, including the extent to which school management endeavors to transform schools into learning organizations. It is important for educators and human resource researchers to focus on the influence of organizational learning on teacher motivation, a factor that contributes significantly to teacher retention.

2.0 Problem Statement

The role of teachers in building and securing the future of any society through investment in education of its members has long been recognized in all societies of the world. Undeniably, schools are the most visible institutions of human resource development of every society, since prehistory (Kapere, 2007). Without quality teaching and learning in schools, school effectiveness is grossly affected and student performance and development is inhibited. As a result, prospects of society through investment in people also become obscure and apprehensive. Quality of teaching depends on a number of factors, including teacher motivation, a factor that can be externally controlled through initiating systems that guarantee self actualization such as learning from others, from past experiences, sharing knowledge among other learning and development approaches in organizations.

In Kenya today, the educational system is undergoing a significant transitional stage. The new rapid results approach to education, the autocratic governance of schools, the rigid pressure to improve school mean grades by school heads are causing stress for teachers (Obure, 2003). Again, lack of discipline in schools, abolishment of corporal punishment, redeployment, poor remuneration of teachers, large pupil-teacher ratios, all point to stressful teaching profession in Kenya (Kapere, 2007). Additionally, the finding that teachers are not adequately engaged by their heads in active learning and professional development and are not adequately consulted regarding policy or curricular changes (Koech Report, 1999, in Obure, 2003) raises concern as to the extent to which teachers are engaged in continuous learning and improvement of skills and capabilities. The 1999 Koech Report indicates that conditions under which Kenyan teachers work are demoralizing, as they have to cope with poor physical conditions such as overcrowding, inadequate equipment and lack of adequate facilities. This often leads to teacher inability to cover the syllabus, as well as a lack of time for marking and less preparation. In a recent study (Kapere, 2007) it was observed that 34% of teachers in Kisumu Municipality have a turnover intent, an inclination to quit teaching if opportunities would be available. The study further reported that motivation of teachers was a significant contributing factor to turnover intent. This study is consistent with general informal expressions and public perceptions about the low motivational levels of teachers. If teachers remain low in motivation, they may lack commitment to their work, and consequently, their schools may become inefficient and the students would score poorly in public examinations, a critical determinant of the students' future placement

(Bull, *2005)*. This is an insecure state of affairs for the future of the Kenyan society. Continued deficiency of empirical research on organizational learning and teacher motivation in Kenya is likely to complicate the process of decision-making and policy development to enhance quality education in Kenya. This incongruence therefore suggested the need to assess organizational learning aspects that should be enhanced to promote motivation among public secondary school teachers of Nandi County, Kenya.

3.0 Purpose of the Study

The purpose of this study was to determine the influence of organizational learning on motivation among teachers of public secondary schools in Nandi County using a cross-sectional sample survey, with the intention of enhancing teacher motivation in Kenya. In this study, organizational learning was learning from past experience, learning from others, and quick and efficient knowledge transfer. Teacher motivation was conceptualized as the willingness of the teachers to put more efforts to the school activities, and operationally defined in terms of willingness of the teacher to work harder for the school even without monetary compensations, and to create extra time for students even beyond formal working hours.

4.0 Research Objectives

The study sought to achieve the following specific objectives:

1. To examine the influence of learning from past experience on motivation among
   Public Secondary School teachers in Nandi County.
2. To find out the influence of learning from others on motivation among Public Secondary School teachers in Nandi County.
3. To determine the influence of efficient knowledge transfer on motivation among Public Secondary School teachers in Nandi County.

Research Questions

In order to achieve the research objectives, answers to the following three research questions were advanced:

1. What influence does learning from past experience have on motivation among Public Secondary School teachers in Nandi County?
2. How does learning from others influence motivation among Public Secondary School teachers in Nandi County?
3. What is the influence of efficient knowledge transfer on motivation among Public Secondary School teachers in Nandi County?

5.0 Significance of the Study

This study contributes to increasing the wealth of knowledge on organizational learning, a concept that has a dearth in research literature in Kenya. It is hoped that this study serves as a spur for further research on organizational learning and teacher motivation. This research report would be a useful reference material on teacher motivation and school management in Kenya. The study is also useful to school management in Kenya since it highlights areas of improvement on school management. Both teachers and students are significant beneficiaries of this research. The findings may inform policy development for school management to improve quality of work life among teachers. Consequently, students of the secondary schools are poised to benefit, albeit indirectly, from improved teacher job satisfaction, and reduced teacher attrition through voluntary turnover, which would enhance teacher interest in student performance, and the quality of learning.

6.0 Scope and Limitations of the Study

This study on organizational learning and teacher motivation was conducted among Nandi Countypublic secondary school teachers. One of the divisions of Nandi county, of the greater Rift Valley Province, Nandi Hills has 13 public secondary schools. The study was conducted using a cross-sectional sample survey design, data being collected using structured questionnaires.

A primary limitation of this study relates to the use of a relatively smaller sample of schools in the study area. This implies that generalizability of results from this research is limited to the population of participating schools. Another limitation of the study is the use of a questionnaire rather than a triangulation of more than one as collection method for intra-design validation and enrichment of data. These limitations were imported into the study design by constrictions of time and finance. To control for sampling errors and to enhance representability of the sample, probability sampling was adopted. Suggestions are also made for further research to improve on the limitations of this study.

7.0 Theoretical Framework

This study was modeled on Herzberg's *(*1956*;* 1976) Two-Factor theory of motivation. The theory postulates that factors affecting job satisfaction and motivation are divided into two major categories: intrinsic and extrinsic factors (Obure, 2007). According to the two-factor theory, intrinsic characteristics of a job serve as motivators, whereas the extrinsic characteristics are maintenance factors. Extrinsic characteristics, the most visible aspects of a job, are related to the context or work environment and are determined by external events or people. These include working conditions, relationships with co-workers, salary, and job security. Intrinsic job characteristics focus on the content and tasks involved in a job and the opportunities for self-expression that the job provides. Such characteristics include responsibility, skill, autonomy, and opportunities for personal growth and development. Herzberg hypothesized that extrinsic job characteristics prevent dissatisfaction, whereas intrinsic job characteristics lead to motivation.

Herzberg's theory was preferred over other theories of motivation which the researcher adjudged as too general on motivation and do not distinguish it from job satisfaction, which was the focus of the study. As adopted for this study, the two-factor theory posts that motivation among teachers is influenced by growth factors, emanating from the job and contributing to the individual worker's personal and professional growth such as the capacity to increase competencies through skill building and other learning experiences. In this study, it was hypothesized that learning from past experiences, learning from others, and efficient knowledge transfer, as aspects of organizational learning, had an influence on motivation of teachers. The variables under investigation in this study are defined conceptually in the schematic illustration in Figure 1.1 below.
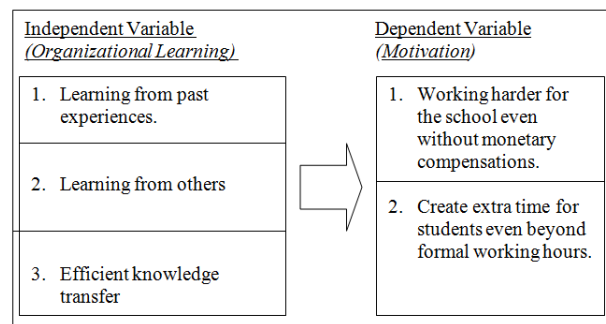

Figure 7.1. Conceptual Framework of Organizational Learning and Teacher Motivation

As the figure above indicates, it was conceptualized in this study that job satisfaction affects turnover intent, which in turn influences the actual turnover. The study was concerned with how learning from past experience, and learning from others, and quick and efficient knowledge transfer, influence teacher motivation.

8.0 RESEARCH DESIGN AND METHODOLOGY

8.1. Research Design

A research design is a master plan specifying the methods and procedures for collecting and analyzing the needed information. It is a framework or blueprint that plans the action for the research project or the structure of the investigation so conceived as to obtain answers to research questions (Kerlinger, 1986). This study was a cross-sectional survey design in which information was elicited from respondents in a number of different conditions expected to be significant to the change at a single time. The advantages of doing a cross-sectional study is that it saves time; it saves costs; all things being equal, response rates are generally high; and results can be published in time for other agencies to make policy changes. In this study the design allowed the researchers to collect representative data from the teacher population from a sample of it, at one point in time, within a short time against the backdrop of time and financial constraints.

8.2. Target Population

The target population composed of all teachers of public secondary schools in Nandi County, Kenya. There is a total of 136 public secondary schools in the county. Report at the District Education Office indicates that there are *348* schoolteachers in total in the public secondary schools in the division. The accessible population comprised of the school teachers who were in their current working stations during the period of conducting the study.

8.3. Sample Size

A sample of 111 was randomly selected from the population of 348 teachers to participate in the study. According to Kelinger (1986), a sample size of more than 30% of the target population is adequate to represent the population, especially if considerations of proportionality to group size are made.

8.4. Sampling Techniques

To select the sample, cluster sampling technique was employed. This is a technique where the researcher selects the sample by first selecting a cluster and then approaching all in the cluster into the sample. Assuming a population of 25 teachers per school, a sample of 5 schools was taken to reach a sample size of more than 104, and allowing for non-response. Table 3.1 below describes the population size from every sampled school.

Table 8.1. Teacher Population and Sample

Schools	Population	Sample as % of population
A	21	6
B	18	5.2
C	31	8.9
D	26	7.5
E	15	4.3
Total	111	32

Source: Author (2007) N=348

8.5. Instrumentation

This study employed self-administered structured questionnaires for data collection. These questionnaires were self-administered, in that respondents had to fill them up under supervision of the researcher.

Self-administered questionnaires present a problem to the researcher because they rely on the clarity of the written word rather than the skill of the interviewer (Kerlinger 1986). The other assumption that has to be made when using questionnaires is that respondents can read, understand and write in the language of the questionnaire. The researcher developed the questionnaire, against a review of previous measures of organizational learning and motivation. It consisted of 6 five-point Likert-type scale items on organizational learning and 2 on teacher motivation. Respondents were asked to rate their agreement or disagreement with the statements. It also included a section for collecting demographic data of the respondents, to be used to describe the respondents.

8.6. Data Analysis Procedures

After data collection, data was cleaned, checked for missing values and coded. The missing data were filtered out of the actual data analysis. The coded data summaries were entered into The *Statistical Package for the Social Sciences* (SPSS) for analysis. The teachers were classified in terms of whether in their school, they perceived organizational learning as either good or fair or poor. A sum of the scores for each aspect of organizational learning was computed. Each of the total scores was translated into percentage by dividing the score by the maximal probable score (10) and multiplied by 100. An average percentage of less than 40% was considered poor, 40% to *59%* fair and 60% and above good. The frequency and % frequencies were run based on the research questions. The mean percentage score for motivation was also obtained by dividing the actual score by the maximal probable score (10) and multiplied by 100. These results are presented in the chapter that follows.

9.0 DATA PRESENTATION AND INTERPRETATION

9.1. Demographic Characteristics of Respondents

Out of the 111 sampled and approached respondents, 82 participated in the survey. Approximately 25% of the sample was lost due to the researcher's inability to track the respondents, even after three consequent visits. This section presents a description of this sample.
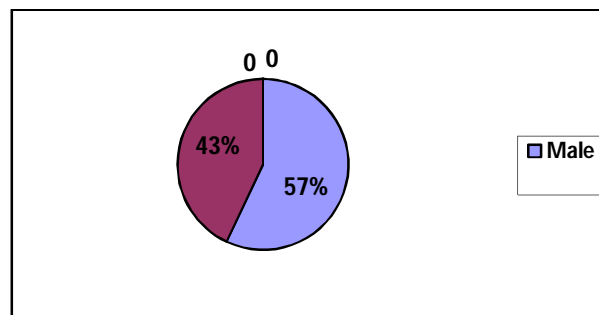
Gender of Respondents

Table 9.1.1 and Figure 9.1.1 below gives an illustration of the gender description of the respondents.

Table 9.1.1: Gender of Respondents

Gender	Number	Percentage (%)
Female	47	57.32
Male	35	42.68
Total	82	100

Source: Author (2007)

The results above are graphically shown in Figure 9.1.1.

Source: Author (2007)

Figure 9.1.1: Gender Description of Respondents

As presented in Table 9.1.1 and illustrated in Figure 9.1.1, *57%* of the respondents were females while 43% of them were males. There were more male than female respondents.

9.1.2 Age of Respondents

Table 9.1.2 and Figure 9.1.2 below gives an illustration of the age description of the respondents.
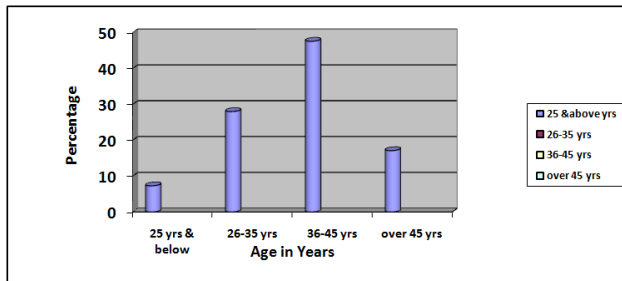
Table 9.1.2. Age of Respondents

Age	Number	Percentage (%)
25 yrs and below	6	7.32
26-35 yrs	23	28
36-45 yrs	39	47.6
Over 45 yrs	14	17.1
Total	82	100

Source: Author (2007)

The results above are graphically shown in Figure 9.1.2.

As presented in Table 9.1.2. and illustrated in Figure 9.1.2 above, 48% of the respondents were aged 36-45 years, 28% were aged 26-35 years, 17% of them were aged over 45 years, while only 7% of them were aged 25 years and below.
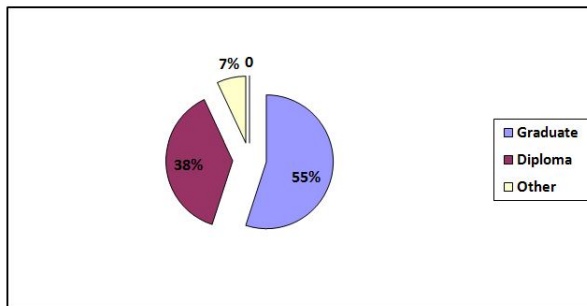

9.1.3 Education Level of Respondents

Table 4.1.3 and Figure below presents data on education level of the teacher respondents.

Table 9.1.3. Education Level of Respondents

Education Level	Number	Percentage (%)
Diploma	31	37.8
Graduate	45	54.9
Other	6	7.32
Total	82	100%

Source: Author (2007)

The results above are graphically shown in Figure 9.1.3.

Source: Author (2007)

Figure 9.1.3. Education Level Description of Respondent Employees.

The results presented in Table 9.1.3.and illustrated in Figure 9.1.3, majority (55%) of the respondents were graduates, 38% were holders of diplomas, while 7% reported 'other' category. In this sample, there were more non graduates.

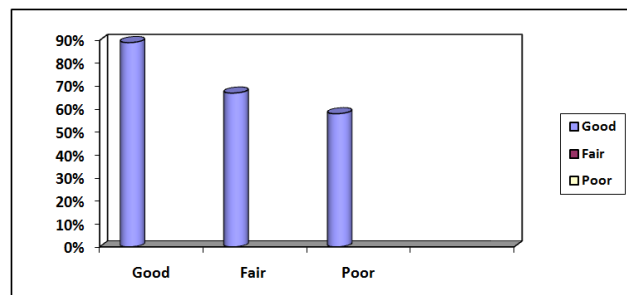### 9.2 Learning from Past Experience and Teacher Motivation

The first research objective was to examine if there is any influence of learning from past experience on teacher motivation. To achieve this objective, teachers were categorized into three independent groups, according to whether they viewed learning from past experience as an aspect of their school learning experiences. In getting the categories, the total scores for the two items on this variable was translated, for each respondent, into percentage by dividing the score by the maximal probable score (10) and multiplied by 100. An average percentage of less than 40% was considered poor, 40% to 59% fair and 60% and above good. The mean percentage score for motivation for each teacher was also obtained by dividing the actual score by the maximal probable score (10) and multiplied by 100. The organizational learning descriptive data of teachers and their mean percentage score for motivation are presented in Table 9.2 below.

Table 9.2. Learning from Past Experience and Teacher Motivation

Learning from Past Experiences	Teachers reporting		Teacher motivation
	Frequency	%	
Good	21	25.6	89
Fair	24	29.3	67
Poor	37	45.1	58
Total	82	100	71

Source: Author (2007)

The results above indicate that *45%* of the teachers felt that their school performed poorly as one that fosters learning from past experiences, 29% viewed their school as fair, while 26% of the teachers reported that theirs was good. This implied that learning from past experience is not fostered in majority of the schools. The result also indicated that teachers who reported that their organizational learning was good had a percentage of motivation of 89%, those who were categorised as fair had 67% while those who were categorized as poor had *58%*. The average motivational level was 71%, suggesting that generally, motivation level among the teachers is high. These results are further graphically shown in Figure 9.2.

Source: Author (2007)

Figure 9.2. Learning from Past Experience and Teacher Motivation

The results illustrated above indicate that teachers who reported that their school had avenues to allow them learn from past experience reported higher motivation (89%) than those who reported fair (67%) or poor *(58%)*. The result was thus interpreted to mean that learning from past experience has some influence on teacher motivation.

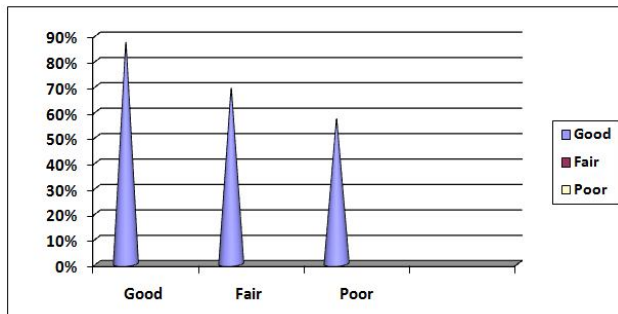## 9.3 Learning from Others and Teacher Motivation

The second research objective was to assess the influence of learning from others on teacher motivation. To achieve this objective, teachers were categorized into three independent groups, according to whether they viewed learning from others as an aspect of their school experiences. In getting the categories, the total scores for the two items on this variable was translated, for each respondent, into percentage by dividing the score by the maximal probable score (10) and multiplied by 100. An average percentage of less than 40% was considered poor, 40% to 59% fair and 60% and above good. The mean percentage score for motivation for each teacher was also obtained by dividing the actual score by the maximal probable score (10) and multiplied by 100. The descriptive data of teachers and their mean percentage score for teacher motivation are presented in table 9.3 below.

Table 9.3. Learning from Others and Teacher Motivation

Learning from Others	Teachers reporting		Teacher motivation as a mean %
Good	52	63.4	87
Fair	11	13.4	69
Poor	19	23.2	57
Total	82	100	71

Source: Author (2007)

The results above indicate that 65% of the teachers felt that their school's performance in creating an environment where teachers learn from each other as good, 23% viewed their school as poor, while 13% of the teachers reported that theirs was a fair performance. This implied that a good number of the schools have an environment where learning from others is fostered. The result also indicated that teachers who reported that their organizational learning through knowledge transfer was good had a percentage motivation of 87%, those who were categorized as fair had 69% while those who were categorized as poor had 58%. The average motivational level was 71%, suggesting that generally, motivation level among the teachers is high. These results are further graphically shown in Figure 9.3.

Source: Author (2007)

Figure 9.3. Learning from Others and Teacher Motivation

The results illustrated above indicate that teachers who reported that their school had avenues to allow them learn from others reported higher motivation (87%) than those who reported fair (69%) or poor (57%). The result was thus interpreted to mean that learning from others has some influence on teacher motivation.

9.4 Knowledge Transfer and Teacher Motivation

The third research objective was to assess the influence of knowledge transfer on teacher motivation. To achieve this objective, teachers were categorized into three independent groups, according to whether they viewed knowledge transfer as an aspect of their school experiences. In getting the categories, the total scores for the two

items on this variable was translated, for each respondent, into percentage by dividing the score by the maximal probable score (10) and multiplied by 100. An average percentage of less than 40% was considered poor, 40% to 59% fair and 60% and above good. The mean percentage score for motivation for each teacher was also obtained by dividing the actual score by the maximal probable score (10) and multiplied by 100. The descriptive data of teachers and their mean percentage score for motivation are presented in Table 9.4 below.

Table 9.4. Knowledge Transfer and Teacher Motivation

Learning from Past Experience	Teachers reporting		Teacher motivation
	Frequency	%	
Good	17	20.7	91
Fair	23	28	73
Poor	42	51.2	49
Total	82	100	71

Source: Author (2007)

The results above indicate that majority (51%) of the teachers felt that their school's performance in creating an environment where knowledge transfer is fostered was poor, 28% viewed their school as fair, while 21% of the teachers reported that theirs was a good performance. This implied that a good number of the sampled schools have an environment where knowledge transfer is not well fostered. The result also indicated that teachers who reported that their organizational learning through knowledge transfer was good had a percentage motivation of 91%, those who were categorized as fair had 73% while those who were categorized as poor had 49%. The average motivational level was 71%, suggesting that generally, motivation level among the teachers is high. These results are further graphically shown in Figure 9.4.
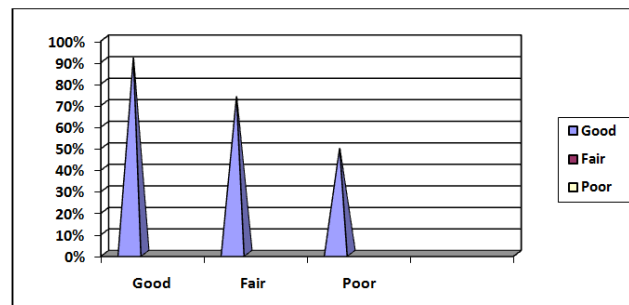
Figure 9.4. Knowledge Transfer and Teacher Motivation

The results illustrated above indicate that teachers who reported that their school had avenues to allow them an environment that fosters transfer of knowledge reported much higher motivation (91%) than those who reported fair (73%) or poor (49%). The result was thus interpreted to mean that knowledge transfer has some influence on teacher motivation.

9.5 Organizational Learning and Teacher Motivation

The purpose of this research was to assess the influence of organizational learning on teacher motivation. To achieve this purpose, teachers were categorized into three independent groups, according to how they viewed all the three aspects of organizational learning (Learning from past experience, learning from others, and knowledge transfer). In getting the categories, the total scores for the six items on organizational learning, two from each variable was translated, for each respondent, into percentage by dividing the score by the maximal probable score (30) and multiplied by 100. An average percentage of less than 40% was considered poor, 40% to

59% fair and 60% and above good. The mean percentage score for motivation for each teacher was also obtained by dividing the actual score by the maximal probable score (10) and multiplied by 100. The descriptive data of teachers and their mean percentage score for motivation are presented in Table 9.5 below.

Table 9.5. Organizational Learning and Teacher Motivation

Learning from Past Experience	Teachers reporting		Teacher motivation
	Frequency	%	
Good	30	36.6	89
Fair	19	23.2	70
Poor	33	40.2	55
Total	82	100	71

Source: Author (2007)

The results above indicate that majority (40%) of the teachers felt that their school's performance in creating a learning organization was poor, 37% viewed their school as good, while 23% of the teachers reported that theirs was a fair performance. This implied that a good number of schools in the sampled schools have not developed systems to transform them into learning organizations, where learning from past experiences, learning from others, and knowledge transfer are fostered. The result also indicated that teachers who reported that their organizational learning was good had a percentage motivation of 89%, those who were categorized as fair had 70% while those who were categorized as poor had 55%. The average motivational level was 71%, suggesting that generally, motivation level among the teachers is high, although differences among the groups according to organizational learning were observable. These results are further graphically shown in Figure 9.5.
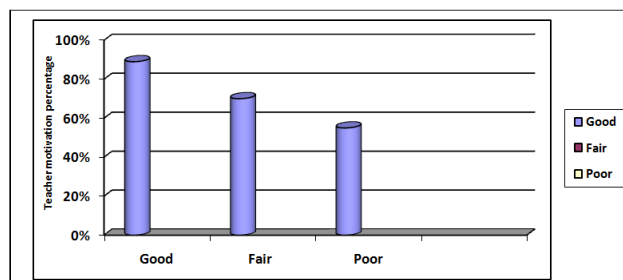
Source: Author (2007)

Figure 9.5. Organizational Learning and Teacher Motivation

The results illustrated above indicate that teachers who reported that their school had avenues to foster organizational learning through learning from past experiences, learning from others, and knowledge transfer reported much higher motivation (89%) than those who reported fair (70%) or poor *(55%)*. The result was thus interpreted to mean that organizational learning has an influence on teacher motivation.

10.0 Summary of findings, Conclusions and Reccomendations

The purpose of this study was to determine the influence of organizational learning on motivation among teachers of public secondary schools in Nandi Countyusing a cross-sectional sample survey, with the intention of enhancing teacher motivation in Kenya. Specifically, it investigated the influence of learning from past experience, and learning from others, and quick and efficient knowledge transfer on teacher motivation. Data was collected using structured questionnaires and analyzed descriptively using means and percentages and presented in tables and graphs. This last chapter gives a summary of the findings. It also presents discussions, conclusions and recommendations, including suggestions for further research.

Summary of Findings

The first concern of this study was to assess if there is any influence of learning from past experience on teacher motivation. To achieve this objective, teachers were categorized into three independent groups, according to whether they viewed learning from past experience as an aspect of their school learning experiences. The results revealed that learning from past experience is not fostered in majority of the schools. The results further showed that teachers who reported that their school had avenues to allow them learn from past experience reported higher motivation than others, implying that learning from past experience has some influence on teacher motivation. Secondly, this study assessed the influence of learning from others on teacher motivation. To achieve this objective, teachers were categorized into three independent groups, according to whether they viewed learning from others as an aspect of their school experiences. It was found that a good number of the schools have an environment where learning from others is fostered. It was further revealed that teachers who reported that their school had avenues to allow them learn from others reported higher motivation than others, implying that learning from others has an influence on teacher motivation.

The third research objective was to assess the influence of knowledge transfer on teacher motivation. To achieve this objective, teachers were categorized into three independent groups, according to whether they viewed knowledge transfer as an aspect of their school experiences. It was revealed that knowledge transfer was not a common practice in a good number of sampled schools. Further, the results showed that teachers who reported that their school had avenues to allow them an environment that fosters transfer of knowledge reported much higher motivation than others, indicating that knowledge transfer has some influence on teacher motivation.

Discussion of Findings

The findings adduced from this study revealed that organizational learning influenced motivation among teachers. This finding is consistent with previous research. Bull (2005) reported that teacher job satisfaction is affected by the work environment and strong principal leadership. The result that indicates that the nature of the school climate contributes to motivation among Kenyan teachers is not a new phenomenon. Obure (2003) found that work environment such as the degree of interaction among teachers and the nurturing conditions for growth established in the schools had an influence on teacher stress, and other indicators such as job satisfaction and motivation. Recently, Kapere (2007) found that job satisfaction had an influence on turnover intentions among Kisumu City secondary school teachers.

The 1999 Koech Report (cited in Obure, 2003) also reported that teachers were working in very poor environments and recommended, among others that school management needs to enhance working conditions for teachers. One of the recommendable approaches to establish a good and nurturing work environment is to foster learning culture within organizations "where people expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Mullin, 2002, p. 358).

With high teacher-pupil ratio, inadequacy of equipment and teaching resources among a myriad of others, teacher motivation is influenced. Zembylas and Papanastasiou (2004, cited in Bull, 2005) observe that teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries. They also believe that teacher satisfaction is directly related to how they feel about their teaching role, that is, their levels of motivation.

These authors found that some of the sources that would contribute to teacher satisfaction are more of administrative support, good student behaviour, a positive school atmosphere and good workplace conditions, promotional prospects, job security, co-workers relations and teacher autonomy.

Conclusion

This study investigated influence of organizational learning on motivation among teachers of public secondary schools in Nandi Countyusing a cross-sectional sample survey, with the intention of enhancing teacher motivation in Kenya. Specifically, it has investigated the influence of learning from past experience, and learning from others, and quick and efficient knowledge transfer on teacher motivation, data being collected from 82 teachers using structured questionnaires and analyzed descriptively. The study concludes that organizational learning has an influence on motivational levels of public secondary school teachers in Nandi County, Nandi County, Kenya.

Recommendation

Recommendations are made only with regard to the major contributors to employee motivation through organizational learning. In order to strategically utilize organizational learning as a motivational tool for teachers, it is recommended that school heads introduce multi-discipline empowerment where staff are allowed to learn another relevant skill, employ mentoring and couching as a developmental tool for staff, create space and time for individuals and teams to be innovative and allow them to pursue goals that they believe will benefit them and ultimately the organization, and create exposure opportunities for individuals and teams to do special projects and attend workshops, and visit other competitive schools through benchmarking so that they can gain useful experiences to be shared in the schools. The school supervisors also need to consider creating opportunities where staff participate in decision-making processes. For example involving teachers in meetings, workshops, conferences wherever it is practically possible from conception to implementation of decisions. They also need to create space to talk to all staff on issues of concern to them and seek their input. Even if there are no immediate solutions to their concerns, the fact that you have created a platform for engagement goes a long way to creating a perception of personal and professional growth.

Suggestions for Future Research

Due to constrictions of time and finance, this study was limited to a sample of 5 out of 13 public secondary schools within Nandi County. Ideally, the study should have included a larger sample size of schools to enhance its generalizability there is need for further research, replicating this study but using a larger sample size.

Further research is also needed to compare private and public, primary and secondary school teachers on organizational learning and motivation. Finally, there is need for use of other research designs and data collection methods and that data compared to that adduced from this study. In the ideal sense, a triangulation of various methods — qualitative and quantitative - could help validate the research data.

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