

An investigation of the factors that demotivate Secondary School teachers in work performance with reference to Wajir District

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Abstract:

An important characteristic of developing countries is the demand for secondary education. After independence, the Kenyan government has tried to eliminate ignorance, poverty and diseases. The Kenyan Ministry of Education has made a specific effort to put more secondary schools both in rural and urban areas. She has also tried to reduce the school fees so that education can be accessible to both poor and rich people alike. She has also provided schools with teachers and sometimes bursary to the poor. This effort has been paralleled by a remarkable drive from the people of Kenya to build local secondary schools without government financial assistance. Some of these schools are private run on commercial basis, but the most significant schools are the Harambee Schools funded by self - help groups in many parts-of the country. Development of Arid and Semi-arid lands (ASALS) has been the priority in the Economic Recovery strategy for wealth and Employment creation (ERS) in recognition of the important contribution these areas can make to national development . This is because ASALs form 80% of the country's landmass and are occupied by 25% of the country population. They also contribute 10% of the country's GDP , 70% of our livestock and account for more than 80% of eco-tourism interests in the country . Several programmes and project have already been identified and given priority for implementation in the above region during the year 2004 -2007 . Education is one of the project communities in ASALS districts have lagged behind in education and training due to a number of factors , in particular limited facilities such as quality institutions, water and other infrastructure . The ASALS have the lowest gross enrolment (GER) and net enrolment (NER) ratios in Kenya. Northeastern province has a GER of 15.9 and NER of 13.7 which means that more than 80 of school age children and youth are not in school . Only 60,817 pupils were in primary schools by the end of 2003 out of the targeted 381,328. Access, quality and relevant are further constrained by vast distances and the migratory nomadic lifestyles of the Pastoralist ASAL communities. It is therefore. critical to expand and improve the provision of education and training in these areas in order to reduce the historical and current inequalities. This is done though innovative integrated and localized interventions.