

**INFLUENCE OF HEADTEACHERS' MOTIVATIONAL PRACTICES ON
TEACHERS' PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN
KISUMU WEST SUB COUNTY, KENYA**

Ochuka Leah Achieng

**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Educational
Administration**

University of Nairobi

DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

Ochuka Leah Achieng

E55/ 85153/2016

This research project is submitted for examination with our approval as
University Supervisors:

Dr. Dorice Khatete

Lecturer

Department of Educational Administration and Planning

University of Nairobi.

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi.

DEDICATION

This project is dedicated to my loving husband Kennedy Odhiambo Odera and children Edna Getty Mauwa, Kate Nelly Awuor, Malcolm Awuor Odhiambo and Nicholas Okendi Odhiambo.

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May the good Lord shower you all with His abundant blessings.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CDE	County Director of Education
EGMA	Early Grade Mathematics
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation.
SCDE	Sub County Director of Education
SPSS	Statistical Package for Social Sciences
SQASO	Sub county Quality Assurance and Standards Officer
TSC	Teachers Service Commission
UPE	Universal Primary Education

ABSTRACT

The purpose of this study was to establish the influence of headteachers' motivational practices on teachers' performance in public primary schools in Kisumu West Sub County, Kenya. Four objectives were formulated to guide the study: to establish the influence of headteachers' provision of facilities and materials on teachers' performance, to determine how headteachers' recognition of teachers influences their performance, to examine how headteachers' involvement of teachers in decision making influences their performance and to establish how headteachers' clinical supervision influences teachers' performance. The research used descriptive survey design. The target population consisted of 81 head teachers and 762 teachers from public primary schools in Kisumu West Sub County. Systematic sampling technique was used to sample 12 head teachers since it ensured equal chances for all schools to be included in the research. Simple random sampling technique was used to sample 114 teachers. The study used interview guide and questionnaires for headteachers and teachers respectively due to their convenience and low cost. Both quantitative and qualitative data analysis techniques were used. The findings were analyzed using SPSS and it showed that majority of the teachers were motivated with the head teachers' provision of facilities but demotivated with their provision of materials. Concerning recognition, majority of teachers were dissatisfied that they were not being recommended for promotion and acknowledged for the work they do. Decision making process is significant in every institution and head teachers are expected to be good decision makers for any institution to be managed effectively. However, head teachers have been found to be wanting when it comes to their inclusion of teachers in decision making. On clinical supervision, majority of teachers were motivated with how the head teacher attends to their issues, feedback and checking of professional records. Based on the findings, it was concluded that the motivational techniques used by head teachers such as; provision of teaching and learning materials, recognition of teachers, their inclusion in decision making and clinical supervision contribute to teachers' motivation resulting into positive performance. The researcher recommended that education stakeholders should see to it that schools have adequate materials necessary for the teaching and learning process. Head teachers need to appropriately recommend deserving teachers for promotion, device strategies for recognizing teachers and be open minded and accommodative to teachers' suggestions for the realization of meaningful performance. The researcher suggested that a study on other factors influencing teachers' performance, other than motivation, should be studied; a similar study should be conducted in Private Primary Schools and in the neighbouring Sub Counties with a view to improve on the findings and recommendations arising from this study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is important in the contribution of social and economic development throughout the world. These developments can only be obtained when motivated teachers handle educational programmes. Investing in quality primary education is a sure way of success in subsequent higher educational levels. Ngatia and David (2018), concluded that without a solid foundation, it is hard for children and youth to gain skills that will later use those foundations. For developing countries implementing Universal Primary Education (UPE) policy, quality education for all is their slogan.

Facilities and materials refer to provision of habitable staffroom and classrooms, learning resources which entails textbooks, teacher reference materials, sets, dictionaries, wall maps, atlases, pens, pencils and exercise books. The study was based on establishing the conduciveness of learning physical facilities and their impact on teacher performance. In Texas, Vandiver (2011), indicated that quality and adequacy of educational facilities were significantly associated with students' performance and teacher motivation. In Tanzania, Mosha (2015), found out that shortage of teaching facilities, poor classrooms and school environment affected the teaching efficiency of teachers. This might result into teacher demotivation hence, poor performance. In Nigeria Olufunke and Olubunmi (2016), showed that a relationship existed between physical facilities, teachers' motivation

and their performance. The inadequacy of facilities and materials in schools is a major contributor to teachers' motivation and performance. These conditions observed in Nigeria tend to look similar to the motivational practices affecting teaching profession in Kenya. Imonje, Kimani and Wanjala (2011), asserted that availability and provision of textbooks means more access to learning and improved teacher performance. However, this is influenced by inadequate facilities such as classrooms, classroom space, desks, latrines or abolition blocks and playfields. This demotivates teachers. Mutua (2016), also suggested that institutions should provide favourable conditions of work for teachers in order to ensure their motivation by availing adequate resources. The head teacher is to make sure that the school environment is favourable for teachers to work in. As the chief executive, he should realize that teachers are the vehicles through which results can be obtained. (Republic of Kenya, 2008). Thus, the need to provide adequate and relevant facilities and materials in order to motivate teachers. In Kisumu Adhiambo (2015), concluded that schools that have inadequate education facilities perform dismally in national examinations in the county. Bosibori (2015), stipulated that adequate resources for learning should be provided and more funds to be allocated for their purchase. These would improve teachers' motivation to work and better performance would be realized in National examinations.

Staff recognition means acknowledgement of teachers' efforts and motivating them to continue with the good performance through incentives, promotions and recommending them to go for seminars and workshops. Recognition is a reality

that does not depend on one's age and or educational level. It is one practice that cuts across and that's why in New Jersey, Battitury (2010), indicated that staff recognition was important to teachers' overall satisfaction. Teachers feel worthwhile when they are recognized, hence, motivation. Researchers Zeb and Jamal (2015), in Pakistan concluded that teachers prefer employees' recognition and promotions for their motivation and job satisfaction. This would translate into putting more effort in their work and realizing improved performance.

In Kenya, Musila (2010), found out that recognition from the immediate supervisor motivated most teachers. This influenced their performance since they would be motivated to perform better knowing that their Supervisor would acknowledge their efforts. In Koibatek District, it was revealed that a good number of teachers get motivated when their head teachers give recommendations for them to attend seminars and workshops (Ocham, 2010). Availing a variety of motivational rewards to teachers ensures their commitment to job performance in any assignment. (Ombuya 2015). Baraza (2015), in her study determined that recognition of teachers was a very important element in students' performance. Recognition of teachers is motivational and this translates into performance.

Involving teachers in decision making refers to their participation in making crucial decisions that affect their work directly. In the United States of America, one of teachers' greatest source of frustration is their lack of authority to determine how to meet students' demands in ways that will benefit them (Berry and Farris 2016). In Israel, Eyal and Guy (2010), concluded that by providing teachers with

an autonomy and supportive working environment, teachers are able to make positive contributions in the education field. Without autonomy in decision making, teachers may be demotivated and develop an 'I don't care' attitude which would affect their performance. Ocham and Okoth (2015), found out that teacher motivation was strongly linked with teacher involvement in school decision making. A study carried out in Nyakach by Opar (2012), stated that most students and teachers dislike head teachers' unilateral decision-making and preferred participatory and rational decision-making styles which is a motivating factor that influences teacher's performance.

Clinical supervision is a method of assessment whereby the supervisor is involved with the supervisee, teacher, in a close helping relationship. They both share ideas and the supervisor provides help to improve the ability of the teacher through analysis of collected information during the process of observation. Arsaythamby, Kamuji and Khalid (2013), in a study in Malaysia, revealed that teachers are able to improve their teaching performance within and outside the classroom through effective clinical supervision. This shows that supervision contributes to teacher motivation, In Nigeria, Okorji and Ogbo (2013), recommended that the school management should organize for periodic discussions with teachers on the process of clinical supervision. Such would motivate teachers knowing that their interests are being considered. Nzabonimpa (2011), of Uganda concluded that supervision of teachers creates positive impact on teacher performance because it motivates.

In Kenya, Aseka (2016), revealed that head teachers who conducted teaching observation influenced teacher performance significantly. When teachers are aware that their supervisors regularly conduct teaching observations, they will always be motivated to perform. Many teachers detest being supervised by head teachers since they see themselves as responsible employees who perform their duties as required. Such teachers view supervision as an intimidative exercise whereby head teachers are interfering with their work and are out to find faults in what they do. (Ireru 2011). In Kisumu, Ochola (2014), indicated that teachers disliked supervision due to unfair remarks. In this regard, clinical supervision is seen as demotivating. It can be said that head teachers' motivational practices seem to impact on teachers' instructional delivery process either positively or negatively and this may affect performance.

Table 1.1 Kisumu County 2013-2017 KCPE performance trend

SUB COUNTY	2013	2014	2015	2016	2017
KISUMU CENTRAL	299.04	301.43	310.60	303.37	273.09
KISUMU EAST	271.45	284.35	250.92	263.81	260.15
KISUMU WEST	256.20	277.48	256.46	258.86	254.14
MUHORONI	265.67	289.31	263.81	269.18	261.43
NYANDO	251.52	290.44	250.03	253.13	242.99
NYAKACH	261.75	277.92	260.23	258.46	257.48
SEME	249.22	283.80	243.32	247.58	242.15
COUNTY TREND	264.89	286.39	262.20	264.91	255.92

Source: Kisumu County Director of Education office, (2018)

1.2 Statement of the Problem

Through FPE program, a lot of resources have been invested in primary education sector to ensure all children acquire quality basic education that would enable them become productive members of the society. Teachers' teaching skills in early grade education are being improved by inducting them on handling Mathematics (EGMA) and literacy 'Tusome' programmes in grades one, two and three. In spite of the government's efforts, the performance of Kisumu West Sub County is still fluctuating. It has also been posting a mean below the County's trend in the past five years as per the results obtained from the Kisumu County Director of

Education office, (2018). The study intended to determine the cause of this inconsistency in performance whether it was as a result of the loopholes in head teachers' provision of motivational practices to teachers, or it was due to other intervening factors. This study investigated the influence of head teachers' motivational practices on teachers' performance in Public Primary Schools in Kisumu West Sub County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of head teachers' motivational practices on teachers' performance in public primary schools in Kisumu West Sub-County.

1.4 Objectives of the study

The following objectives were used to guide the study:

- i) To establish the influence of headteachers' provision of facilities and materials on teachers' performance.
- ii) To determine how headteachers' recognition of teachers influences their performance.
- iii) To examine how headteachers involvement of teachers in decision making influences their performance.
- iv) To establish how headteachers' clinical supervision influences teachers' performance.

1.5 Research questions

The study was guided by the following research questions:

- i) How does headteachers' provision of facilities and materials influence teachers' performance?
- ii) In which ways does headteachers' recognition of teachers influence their performance?
- iii) How does headteachers' involvement of teachers in decision making influence their performance?
- iv) In which ways does headteachers' clinical supervision of teachers influence their performance?

1.6 Significance of the study

The study provided insight on what teachers consider to be motivating them, which would be important to the Ministry of Education officials as these would assist them with formulating appropriate teacher policies. The employer, Teachers' Service Commission (TSC), may also utilize the results to create more opportunities for promoting deserving teachers so as to improve their morale. The information provided would also help head teachers in promoting areas that teachers identify as motivating to them. This would boost the teachers' morale and improve their performance. It would also trigger future research in the area of study.

1.7 Limitations of the study

Best and Khan (2008) define limitations as conditions which cannot be controlled by the researcher. Distance between the sampled schools was a challenge due to poor road network. The researcher used motorbikes to reach all the schools. Some of the teachers were reluctant to participate in the study because they feared victimization. Some head teachers also feared giving negative information about them which might have affected their objectivity. The teachers were assured of confidentiality before filling the questionnaires and that the information they give would be used only for the purposes of research.

1.8 Delimitation of the study

The study was confined to Kisumu West Sub-county in Kisumu and was limited to 81 head teachers, and 762 teachers' perceptions on how head teachers motivate teachers in schools. It only covered public day primary schools within the Sub-County since they operate under same guidelines given by Ministry Of Education (MoE) as opposed to private and boarding schools which operate under different management guidelines.

The study delimited itself to teachers teaching in public day primary schools and covered motivational practices such as provision of facilities and materials, teacher recognition, teacher involvement in decision making and teacher clinical supervision. The findings are limited to public day primary schools in Kisumu West Sub-County and therefore might not be used to generalize cases of other

Sub-Counties because of their difference in geographical location, climate and economic status of the community.

1.9 Basic assumptions of the study

The study was based on the assumption that;

- i) When teachers are motivated, they have high morale to perform their duties and hence; their achievement levels would be high.
- ii) The information that respondents will give will be genuine and not influenced by any external forces.
- iii) Teachers' performance is measured by KCPE results which is an acceptable measure of pupils' performance.

1.10 Definition of significant terms

The following are the significant terms as was used in the study:

Clinical supervision: Referred to head teachers overseeing teachers performing their instructional duties with a view to guide and advice.

Facilities and materials: Referred to staffroom, classrooms, latrines, learning resources such as textbooks, teacher's reference materials, sets, dictionaries, wall maps, atlases, pens, pencils and exercise books.

Involvement in decision making: Referred to the participation of teachers in critical decisions in areas which affect their work directly.

Motivational practices: Referred to modalities employed by the head teacher to direct teachers' individual drives towards an activity.

Staff recognition: Referred to the acknowledgement or appreciation of teachers' efforts and motivating them to continue with the good performance through incentives, promotions and recommending them to go for seminars and workshops.

Teacher performance: Referred to attending to duty in terms of improved KCPE mean scores.

1.11 Organization of the study

The study was organized in five chapters. Chapter one consisted of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, assumptions on the study and definition of significant terms. The second chapter was on the review of related literature and covered motivational practices, summary of literature review, theoretical framework and conceptual framework. The third chapter covered research methodology which included, research design, target population, sample size and sampling techniques, research instruments, data collection procedure, instrument validity and reliability and data analysis techniques. Chapter four covered data analysis and the findings of the study and lastly chapter five contained a summary of research findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviewed literature related to motivational practices. It was divided into the following sub-themes, motivational practices, provision of facilities and materials, staff recognition, teacher involvement in decision making, teacher clinical supervision, summary of literature review, theoretical framework and conceptual framework.

2.2 Motivational practices and teachers' performance

Motivation is the longing and drive in individuals that makes them to be continuously interested and committed to making efforts in attaining a particular goal. Motivational practices include provision of facilities and materials, staff recognition, teacher involvement in decision making and teacher clinical supervision. Head teachers need to understand what motivates teachers in order to effectively manage and grow a school that has the full support of its teachers.

Factors that affect teacher's motivation are related to both intrinsic and extrinsic factors. According to Hackett (1998), intrinsic motivation is a self-drive that takes place when people become engaged in an activity at their own free will without external incentives. One engages in a behavior because it is personally rewarding and is not pushed into performing the task. Extrinsic motivation on the other hand occurs when one is enticed to engage in an activity for a reward or to evade

punishment. Motivation is an effective tool for managers to inspire the workforce and creates their will to work (Karega 2013).

2.3 Provision of facilities and materials and teachers' performance

According to Ngaroga (2007), teaching and learning materials are those things, which are available within the school environment. They can either be collected or bought. In primary schools, such resources include textbooks, teacher's reference materials, sets, dictionaries, wall maps, atlases, pens, pencils and exercise books. According to Moore (2006), teachers expect their schools to avail the resources and materials they need to support good teaching. In Arizona, Schwartz (2012), stated that conditions at the work place were found to be having the greatest effect as far as teacher's satisfaction and their retention is concerned. In Tanzania, Eliapenda (2016), found out that, the availability of facilities and materials were a contributing factor to teacher's intrinsic motivation, and creativity in carrying out duties, thus improving their performance.

In Kenya, Mutua (2016), documented that institutions should provide favourable work conditions for teachers in order to ensure their motivation by availing adequate teaching and learning resources. Andisi (2014), established that insufficiency of instructional materials in schools greatly influenced teachers' performance. This shows that when materials are insufficient, teachers will be demotivated to perform. This has adversely affected classroom organization, traffic flow, as well as the attentiveness and comfort of the pupils. Ochieng' (2013), established that where the classrooms are overcrowded due to

over-enrolment, classroom organization and traffic flow are affected, this frustrates teachers and unless the head teachers device appropriate ways of motivating teachers, positive performance may not be realized. In Kisumu, Akungu (2014), concluded that provision and adequacy of learning materials and physical facilities enhances pupils' performance which is eventually reflected in their KCPE performance. The adequacy of facilities and materials motivate teachers' to perform and this is reflected in pupils' performance. Ochiewo (2011), revealed that quality of educational facilities influence performance of primary schools in Kisumu Municipality. Nyanya (2015), in his study concluded that provision of adequate and appropriate learning resources and infrastructure largely influence the internal efficiency when it comes to providing for education. For teachers to perform, they need a variety of conditions that would boost their efforts to enable them use the environment effectively to improve learning. Head teachers motivate teachers by providing facilities and materials and may realize improved level of performance.

2.4 Staff recognition and teachers' performance

According to Cole (1996), recognition neither considers a person's age nor level of education. In Arizona, Frase (2015), found out that teachers who chose to travel for professional training as a reward reported as having more opportunities for job enhancement and more recognition as opposed to their colleagues who chose to be rewarded through cash. Teacher recognition motivates them to perform. Musila (2010), determined that a recognizable number of teachers became motivated by

being recognized by their immediate supervisors and this propelled them to work harder in order to obtain better results. Mwei (2013), concurs with Musila that whenever teachers' work are not fully appreciated, they become demotivated and hence their performance is hindered. Maina (2013), in his findings indicated that teachers' level of motivation is greatly influenced by the recommendation made by head teachers for their promotion. Recognition motivates teachers since it gears them towards professional growth and improvement. Every teacher yearns to be re-assured and acknowledged of the good work that they are and this would motivate them to put concerted efforts in order to realize good performance.

2.5 Teachers' involvement in decision making and performance

When people are consulted on actions that affect them, they become motivated. The implementers of activities are the most knowledgeable when it comes to challenges facing the operations and their solutions (Harry 2007). The teachers' through decision making feel and become part and parcel of the school and this contributes to their motivation to perform. Fathy (2011), found out that when teachers were marginalized in the process of decision making, there were massive decline in school's performance. In Singapore, Garcia Torres (2018), stated that teachers' work and their satisfaction as professionals were mainly predicted with distributed leadership. This is because when teachers are not included in decision making, they lose interest in their job and this affects performance.

Inclusion of subordinates in decision making contributes to their intrinsic motivation (Sagnak 2016). The extent to which teachers are involved in making

decisions indicates that minimal consideration is given to their input as far as performance of the school is concerned (Gemechu (2014). Allocation of activities make people undertake their duties with seriousness in order to justify their occupation of offices. They also enjoy work since they feel their promotion came as a result of their capabilities to execute high level roles.

Ocham and Okoth (2015), recommended that teachers should be given responsibilities and freedom to act in order to develop their full potentials. This is motivational since when teachers take part in making decisions, they own them and tend to perform to their best to make sure that nothing fails in their hands. This is view further supported by Mwei (2013), who recorded that individuals who take part in decision making are mostly satisfied with the decisions that they collectively made and would support them enthusiastically.

Sobe (2013), concurs by stating that shared leadership roles motivates teachers to work and become compatible with the school and it contributes to the schools' improved performance. Karega (2013), also affirms that teachers felt honoured and became part and parcel of the school by being involved in major decision making by their head teachers.

2.6 Head teachers' clinical supervision and teachers' performance

Clinical supervision is considered as the period in which head teachers oversee teachers performing their instructional duties with a view to guide and advice. The instructional observation made gives first-hand information on the activities that place in the classroom and provides the opportunity for face-to-face interaction in

the analysis of teaching events for instructional improvement. According to Gall (2010), the supervisor acts as another set of eyes holding up a mirror of practice. Individual conferencing follows classroom observation the supervisor discusses with the supervised teacher what he/she saw during the lesson. This motivates teachers to improve teaching and learning, hence performance. Fischer (2011), concluded that when classrooms are visited for instructional supervision, it provides an overview of how the teacher performs and the prevailing classroom conditions which stimulate conversation about teaching and learning which would reinforce performance.

In Kenya, Ngunjiri (2012), relates learners' poor performance from public schools to an 'arm chair' meaning, it is brought about by head teachers not being aware of what takes place in the classrooms. Teachers whose head teachers' always carry out clinical supervision would always be motivated to perform. Kimeu (2010), concluded that classroom observation creates harmony at work place, enhances good relationship between head teacher and teachers which results into improved performance. Odida (2013), concluded that supervision influences job satisfaction even though it has always portrayed a negative influence because of the negative perceptions that most teachers have had towards it. Karega (2013), in her study revealed that teachers become motivated when the head teachers provide feedback on their job performance. According to how the head teacher is committed to conducting clinical supervision, it may either motivate or demotivate teachers to perform.

2.7 Summary of the literature review

The review of related literature showed that where motivation is absent or minimal, it impacts negatively on teachers and this results into fluctuating performance. The role that motivation plays on teachers' performance is therefore crucial that cannot be down played. Motivational practices that the study focused on included provision of school facilities and materials, teacher recognition, teacher involvement in decision making and clinical supervision of teachers. The objectives equipped the researcher with an in-depth knowledge of motivational practices influencing teachers' performance in primary schools within Kisumu West Sub-County. The head teacher plays a pivotal function of ensuring that teachers are motivated seeing to it that the school operates as an organization. Having knowledge of different theories of motivation and their constructive application aids the head teachers in management and hence, make positive contribution in motivating personnel.

2.8 Theoretical framework

This study was based on two-factor theory also referred to as Herzberg's motivation hygiene theory. It stipulates that at the work place, there are certain factors that contribute to instructional performance while a different group of practices does not lead to motivation. The proponent of the theory was Fredrick Herzberg in 1959 and he stated that some work aspects which do not necessarily motivate, would elicit dissatisfaction if they were not adequate. These he referred to as "hygiene" factors or "dissatisfiers". They include company policies,

administration, salary, and general working conditions. In contrast to these were 'motivators' or 'satisfiers' which had positive effect on individuals. These are the intrinsic aspects of any work which include sense of achievement, recognition, work itself, responsibility and potential for growth or advancement.

The theory implies that if head teachers do not provide motivational practices, teachers will not be motivated to perform and at the same time, they will not be demotivated. They will be seen to be performing up to some point which would be viewed as motivational but will put minimal or no effort to go an extra mile. This study was guided by, provision of facilities and materials, staff recognition, decision making and clinical supervision as motivational practices variables. It sought to establish whether the head teacher incorporates intrinsic motivational practices in the school management in order to achieve high levels of teacher motivation.

2.9 Conceptual Framework

The relationship between head teachers' motivational practices and teachers' performance is shown in figure 2.1

Figure 2.1 Conceptual framework

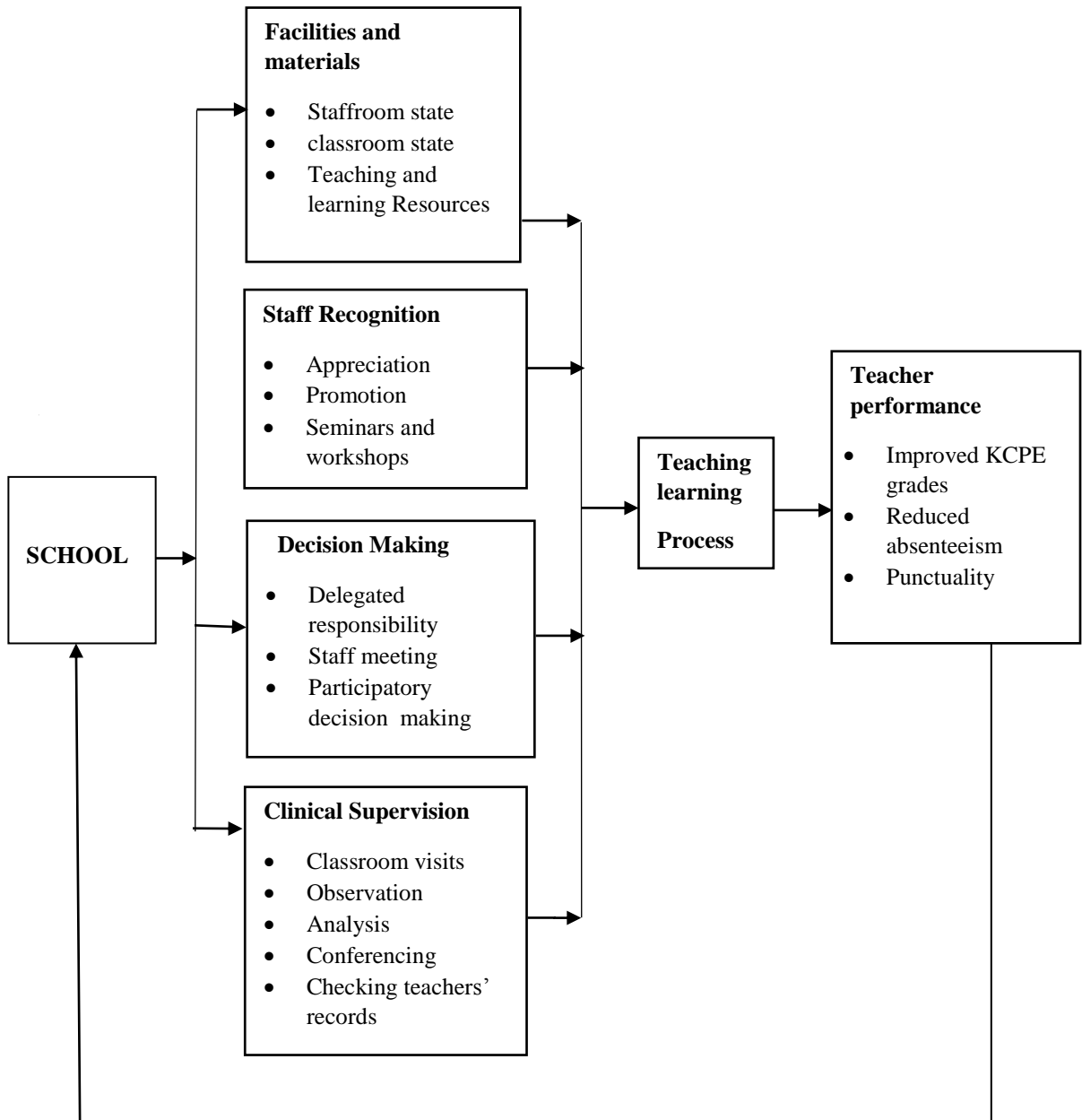


Figure 2.1 The relationship between head teachers' motivational practices and teachers' performance

In this study performance was conceptualized as an outcome of interacting factors indicated by the arrows. The adequacy of institutional factors such as facilities and materials, recognition, decision making and clinical supervision lead to teachers' motivation and in turn influencing their performance. This calls for a fair maintenance of balance between inputs and outputs of a teacher. This would lead to improved job performance which also translates into improved KCPE mean scores.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section covered the methodology that was used in the research. It focused on research design, the target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedure, data analysis techniques and ethical considerations.

3.2 Research design

Descriptive survey design was used in the study. Kothari (2013) stipulates that the main objective of descriptive survey research design is to describe the situations as they exist at present. The design was considered as most appropriate since it enabled the researcher to collect teachers' views on the role of head teachers' motivational practices in influencing their performance.

3.3 Target Population

According to Mugenda and Mugenda (2003), a target population is the whole group of people, activities or objects having similar observable characteristics. The target population for this study comprised of all the 81 Public primary schools in Kisumu West Sub-County with a population of 81 head teachers and 762 teachers (Kisumu West Sub-County Education Office, 2018).

3.4 Sample size and sampling procedure

According to Mugenda and Mugenda (2003), a sample is a representative proportion of the target population and must be able to accurately represent the population characteristics which is under investigation. Gay and Airasian (2003) states that a sample size of between 10 percent and 30 percent of the target population is representative. The public primary schools in Kisumu West Sub County are 81 with teacher population of 762. The researcher studied 15 percent of the target population which translates into 12 head teachers and 114 teachers giving a sample size of 126 respondents.

The researcher used systematic sampling method for the study. This is a type of probability sampling procedure whereby people from a bigger group are sampled from a point randomly selected and a fixed, periodic interval is maintained. The interval of the sample is calculated by dividing the population size by the intended sample size. Once the list comes to an end additional samples are required, the count returns to the starting point in order to obtain the required number. A starting point was selected randomly and a fixed periodic interval of 7 was maintained.

Purposive sampling technique was employed to come up with one head teacher from 12 schools. Simple random sampling technique was used to select 114 teachers from the sampled schools. Pieces of paper were used in which teachers' names from a given school were written, folded and shuffled. A piece of the folded papers was picked at random by the researcher and the name recorded. The same

process was repeated until the number required to participate in the study was obtained.

This representation is shown in table 3.1 below

Table 3. 1 Sampling frame for respondents

Respondents	Target population	Percentage	Sample size
Head teachers	81	15%	12
Teachers	762	15%	114
Total	843	15%	126

3.5 Research instruments

This study used both questionnaires and interview guide for data collection. The interview guide was meant for head teachers since their duties mostly take them away from the school thus, may have challenge in promptly responding to the questionnaires. The interview guide gathered information on motivational practices such as provision of facilities and materials, recognition, involvement of teachers in decision making and clinical supervision and their influence on performance. Questionnaires were administered to teachers since they enable a large amount of information to be collected within a short period of time, (Orodho 2004). The questionnaire was divided into two sections. Section A intended to obtain demographic information of the respondents while section B focused on the practices that teachers consider as motivational and their influence on performance

in their stations. Each item in the questionnaire was designed to address a specific objective of the study.

3.6 Validity of instruments

Oso and Onen (2011), defined validity as the extent to which research tools are able to measure what they are supposed to measure. Therefore, the questionnaire items and interview guide questions should sufficiently cover the research objectives. The validity of the instruments was tested in two public primary schools that were not sampled for the actual research to gauge their clarity and relevance. The results of the pilot study gave the researcher direction to arrive at content validity.

Where there were discrepancies adjustments were made, corrections done and statements rephrased where necessary. This was necessary for the improvement of quality of the research tools. Items that did not measure the variables that they were meant to measure were discarded.

The instruments were presented to the supervisors in order to assess whether they were relevant to the content. Content validity was ascertained by finding out whether items in the instruments addressed the research questions. The comments, suggestions and recommendations made by the supervisors were utilized to make improvements to the final tools.

3.7 Reliability of instruments

Mugenda and Mugenda (2003), characterizes reliability quality as the degree to which the instrument reliably gets estimations of that which it should measure. An instrument is said to be reliable at the point to which it produces comparable results when utilized more than once. A test-retest technique was utilized and it necessitated that a similar tool is directed twice to similar subjects following two weeks pass of time. The researcher randomly chose 18 teachers and 2 head teachers from non-study areas. Surveys were regulated to the eighteen teachers while discussions were held with the two head teachers. This was repeated after two weeks with similar individuals. The technique was intended to give proof that the outcomes accomplished on a test are comparable or near being comparable in both the first and second time when the tools were administered. The reliability coefficient was computed using Pearson's Product-Moment Correlation Coefficient.

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X^2)][N \sum Y^2 - (\sum Y^2)]}}$$

The outcome indicated a test reliability coefficient of 0.74 for teachers and 0.73 for head teachers. The instruments were proved to be reliable as stated by Best and Khan (2006), that if the correlation co-efficient (r), is found to be between 0.8 and -0.8, then the instrument can be judged as reliable for a study.

3.8 Data collection procedures

The researcher applied for a permit to carry out the study from National Commission for Science, Technology and Innovation (NACOSTI) under the Ministry of Higher Education before embarking on the study. The permit was

presented to the County Director of Education (CDE) Kisumu and The County Commissioner. It was then taken to the Sub-County Director of Education (SCDE) Kisumu West Sub County to request for their permission to carry out the research in Kisumu West Sub County, Kisumu, Kenya. The researcher then booked appointments with head teachers of the sampled schools which were later visited. The respondents were requested to complete issued questionnaires as the researcher interviewed the head teacher. Confidentiality of the respondents was addressed by letting them know their identity is not required and that the information they give would be strictly for research purposes.

3.9 Data Analysis Techniques

Data in the completed study instruments was edited by identifying and minimizing errors. Coding was done by numbering the responses in order to enable easy categorization. Both qualitative and quantitative data were generated using Statistical Package for Social Sciences (SPSS). Data from the questionnaire was tabulated, coded and processed into a database. Frequencies and percentages were used to generate quantitative data which was presented in tables. The narrative form and tables were used to present qualitative data from open ended questions. All these were done while considering research objectives and questions.

3.10 Ethical Consideration

Since the researcher went to public schools and the right procedures were followed to obtain authorization. The respondents' were requested for their willingness to freely respond to the questionnaire items. They were also reassured of confidentiality of their identity. Objectivity was paramount during the entire process of data collection, data analysis, and data interpretation to reduce personal opinion.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter documents and presents data analysis, interpretation and discussion of responses obtained from the study on the influence of head teachers' motivational practices on teacher performance in public primary schools in Kisumu West Sub-County. The chapter presents the study findings starting with the questionnaire return rate, demographic characteristics, provision of facilities and materials recognition, involvement in decision making and clinical supervision of teachers and how they are influencing their performance. Descriptive statistics method was employed to analyze data while interpretation was guided by the use of frequencies and percentages.

4.2 Questionnaire Return Rate

Questionnaire return rate looks at the number of questionnaires that were duly filled and returned to the researcher for data analysis purposes. Target respondents for the study were the head teachers and the teachers of public primary schools in Kisumu West Sub-County. Of which, 12 head-teachers and 114 teachers were sampled, giving a total of 126 respondents.

Table 4. 1 Questionnaire Return Rate

Category	Sample	Response (QR)	Percentage
Teachers	114	114	100%
Head teachers	12	12	100%
Total	126	126	

Table 4.1 shows 100% response from teachers and head teachers. This was possible since the schools were visited by the researcher and administered the questionnaires in person. Mugenda (2003), says that a response rate of 50% is adequate, 60% is good and over 70% is rated as very good.

4.3 Demographic characteristics of respondents

This section presents the personal information of head teachers and teachers based on gender, age, education level and duration of stay in the station. This information intended to establish the appropriateness of the head teachers and teachers in responding to questions regarding the influence of head teachers' motivational practices on teachers' performance in public primary schools in Kisumu West Sub-County.

4.3.1 Gender distribution of respondents

The study sought to find out the gender of the respondents and these are presented in Table 4.2.

Table 4. 2 Gender distribution respondents

Gender	Head teachers		Teachers	
	f	%	f	%
Male	9	75	40	35.1
Female	3	25	74	64.9
Total	12	100	114	100

The information shows that male head teachers were more than female represented by 75% (9) and 25% (3) respectively. The female teachers may not have been willing to take up the leadership position, had not been promoted to those positions, or are not qualified. This could lower teachers' morale thus negatively influence their performance. The data shows that there were more female teachers as indicated by 64.9% (74) than the male 35.1% (40). This makes boys to be an endangered species since they do not have enough male teachers to act as their role models. It is important to have well representation of teachers from both genders so that pupils can benefit from their strengths.

4.3.2 Age distribution of head teachers and teachers

The head teachers and teachers were requested to show their age bracket. Their responses were as tabulated in 4.3.

Table 4. 3 Age distribution of Head teachers and teachers

Age bracket	Head teachers		Teachers	
	f	%	f	%
Below 25 years	0	0	12	10.5
26-35 years	0	0	41	36.0
36-45 years	2	16.7	37	32.5
46-55 years	6	50.0	15	13.1
55 years and above	4	33.3	9	7.9
Total	12	100	114	100

On teachers' age, the study established that majority 36.5% (41), were between 26-35 years of age while the minority 7.9% (9) were above 55 years. At the age of 26-35 years, the teachers are still very energetic and when motivated, are able to effectively teach thereby improving their performance. For the head teachers, 50% (6) were between ages 46-55 and there was none below 36 years. This means that the administrators are mature enough to be able to address teachers' motivation for them to perform.

4.3.3 Head teachers and teachers level of education

This was considered an important variable with the assumption that a correlation exists between qualification and performance.

Table 4. 4 Head teachers' and teachers' level of education

Qualification	Head teachers		Teachers	
	f	%	f	%
P1 teacher	1	8.3	48	42.1
Approved Teacher	2	16.7	8	7.0
Diploma teacher	5	41.7	41	36.0
Bachelor of education	4	33.3	13	11.4
Masters	0	0	4	3.5
Total	12	100	114	100

Majority of head teachers had been trained up to Diploma level as shown by 41.7% (5) followed closely by Bachelor of education degree holders with 33.3% (4), then approved head teachers at 16.7% and a minority of 8.3% (1) had P1 certificate. This shows that the head teachers had realized that it is important to obtain high professional qualification since this would assist them in ensuring that teachers are motivated and hence, improved performance.

A study carried out by UNESCO (1997), revealed that teachers' performance, among other things, relied on their level of motivation, qualification and training. It therefore means, if head teachers are knowledgeable, performance teachers would improve since they understand that a motivated teacher is a productive teacher and would try to motivate them by creating a conducive working environment.

When it comes to teachers, the majority 42.1% (48) interviewed had P1 certificate, 36% (41) were diploma holders, 11.4% (13) of the teachers had bachelors of education degree 7% (8) were approved teachers and 3.5% (4) were Master's degree holders. This confirms that teachers are trying to improve on their professional qualifications as they are the key curriculum implementers. Their qualifications affect performance either positively or negatively as without appropriate academic qualification good performance may not be realized (Okumbe, 1998).

4.3.4. Head teachers and teachers' years of service in the school

Since work environment has major effect on workers' job motivation, the researcher intended to establish how many years the respondents had worked in their schools. Table 4.5 presents a summary.

Table 4. 5 Head teachers and teachers’ years of service in the school

Years of service	Head teachers		Teachers	
	f	%	f	%
Below 5 years	6	50	44	38.6
6-10 years	5	41.7	28	24.6
11-15 years	1	8.3	16	14.0
16-20 years	0	0	8	7.0
21 years and above	0	0	18	15.8
Total	12	100	114	100

Table 4.5 reveals that most head teachers 50% (6) have been in their respective schools for 5 years and below. This means that half of them are new in their schools which could be due to delocalization. They could have come with fresh ideas on teacher motivation. Following closely is 6-10 years 41.7% (5). This implies that they understood the need for teacher motivation and are capable of employing various ways of motivating teachers for the realization of good success.

For teachers, the results also show that a bigger number have taught in their schools for not more than five years 38.6% (44). This means that a school is not fixated on how things are being run. There are new innovations that come with new people. On the other hand, new teachers could probably be unsettled, thus unable to perform their jobs well. Also it may imply high turn-over of teachers in the Sub County. Those who had been there between 6-10 years were 24.6% (28).

These were the ones who had substantial working experience necessary for effective teaching job performance. Between 11-15 years were 14% (16) respondents; between 16-20 years were only 7% (8). Those who has stayed for more than 21 years in their stations were 15.8% (18) which would pose a big threat especially if things do not favour them.

4.4 Influence of head teachers' provision of facilities and materials on teachers' performance

This section addressed the objective that intended to determine how head teachers' provision of facilities and materials influence teachers' performance. The study investigated adequacy of facilities and materials, staffroom space and furniture; state of classroom (adequacy, furniture, ventilation and space). The respondents were to provide their views on how the factors impacted on their performance. According to Herzberg (1966), feeling unhappy at the work place may not be due to the work itself but the condition which surrounds doing of the work.

4.4.1 Teachers' response on head teachers' provision of facilities and materials and their performance

This section presents the research objectives that sought to determine how head teachers' provision of motivational facilities and materials influences teachers' performance. Herzberg, (1966) observed that when an employee feels unhappy at work, it may not be because of the work itself but the condition that surrounds the doing of the work. Data was presented to teachers by the researcher and they were

asked to rate the adequacy of head teacher’s provision of facilities and materials. The scale was: The scale was: Very Adequate = **5**; Adequate = **4**; Neutral =**3**; Inadequate =**2**; Very Inadequate =**1**. Results are presented in table 4.6.

Table 4.6 Teachers’ response on head teachers’ provision of facilities and materials needed for teaching

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Staffroom space and furniture	23	20.1	52	45.6	0	0	29	25.4	10	8.8
Classroom-space, ventilation/furniture	15	13.1	58	50.9	0	0	25	22	16	14
Toilets and latrines	6	5	54	47	6	5	28	24	20	17
Textbooks, Atlases, wall maps	0	0	45	39.5	4	3.5	48	42.1	17	14.9
Exercise books, pens and pencils	0	0	28	24.6	2	1.7	65	57	19	16.6

The teachers reported that provision of staffroom space and furniture were adequate 52%. Classroom space, furniture as well as ventilation were also found to be adequate 50.9%. From these results, it can be said that majority of the teachers found head teachers’ provision of facilities motivating.

Majority of the head teachers said they have enough classrooms but what is challenging is high enrolment which may have compromised the space and furniture. The above sentiments confirm what Ochieng' (2013), established that where the classrooms are overcrowded due to over-enrolment, classroom organization and traffic flow are affected which may demotivate teachers.

On the other hand, the provision of learning materials such as text books, atlases and wall maps were inadequate 42.1%. Writing materials which included pens, pencils and exercise books were also inadequate 57%. Teachers said this is due to the fact that when exercise books are supplied to schools, pupils get a maximum of three, one pen and one pencil per term.

The head teachers also confirmed this by saying, the funds they receive from the government is not adequate for purchasing enough learning materials and that the parents are also reluctant to supplement the same. The head teachers said that lower primary, classes seven and eight have very adequate text books as the ratio is one to one. For classes four, five and six, the ratio is one to five. Akungu (2014), concluded that the provision and adequacy of physical facilities enhances performance. In cases where they are inadequate, teachers may be demotivated. Teachers also suggested that other facilities and materials like libraries, computer laboratories and standardizes play grounds should be provided for, for their performance to be enhanced.

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4.5 Head teachers' recognition of teachers and their performance

Recognition of teachers is an important function of the head teacher and may range from appreciation by saying thank you, to tangible rewards (Fraser, 1992). Musila (2010), revealed that the act of being recognized by the immediate supervisor motivated majority of teachers. Results are presented in table 4.7.

The scale was; Very Satisfied =**5**; Satisfied =**4**; Neutral =**3**; Dissatisfied =**2**; Very Dissatisfied =**1**.

Table 4.7 Head teachers' recognition of teachers and their performance

	5		4		3		2		1	
	f	%	f	%	f	%	F	%	f	%
I receive recognition from my supervisor	10	8.8	14	12.3	4	3.5	54	47.4	29	25.4
I am given certificate	9	7.9	25	21.9	6	5.3	34	29.8	40	35.1
I am given presents	14	12.3	28	24.6	8	7.0	42	36.8	22	19.3
I am appreciated verbally	7	6.1	18	15.8	10	8.8	33	28.9	46	40.3
I am recommended for promotion	6	5.3	16	14.0	0	0	20	17.5	72	63.2
I am recommended for seminars/workshops	10	8.8	45	39.5	16	14.0	33	28.9	10	8.8
I am taken for tours	7	6.1	15	13.6	8	7	56	49.1	28	24.6

Majority of teachers 63.2% were not being recommended for promotion which is a high indicator of demotivation. One of TSC criteria for promotion is qualification specified according to the level in question. From table 4.4 over 50% of teachers are reported to be diploma holders and above; and yet, they are not recommended for promotion. Head teachers therefore need to appropriately recommend deserving teachers for promotion and pick up this with the next high level

authority. According to Maina (2013), teachers’ level of motivation was greatly influenced by the recommendation made by head teachers for their promotion.

It is also indicated that 47.4% of teachers were dissatisfied with how the head teacher recognizes them. 25.4% registered being very dissatisfied. This may possibly lead to demotivation. According to Mwei (2013), whenever teachers’ work are not fully appreciated, they become demotivated and hence their performance is hindered.

The manner in which head teachers recognize teachers’ efforts affect their motivation levels as Musila (2010), revealed that the act of being recognized by the immediate supervisor motivated majority of teachers.

4.5.1 Head teachers’ response on how they recommend teachers for promotion

The researcher interviewed head teachers on how they recommend teachers for promotion and they responded as indicated in table 4.8.

Table 4.8 Head teachers’ response on how they recommend teachers for promotion

	f	%
Qualification	3	25
Commitment	4	33.3
Interest	2	16.7
Performance	3	25
Total	12	100

The table reveals that most head teachers 33.3% (4) considers teacher commitment before recommending them for promotion followed by qualification and performance at 25 % (3). Promotion is one of the ways that motivate teachers since they feel appreciated and recognized. Head teachers therefore should endeavour to promote their teachers even at the school level.

4.5.2 Response of head teachers on acknowledgement of teachers’ job performance

Head teachers were interviewed on how they acknowledge teachers’ job performance and results are presented in table 4.9 below.

Table 4.9 Response of head teachers on acknowledgement of teachers’ job performance

	f	%
Giving awards	3	25
Appreciation	9	75
Total	12	100

The researcher interviewed head teachers on how they recognize teachers who excel in their work. Results recorded that head teachers mainly acknowledged teachers through verbal appreciation 75% (9) and giving awards is at 25% (3). This they equated to unavailability of resources that would facilitate them exceed

this level. For teachers to be well motivated, their recognition should go beyond words to tangible rewards. .

4.5.3 Head teachers’ response on how teachers are chosen to attend seminars and workshops

Head teacher’ response on how they choose teachers to attend seminars and workshops. Results are given in table 4.10.

Table 4.10 Head teachers’ response on how teachers are chosen to attend seminars and workshops

	F	%
Qualification	2	16.7
Interest	5	41.7
Commitment	4	33.3
Department	1	8.3
Total	12	100

Information from the table indicate that 41.7% (5) of head teachers consider teachers’ interest whenever they are to be chosen to attend seminars and workshops. 33.3% (4) would look at their commitment, 16.7% (2) qualification and 8.3% (1) would go for the department. Going for seminars and workshops is

also a way of motivating teachers and the head teacher should not be biased when it comes to selection.

4.5.4 Teachers’ recommendation for ways that head teacher can use to recognize their work.

Teachers were asked to suggest ways that the head teacher can use to recognize their work. Results are given in table 4.11.

Table 4.11 Teachers’ recommendation for ways that the head teacher can use to recognize their work.

	F	%
Taken for tours	28	24.6
Award	44	38.6
Appreciation	21	18.4
Promotion	21	18.4
Total	114	100

Most teachers prefer awards 38.6% (44) as a way of recognizing their work followed by being taken for tours at 24.6% (28). Both appreciation and promotion are represented by 18.4% (21). It therefore means that if head teachers can award teachers, they would really be motivated and performance would improve.

4.6 Influence of head teachers' involvement of teachers in decision making and their performance

This section presents the research objective that intended to determine how head teachers' involvement of teachers in decision making influences their performance. Involvement of teachers in school decision making has a significant impact for its members since it provides guidance and direction so that an individual's behavior are insinc with that of the organization for goals achievement (Fairman and Clark, 2010). Sagnak (2016), observed that it is intrinsically rewarding when subordinates are given opportunity to participate in decision making. Head teachers ought to realize the place of teacher involvement in decision making for their improved performance.

Teachers were asked to indicate the level to which they agree with head teachers' involving them in decision making. The scale was;

Strongly Agree =5; Agree =4; Neutral =3; Disagree =2; Strongly Disagree =1.

Table 4.12 Influence of head teachers' involvement of teachers in decision making and their performance

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
I decide on how I do my work	10	8.8	36	31.6	0	0	60	52.6	8	7.0
I am consulted during decision making	8	7.0	15	13.6	12	10.5	28	24.6	51	44.7
I give suggestions for my work improvement	12	10.5	33	28.9	0	0	42	36.8	29	25.4
Head teacher acts on most suggestions	7	6.1	22	19.3	9	7.9	48	42.1	28	24.6
Head teacher has autonomy over school operations	18	15.8	72	63.2	0	9	20	17.5	4	3.5
I have control over my job for which I am accountable	21	18.4	45	39.5	5	4.4	33	28.9	10	3.8
I participate in staff meetings	12	10.5	52	45.6	0	0	28	24.6	22	19.2
I am provided with information I need to perform my work	30	26.3	52	45.6	8	7.0	24	21.1	0	0
Duties are delegated to me	18	15.8	42	36.8	11	9.6	38	33.3	5	4.4

Teachers who agreed that they have control over aspects of their job for which they are accountable were 45 (39.5%), those who agreed that they participate in

staff meeting were 52 (45.6%) and (36.8%) said that the head teacher delegates duties. These show that at least, teachers are given some leeway by the head teachers to make decisions though, not fully and this may cause motivation.

Majority of teachers 63.2% strongly agreed that head teachers have autonomy over school operations. 42.1% strongly disagreed that head teachers act on most of their suggestions. 36.8% disagreed that they give suggestions on how to improve their work. 52.6% also disagreed that they decide on how they do their work. These show that teachers are not involved in major decision making and this may be a demotivating factor. The findings concur with what Mutungi (2015), had stated that, through involvement in decision making, teachers' motivation was enhanced.

4.6.1 Head teachers' response on teachers' involvement in decision making

Head teachers gave the levels at which they involve teachers in decision making.

Table 4.13 Head teachers' response on teachers' involvement in decision making

	F	%
Consultative forums	4	33.3
Staff meetings	5	41.7
Delegation of duties	3	25
Total	12	100

Head teachers showed that they involve teachers in decision making mainly during staff meetings 41.7% (5), creating consultative forums 33.3% (4) and by delegating duties 25% (3). This may be an indication that head teachers recognize the need for teachers' motivation through their involvement in making decisions. Sobe (2013), also corroborates by saying that shared leadership roles make teachers feel motivated to work.

During staff meetings, teachers talked of airing their views, giving suggestions and updating the school management and they find this to be motivating. The head teachers during the interviews reported that teachers discuss issues affecting teaching and learning during staff meetings.

The head teachers stated that teachers were allowed to make independent decisions on delegated duties which include classroom management, co-curricular activities, examination, guidance and counseling.

4.7 Head teachers' clinical supervision and teachers' performance

Clinical supervision is an important aspect of teachers' performance since it enables the head teacher to assess teachers and give necessary advice, support and or, encouragement appropriately. The researcher was concerned with procedures for evaluating teachers' work, nature of feedback, approachability of head teacher and checking of teachers' professional records.

4.7.1 Teachers' response on head teachers' clinical supervision

Teachers gave their levels of satisfaction with how head teachers evaluate their work and this is shown in table 4.14. The scale was;

Very Satisfied =5; Satisfied 4; Neutral =3; Dissatisfied =2; Very Dissatisfied =1

Table 4.14 Teachers' response on head teachers' clinical supervision

	5	%	4	%	3	%	2	%	1	%
	f		f		f		f		f	
Head teacher visiting classrooms	28	24.6	45	39.5	3	2.6	27	23.7	11	9.6
How head teacher carries out analysis	12	10.5	42	36.8	13	11.4	34	29.8	13	11.4
How head teacher holds conferences	10	8.8	30	26.3	12	10.5	49	43.0	14	12.3
Head teacher checking professional records	22	19.3	38	33.3	4	3.5	44	38.6	6	5.3
How the head teacher gives feed back	36	31.5	54	47.4	10	8.8	10	8.8	4	3.5
How the head teacher attends to my issues	13	11.4	49	43.0	8	7.0	28	24.6	16	14.0

Most teachers 47.4%, recorded that they were satisfied with how the head teacher gives feedback; 43.0% were also satisfied with how head teachers attend to their

issues. This could have been equated to the head teachers being good listeners, accommodative and their readiness to offer support whenever need arises. 39.5% were satisfied with head teachers' classroom visits which may mean that they are following the right procedures when it comes to evaluating teachers' work and this brings about their motivation.

When it came to head teachers holding conferences, 43.0% registered their dissatisfaction. The concern here was, after the observation, some head teachers did not hold discussions with them and this demotivated them since they were not given room to air their views.

Around 33.3% of teachers were satisfied with head teachers' checking of their professional records which could be as a result of their objectivity while doing so and this may be an indication of motivation.

All the head teachers responded that they evaluate teachers' work by making informal visits, checking pupils' books, checking syllabus coverage and conducting lesson observations; although the frequency differed.

Table 4.15 Frequency of head teachers’ checking of teachers’ professional records

	Scheme of work		Lesson plans		Pupils’ work	
	f	%	f	%	f	%
Weekly	0	0	2	16.7	0	0
Fortnightly	0	0	2	16.7	0	0
Monthly	0	0	7	58.3	2	16.7
Termly	12	100	1	8.3	10	83.3
Total	12	100	12	100	12	100

The results from head teachers’ interview show that head teachers regarded checking teachers’ scheme of work, lesson plans and pupils’ books as important. All head teachers reported checking the schemes of work termly 100%; majority 58.3% (7) check the lesson plans monthly and 83.3% (10), check pupils’ books termly. This is a proof of head teachers being up to date with what goes on in the classrooms. The fact that teachers are aware that their head teachers can pop in at any time and demand for the records may motivate them.

4.7.2 Teachers’ response on being motivated with their job

Teachers were asked whether their jobs were a motivation to them. Table 4.16 gives the outcome.

Table 4.16 Teachers' response on motivation with their job

	f	%
Yes	76	66.7
No	38	33.3
Total	114	100

Most teachers, 66.7% (76), are motivated with their job while 33.3% (38) of them said they are not being motivated. These indicate that a good number of teachers were satisfied and happy with their job and this could confirm that the head teachers motivated them. Masengo (2010), also confirms that acknowledgement of a job well-done, made teachers happy. Herzbergs' (1969), Two factor theory of motivation stated that one can either be intrinsically or extrinsically motivated. Some people just love their job naturally and appreciate the little effort that head teachers are trying to make to ensure that they are motivated. On the other hand, some are always complaining, dissatisfied with everything that is going on and this could be the reason why 33.3% are not happy with their jobs.

4.7.3 Teachers' response on what head teachers should provide to improve their performance.

Teachers commented that they should be promoted regularly, rewarded appropriately for the good work done, treated with respect and be given chance to participate making in decisions in order to improve their performance. The head teachers corroborated this and said, teachers mainly require promotions and appreciation for their motivation. They unanimously acknowledged the need for teachers' motivation since it accelerates performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, and recommendations of the study based on the research objectives. The study focused on the influence of head teacher's motivational practices on teachers' performance in public primary schools in Kisumu West Sub County, Kenya.

5.2 Summary of the Study

The study purposed to find out the influence of head teachers' motivational practices on teachers' performance in public primary schools in Kisumu West Sub-County, Kenya. Four research objectives guided the study was by; to establish the influence of head teachers' provision of facilities and materials on teachers' performance; to determine how head teachers' recognition of teachers influences their performance; to examine how head teachers involvement of teachers in decision making influences their performance and to establish how head teachers' clinical supervision influences teachers' performance. The independent variables in the study are facilities and materials, recognition, involvement in decision making and clinical supervision of teachers. Motivation is the dependent variable. The conceptual framework of the investigation depends on Herzberg's two factor theory of hygiene factors and motivator factors which are significant fixings which a teaching power requires.

5.3 Summary of the study findings

The study employed descriptive survey design. The target population of this study was 12 public primary schools in Kisumu West Sub County. The population of the respondents included 12 head teachers and 114 teachers giving a sample size of 126 respondents. Systematic and simple random sampling techniques were used to sample head teachers and teacher respondents respectively. The tools for collecting data included interview guide used for head teachers and questionnaires for teachers. SPSS was used to analyze data inform of frequencies and percentages presented in tables

5.3.1. Facilities and materials

On the objective which is to establish how head teachers' provision of facilities and materials influence teachers' performance in public primary schools in Kisumu West Sub County, the study has revealed that majority of teachers 52% were satisfied with the adequacy of facilities like staffroom space and furniture; classroom space, furniture and ventilation were also adequate 50.9%.

On the other hand, the provision of learning materials such as text books, atlases and wall maps were inadequate 42.1%. Writing materials which included pens, pencils and exercise books were also inadequate 57%. This was attributed to inadequate supply of books to schools where each pupil gets a maximum of three exercise books, one pen and one pencil per term.

The head teachers also confirmed that the funds they receive from the government are not adequate for purchasing enough learning materials and t the parents are

also reluctant to supplement the same. However, lower primary, classes seven and eight have very adequate text books as the ratio is one to one. For classes four, five and six, the ratio is one to five. Akungu (2014), concluded that the provision and adequacy of physical facilities enhances performance. In cases where they are inadequate, teachers may be demotivated.

5.3.2 Recognition of teachers

In determining how head teachers' recognition of teachers' influences their performance, Majority of teachers 63.2% were not being recommended for promotion despite their qualification as shown in table 4.4 indicating 50% of teachers being diploma holders and above. This is a high indicator of demotivation. According to Maina (2013), teachers' level of motivation was greatly influenced by the recommendation made by head teachers for their promotion.

It was found out that 47.4% of teachers were dissatisfied with how the head teachers recognize them. 25.4% registered being very dissatisfied. This may possibly lead to demotivation. According to Mwei (2013), whenever teachers' work are not fully appreciated, they become demotivated and hence their performance is hindered. The manner in which head teachers recognize teachers' efforts affect their motivation levels as Musila (2010), confirmed that the act of being recognized by the immediate supervisor motivated majority of teachers.

5.3.3 Teachers' involvement in decision making

Teachers who agreed that they have control over aspects of their job for which they are accountable were 45 (39.5%), those who agreed that they participate in staff meeting were 52 (45.6%) and (36.8%) said that the head teacher delegates duties. The findings indicate that at least, teachers are given some leeway by the head teachers to make decisions though, not fully and this may cause motivation.

Majority of teachers 63.2% strongly agreed that head teachers have autonomy over school operations. 42.1% strongly disagreed that head teachers act on most of their suggestions. 36.8% disagreed that they give suggestions on how to improve their work. 52.6% also disagreed that they decide on how they do their work. These shows that teachers are not involved in major decision making and this may be a demotivating factor. The findings concur with what Mutungi (2015), had stated that, through involvement in decision making, teachers' motivation was enhanced. The head teachers highlighted classroom management, co-curricular activities, discipline, guidance and counselling as some of the delegated duties in which teachers are involved when it comes to their inclusion in decision making.

5.3.4 Clinical supervision of teachers

In establishing how head teachers' clinical supervision influences teachers' performance, the results revealed that teachers 47.4%, recorded that they were satisfied meaning, motivated with how the head teacher gives feedback. This is supported by Karega (2013), who revealed that teachers become motivated when the head teachers provide feedback on their job performance. 43.0% were also

satisfied with how head teachers attend to their issues. This could have been equated to the head teachers being good listeners, accommodative and being ready to offer support whenever need arises. 39.5% were satisfied with head teachers' classroom visits which may mean that they followed the right procedures when it comes to evaluating teachers' work and this may have brought about their motivation.

When it came to head teachers holding conferences, 43.0% registered their dissatisfaction. The concern here was, after the observation, some head teachers did not hold discussions with them and this demotivated them since they were not given room to air their views. Around 33.3% of teachers were satisfied with head teachers' checking of their professional records which could be as a result of their objectivity while doing so and this may be an indication of motivation.

All the head teachers (100%), responded that they evaluate teachers' work by making informal visits, checking pupils' books, checking syllabus coverage and conducting lesson observations; although the frequency differed.

5.4 Conclusion

From the findings of the study the following conclusions are made:

The research objective which addressed how head teachers' provision of facilities and materials influence teachers' performance, the study has concluded that facilities are adequate which is contributing to teachers' motivation; materials are inadequate which may contribute to teachers' demotivation. Archibong (2012) observed that quality in teaching and learning is obtained from an interaction

among various factors of success that entails; facilities such as classrooms, libraries, staff offices, teaching facilities, and motivated personnel.

The research objectives which looked at how head teachers recognition of teachers influences their performance. Majority of teachers were not being recommended for promotion despite their qualification. This is a high indicator of demotivation. According to Maina (2013), teachers' level of motivation was greatly influenced by the recommendation made by head teachers for their promotion. It can be concluded that most teachers demotivated with how the head teachers recognize them. According to Mwei (2013), whenever teachers' work are not fully appreciated, they become demotivated and hence their performance is hindered.

In addressing the research objective of how head teachers' involvement of teachers in decision making influences their performance, the study concluded that the minimum involvement of teachers in decision making is a motivation factor. Majority are demotivated as their head teachers can be referred to as dictators who do not give them room to make independent decisions and their opinions are also not taken seriously.

The study concluded that inclusion of teachers in decision making plays a crucial role in their motivation because it gives them a sense of belonging and this, will eventually translate into improved performance.

The research objective which addressed how head teachers' clinical supervision influences teachers' performance, the majority of teachers were satisfied with how the head teacher conducted classroom visits, analysis, checking teachers'

professional records and giving of feedback. It can therefore be concluded that head teachers are doing a commendable job of following the right procedures when it comes to evaluating teachers' work and this brings about their motivation. Giving of feedback has been shown to be motivating teachers if the right procedures have been followed. It has also been concluded that, the approachability of the head teacher contributes to teachers' motivation.

5.5 Recommendations

The recommendations made by the researcher based on the findings included:

1. Education stakeholders should see to it that schools have adequate materials necessary for the teaching and learning process.
2. Head teachers need to appropriately recommend deserving teachers for promotion.
3. Head teachers should device strategies for recognizing teachers for the realization of meaningful performance.
4. Head teachers should be open and accommodative to teachers' suggestions. They should also give room for teachers to make independent decisions on their job as this will improve their performance.

5.6 Suggestions for further research

1. Other factors influencing teachers' performance, other than motivation, should be studied.
2. The same study should be conducted in Private Primary Schools.
3. The same study should be carried out in the neighbouring Sub Counties.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,
Department of Educational Administration and Planning,
P.O. Box 30197-00100, Nairobi.

October 2018

To The Head Teacher,
.....Primary School.

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a post graduate student pursuing a Master of Education Degree in Educational Administration at the University of Nairobi. My research topic is on **Head teachers’ motivational practices on teachers’ performance in Kisumu West Sub-County**. Kindly allow me to carry out the research in your school. The information provided shall solely be for the purpose of the study while the identity of the respondents shall be kept confidential.

Your assistance will be highly appreciated.

Yours faithfully,
.....

Leah A. Ochuka.

APPENDIX II: TEACHERS' QUESTIONNAIRE

You are kindly requested to fill this questionnaire that seeks to find out the head teachers' motivational practices that influence performance in public primary schools. The information obtained will strictly be for research purposes and will be treated with utmost confidentiality. Do not write your name or your school anywhere on this questionnaire.

For each item, tick [] the appropriate box that indicates your correct details.

SECTION A

1. What is your gender? Male [] female []

2. What is your age in bracket?

Below 25 years [] 26-35years [] 36-45 years [] 46-55 years [] 55years and above []

3. Indicate your educational level

P 1 Teacher [] Approved teacher [] Diploma Teacher []

Bachelors' degree [] Masters [] Others specify

4. For how long have you taught in Kisumu West Sub-County under the T.S.C?

Below 5 years [] 6-10 years [] 11-15 years [] 16-20 years [] 21 years and above []

SECTION B:

Head Teachers' Motivational Practices and Teacher Performance

This part provides you with items related to your work. The items are further divided into sub-items such as physical facilities and materials, staff recognition, involvement in decision making and clinical/class supervision. Please indicate your level of motivation in each sub-item by putting a tick [✓] in the number that represents your feelings.

Provision of Facilities and Materials and Teacher performance

Please rate the adequacy of head teacher's provision of facilities and materials. The scale is Very Adequate =5; Adequate =4; Neutral =3; Inadequate =2; Very Inadequate =1.

Activity	5	4	3	2	1
Facilities and materials needed for teaching					
Staffroom space and furniture.					
Classrooms space, ventilation, and furniture.					
Toilets and latrines					
Text books, Atlases and wall-maps					
Exercise books, Pens and pencils					

5. Which other facilities and materials would you like the head teacher to put in place to enhance your performance?

.....

Head teacher’s staff recognition and teacher performance

How satisfied are you with how the head teacher recognizes your performance?

The scale is: Very Satisfied =5; Satisfied =4; Neutral =3; Dissatisfied =2;

Very Dissatisfied =1.

Activity	5	4	3	2	1
I receive recognition from my supervisor.					
I am given certificate.					
I am given presents.					
I am appreciated verbally.					
I am recommended for promotion.					
I am recommended to attend seminars and workshops.					
I am taken for tours.					

6. Does the head teacher recommend teachers for promotion objectively?

Yes [] No [] Please, explain your answer.

.....

.....

.....

Teacher Involvement in Decision Making and their performance

Please indicate the level to which you agree by putting a tick [√] in the number that represents your feelings. The scale is:

Strongly Agree =5; Agree =4; Neutral =3; Disagree =2; Strongly Disagree =1.

Activity	5	4	3	2	1
I decide on how I do my work					
I am consulted during decision making					
I give suggestions on how to improve my work					
Head teacher acts on most of my suggestions					
Head teacher has autonomy over school operations.					
I have control over aspects of my job for which I am accountable.					
I participate during staff meetings.					
I am provided with information I need to perform my work.					
Duties are delegated to me					

7. Which responsibilities has the head teacher delegated to you?

.....

8. How do you participate in staff meetings?

.....

Clinical Supervision and Teacher performance

Please indicate your level of satisfaction with the following:

The scale is: Very Satisfied =5; Satisfied 4; Neutral =3; Dissatisfied =2; Very

Dissatisfied =1

Activity	5	4	3	2	1
Head teacher visiting classrooms					
The head teacher carrying out analysis.					
How head teacher holds conferences					
Head teacher checking of teachers' professional records.					
How head teacher gives feedback					
Head teacher discussing results.					
How head teacher attends to my issues					

9. How does the head teacher attend to your issues?

.....

10. Are you motivated with your job? Yes [] No [] Please, explain your answer

.....

11. What would be your recommendation for teacher motivation?

.....

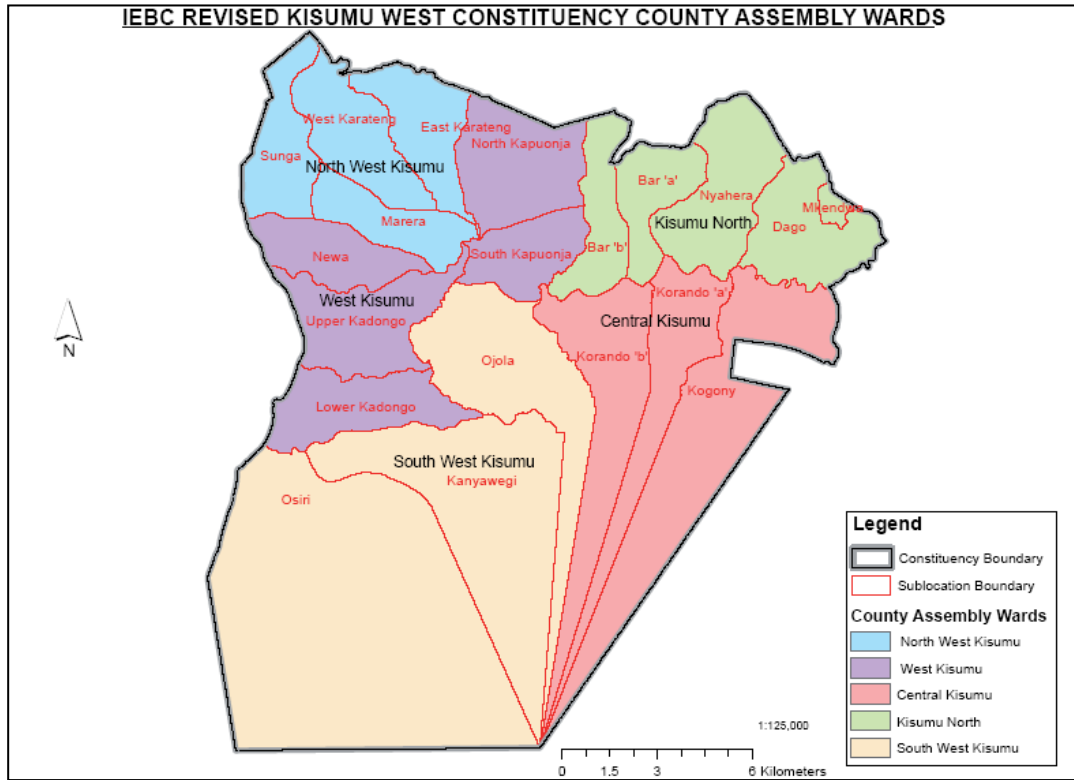
Thank you.

APPENDIX III: HEAD TEACHERS' INTERVIEW GUIDE

The interview is meant to obtain information on head teachers' motivational practices and their influence on public primary school teachers' performance in Kisumu West Sub-County. Kindly respond to the questions honestly and to the best of your knowledge.

1. Gender?
2. What is your age bracket?
3. What is your highest professional qualification?
4. How many years have you served as a head teacher in this school?
5. Which ways do you use to motivate your teachers?
6. How is your office involved in improving the teachers' working conditions?
7. How do you recognize teachers who excel in their work?
8. How are teachers promoted in your school?
9. How do you involve teachers in decision making?
10. How do you provide clinical supervision to teachers?
11. What kind of feedback do you provide to teachers?
12. What is the performance seen after motivation?
13. In your opinion, what do you think teachers require for their motivation?
14. Please give any other comment that concerns teachers' motivation.

APPENDIX IV: MAP OF THE STUDY AREA



APPENDIX V: RESEARCH PERMIT

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya

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Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation
RESEARCH LICENSE

Serial No.A 23150

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. LEAH ACHIENG OCHUKA
of UNIVERSITY OF NAIROBI, 1688-40100
KISUMU, has been permitted to conduct
research in Kisumu County

on the topic: **INFLUENCE OF
HEADTEACHERS MOTIVATIONAL
PRACTICES ON TEACHERS
PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN KISUMU WEST SUB COUNTY
KENYA.**

for the period ending
14th February, 2020

Delaurumb
Applicant's
Signature



Delaurumb
Director General
National Commission for Science,
Technology & Innovation

APPENDIX VI: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471.
2241349.3310571.2219420
Fax: +254-20-318245.318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/25318/27884**

Date: **15th February, 2019**

Leah Achieng Ochuka
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of headteachers motivational practices on teachers performance in Public Primary Schools in Kisumu West Sub County Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **14th February, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.