

**INFLUENCE OF HEAD TEACHERS' ADMINISTRATIVE
STRATEGIES ON TEACHERS' MOTIVATION IN PUBLIC
SECONDARY SCHOOLS IN KIENI EAST DISTRICT, KENYA**

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DECLARATION

This research project is my own original work and has not been submitted for an award in degree in any university.

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This research project has been presented for registration with our approval as the university supervisors.

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DEDICATION

I dedicate this work to my family: my wife Jane Wambui Karanja, daughters Anita Waithira, and Annet Wanjiku, and son Alfred Maina for their love and support.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
H/T	Head Teacher
MDGs	Millennium Development Goals
ML	Motivation Level
MoE	Ministry of Education
PD	Professional Development
SPSS	Statistical Package for Social Sciences

ABSTRACT

Lack of motivation among teachers is expressed mainly in departure to pursue other careers more motivating. When teachers are de-motivated, students are the ones who suffer because their academic outcomes are likely to deteriorate. Although not compulsory, head teachers can use different strategies to ensure that teachers are motivated hence avoid negative repercussions of low motivation among teachers. The purpose of this study was to determine the effects of administrative strategies on teachers' motivation in public secondary schools in Kieni East District, Kenya. The study was guided by the following objectives: to determine how recommendation for promotion affects motivation of secondary school teachers in Kieni East District; to establish how rewarding teachers affect motivation of secondary school teachers in Kieni East District; to determine how head teachers' recognition of teachers' efforts affect motivation of secondary school teachers in Kieni East District; and determine how head teachers' support for professional development affect motivation of secondary school teachers in Kieni East District. This study was conducted using descriptive research design. The target population for this study was the 26 public secondary schools in Kieni East District. Systematic sampling was used to select the respondents. The study used questionnaires as the tools of data collection. Descriptive statistics were used to analyse the data and the results were presented using frequency tables. Head teachers' recommendation for promotion was found to affect teachers' motivation to great a extent. This is because promotion of teachers was unfair and head teachers did not seem to make enough effort. This reduced teacher motivation. In relation to rewards, it was found to affect teachers' motivation to a great extent. The fairness in rewards affected teacher motivation positively while the frequency and value of gifts affected teacher motivation negatively. Recognition was found to affect teachers' motivation greatly. The method and fairness in recognition of teachers' efforts affected teachers' motivation positively but there were also a significant number of teachers affected by the method and frequency of recognition negatively. On professional development, it was found to affect teacher motivation to a great extent. The head teachers who supported teachers in professional development contributed to the teachers' motivation while the ones who did not contribute to teachers' de-motivation. Based on the findings of the study, the recommendations are: (a) Head teachers should make more effort in recommending teachers for promotion; (b) Head teachers should base recognition on merit; (c) Head teachers should encourage teachers to work harder to qualify for promotions; (d) Rewards should be given to those who deserve; and head teachers should talk to the education ministry to increase rewards for teachers; there should be evidence that the teachers who are recognized deserve; (e) Head teachers should always recognize teachers even for small things done; and the head teachers should not be biased when recognizing teachers' efforts; head teachers should be fair when supporting teachers' professional development; head

teachers should encourage their teachers to seek for professional development; head teachers should spearhead professional development to avoid feeling threatened when teachers seek for the same. It is suggested that a similar study should be done in other regions in Kenya in order to provide a more comprehensive understanding of the subject.

INTRODUCTION

1.1 Background to the study

Motivation is the degree to which an individual wants and chooses to engage in certain specified behaviour (George & Sabhapaty, 2010). Lack of motivation is expressed mainly in departure to pursue other careers which are more motivating. According to Simola, Barling and Turner (2010) teachers are the largest professional body in a school, have the most contact with students throughout the day and influence the environment of the school greatly. When teachers feel positively about their position, they have tremendous positive influence on the students and the school. The reverse is also true; when teachers have negative feelings about the school, they may negatively influence the students and the school. Teachers have the power as a group and as individuals to greatly influence a school's environment. It is very important for educational leaders to be aware of factors that affect teacher motivation and how they may affect student achievement. Such factors may include, among others, recommending performing teachers for promotion, giving internal certificates for work well done, recognition of teachers good effort during staff meetings and giving teachers treats like trips (Simola, Barling & Turner, 2010).

Kocabaş and Karakose (2005) postulate that principals have the power to influence the teacher motivation in their school by the actions or daily practices they exhibit. Often teachers feel they are not treated as professionals, are not

appreciated or are overworked, thus causing low teacher motivation. On the other hand, some teachers with a high motivation levels may say their principal is very supportive or that they are able to teach instead of having to perform an abundance of clerical tasks. In addition to the many roles of the position, principals must also understand they have a tremendous influence on the motivation of the teachers.

With the shift to higher accountability, teachers experience greater pressures and demands. These pressures and demands can be very burdensome and can cause teachers to have a lower motivation level or even to exit the profession (Lunenburg & Ornstein, 2004). Many teachers also find student discipline a reason for a low motivation level. Teachers who have difficulty handling discipline issues or teachers who receive little support from their administration while handling discipline issues may have a low motivation level and may even leave the profession (Kocabaş & Karakose, 2005). It is important for principals to make their teachers feel they are supported in order to keep quality teachers in the profession and maintain motivation in the demanding field of education.

Tichy and Ulrich (2008) noted that principals have the power to influence many factors of a school. They have a myriad of roles included in their job. One of the most important and influential one is the effect the principal has on the teachers of the school. For the teachers who need some support, a little guidance, or just the

occasional pat on the back, the principal plays a vital role in their motivation. George and Sabhapaty (2010) stated that recognition by the principal provides teachers with an increased efficacy, self-esteem, and creates greater motivation. They added that when principals recommend teachers for promotion, this boosts the teachers' morale (George & Sabhapaty, 2010). One factor that has had a significant impact on teaching quality is the lack of motivation among teachers. De-motivated teachers teach for the sake of it. They attend lessons because they have to and they may neglect individual differences of learners when teaching. This results in failure among learners. Teacher motivation is therefore crucial to ensure good academic performance among learners.

On the other hand, low teacher motivation leads to job turn over as teachers seek for greener pastures. A comparative study carried out in Senegal, Côte d'Ivoire, Cameroon, Burkina Faso and Madagascar showed that majority of teachers in these schools would leave the teaching profession if they got a chance but many confessed that if the incentives and recognition could be improved, they would not leave (Urwick, Mapuru & Nkhobotin, 2005). Over 75 percent of the teachers said that they were dissatisfied with their work. This was mainly because the rewards they got for teaching were too little compared to the effort they put. Public schools in most countries are most hit with high rates of turnover among teachers, absenteeism and laxity in work. These can be blamed on the job status, salaries, allowances and recognition.

In another study, Mpokosa and Ndaruhutse (2008) found that low motivation results in absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation and secondary income-generating activities that distract from teaching duties. Similarly, a Volunteer Service Overseas study of teacher motivation in Zambia, Papua New Guinea and Malawi found that low motivation results in high attrition rates, constant turnover, lack of confidence, varying levels of professional commitment, and a feeling of helplessness to either improve student outcomes or teachers' own situations.

Based on the reviewed literature, motivation of teachers in Kenya has been widely studied and proposals made. For example Ochieng' (2003) found the best motivators to be work itself, appreciation of work done and job security, while the most de-motivating were sympathetic help with personal problems, pay increase and bonuses and participation in formulation of national education policies. He however recommended that more research be carried out in the area of teacher motivation. Wanjau's (2011) findings on teacher recognition showed that most of the teachers were satisfied with the administrative strategies to motivate teacher like quality and frequency of recognition of their efforts. However, regarding strategies like variety of methods used to recognize teachers' efforts, half of the teachers were satisfied while the other half was not. Some head teachers were also not very supportive to the teachers who made effort to further their education. They would not give them permission to be out of school to pursue their

education and this was a major de-motivating factor to the teachers. The head teachers are in contact with the teachers most of the school time. They are therefore in a position to influence teacher motivation either positively or negatively. Strategies used by head teachers like recognition and rewards among others may promote teacher motivation. However, it is not mandatory to use such strategies but failure to use them may de-motivate teachers.

1.2 Statement of the problem

Lack of motivation among teachers is expressed mainly in departure to pursue other careers which are more motivating. Poipoi (2006) observed that teachers were unhappy with the issues of promotion, working conditions, recognition and work content. Muiruri (2010) observed that lack of motivation and recognition causes dissatisfaction. Okumbe (1998) noted that teachers are dissatisfied compared to their counterparts with the same qualifications but in other organizations. This is because of promotion opportunities, supervision, pay and work itself.

In Kieni East District, teacher absenteeism, truancy and disciplinary actions are frequent (D.E.O., 2013). According to Urwick, Mapuru and Nkhobotin (2005), these are signs of lack of motivation among teachers. When teachers are de-motivated, students are the once who suffer because their academic outcomes are likely to deteriorate. Javaid (2009) noted that though not compulsory, head

teachers can use different strategies to ensure that teachers are motivated hence avoid negative repercussions of low motivation among teachers. Most local studies on teacher motivation have dealt with economic factors. This study therefore sought to fill the knowledge gap by investigating the effects of administrative strategies on teachers' motivation in public secondary schools in Kieni East District, Kenya.

1.3 Purpose of the study

The purpose of this study was to determine the effects of administrative strategies on teachers' motivation in public secondary schools in Kieni East District, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To determine how recommendation for promotion affects motivation of secondary school teachers in Kieni East District.
- ii. To establish how rewarding teachers affect motivation of secondary school teachers in Kieni East District.
- iii. To determine how head teachers' recognition of teachers' efforts affect motivation of secondary school teachers in Kieni East District.
- iv. To determine how head teachers support for professional development affect motivation of secondary school teachers in Kieni East District.

1.5 Research questions

The study aimed to answer the following research questions:

- i. To what extent does recommendation for promotion of teachers in public secondary schools in Kieni East District motivate them to perform better?
- ii. How does rewarding teachers affect motivation of secondary school teachers in Kieni East District?
- iii. How does recognition of teachers' efforts affect motivation of secondary school teachers in Kieni East District?
- iv. How does professional development affect motivation of secondary school teachers in Kieni East District?

1.6 Significance of the study

At virtually every point in the growth and development of education in Kenya, one is ever reminded that the quality of education depends to a large extent on the quality of its teachers (Jikah, 2012). People are retold of the magical feats of teachers as they transform educational objectives into knowledge, skill and educated human labour (Mulkeen, 2007). With the rapid changes in the population, which is affecting the demographics of the schools in Kenya, one is also notified of the need to motivate teachers in order to produce the desired educational results (Jikah, 2012). This is even more urgently necessary in this era of materialism and display of wealth in the face of wide spread poverty and decay in the country. The results of this study might also benefit the Ministry of

Education officials as they might get to know the ways in which the principals' leadership affect the motivation of teachers. As a result, they might see the need to train school principals on the use of administrative strategies to promote motivation among teachers. The Ministry of Education may also use the findings of this study to improve the policy on training of head teachers. It may use the County Education offices to ensure that head teachers get refresher courses more often. Teachers might as well get to outline the aspect of school principals' leadership that affect their motivation negatively. This might act as a guide for the principals to correct the issue. Other researchers interested in this area of study might find the results of this study beneficial. In addition, the findings of this study add to the existing knowledge on motivation by including the strategies that the head teachers can use in order to promote motivation among the teachers.

1.7 Limitations of the study

A few challenges were encountered while conducting this research for example; the respondents tended to give responses which are biased. Additionally, it was not always possible to control other variables that can affect teacher motivation. The researcher however assured the respondents of the anonymity of their identity and this enabled them to give correct information hence reduced bias. The researcher also explained the importance of the study to the respondents and this increased their chances of participating in the study.

1.8 Delimitation of the study

This study was carried out in Kieni East District only because it has the characteristics that the researcher seeks to investigate. It was also delimited to public secondary schools because the standards of education in public schools are almost the same compared to private schools.

1.9 Assumptions of the study

The researcher assumed that the respondents would be willing to participate in the study and that the data given by the respondents would be correct and accurate for this study.

1.10 Definition of significant terms

The significant terms used in the study were defined as shown below

Motivated teacher refers to a teacher who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice.

Professional development refers to skills and knowledge attained for both personal development and career advancement.

Promotion refers to the act of rising in rank or position

Recognition refers to the state of acknowledging teachers' efforts through praise, prizes

Rewarding refers to giving prizes, payments or incentives to teachers in recognition of service, effort or achievement

1.11 Organization of the study

This study was organized in five chapters. The first chapter which is introduction covered background to the study, statement of the problem, objectives, research questions, significance, limitations, delimitations, assumptions and definition of significant terms. The second chapter reviewed the past literature regarding teacher motivation. It was composed of the theoretical framework, trends in teacher motivation and past literature on teacher motivation factors. It also had a conceptual framework and a summary of the chapter. In the third chapter which is research methodology, the research design to be used was highlighted. The target population was established with the right sample size. It also had data collection instruments to be used. The researcher highlighted the methods of analysing and representing data. Chapter four focused on data analysis, interpretation and presentation and discussions of the findings. Section five was composed of summary, conclusion, recommendations and suggestions for further research.

LITERATURE REVIEW

2.1 Introduction

The purpose of the study was to investigate the effects of head teachers' administrative strategies on teachers' motivation in public secondary schools in Kieni East District. This section was composed of the concept of work motivation, theoretical framework, trends in teacher motivation and past literature on teacher motivation factors. It also had a conceptual framework and a summary of the chapter.

2.2 Trends and levels of teacher motivation

This section consisted of the trends and levels of teacher motivation in the world, Africa and the situation in Kenya.

2.2.1 Level of teacher motivation globally

The literature on teacher motivation and incentives in developed countries has many common or similar themes with the very much more limited literature on this subject in low-income developing countries. A comprehensive literature review by Umansky and Emiliana (2007) highlights the wide range of factors that influence teacher motivation in the United Kingdom. The main factor found to contribute to motivation of teachers is working with children whereas demotivation was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society. In developed countries, pay incentives

have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs (Javaid, 2009). Offering additional extrinsic rewards has even been found to undermine the intrinsic motivation of teachers.

Muralidharan and Venkatesh (2009) noted that patterns of motivation are also influenced by teachers' personal characteristics and perceptions of their roles as teachers. Pinder (2008) mentions research evidence that teacher attrition (i.e. individual decisions to leave the profession permanently) tend to be negatively related to age and positively related to intellectual capacity and educational attainment. Finally, recent research shows that teachers suffer more than other professional groups from occupational lack of motivation (Deckers, 2010). According to Oru (2006) high rates of teacher absenteeism have been consistently reported in recent surveys in Asia and South America. His research substantiates low levels of teacher motivation, commitment and accountability.

2.2.2 Level of teacher motivation in Africa

A comparative study in the Sub-Saharan African countries of Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Tanzania and Zambia showed that very sizeable proportions of teachers have low levels of job satisfaction and are poorly motivated (Keen, Chapman, DeJaeghere & Leu (2007). Many tens of millions of children are, therefore, not being taught properly and are not receiving even a

minimally acceptable education. The unavoidable conclusion is that most schooling systems are faced with what amounts to a teacher motivation crisis, which has far reaching implications for the education Millennium Development Goals for basic education and for development as a whole.

According to Spear, Gould and Lee (2000) over one-third the respondents indicated that teachers at their school are 'poorly' or 'very poorly' motivated. Motivation levels appear to be chronically low in Ghana and Zambia. The evidence on motivation trends is more mixed. Stakeholder respondents in most countries usually identified the same negative and positive factors, but invariably reached different conclusions about the overall impact on teacher motivation. However, sizeable proportions of teacher respondents indicated that teachers at their schools are increasingly de-motivated (Spear, Gould & Lee, 2000).

With respect to motivation patterns, Bourdon, Frolich and Michaelowa (2006) argued that working in rural schools is considerably more difficult and thus more de-motivating than in urban schools due mainly to poor living and working conditions. However, the findings from the country studies show that this is not necessarily the case. Certainly, in South African countries, it appears that teachers at rural schools do feel disadvantaged. But, teachers who work at schools in their home-areas tends to have higher levels of job satisfaction than their colleagues who are 'strangers' in the locality. This is because locally based teachers are more

likely to have supportive extended family and social networks, be known to the community and have higher levels of commitment to promoting education and development activities in the area. They are also likely to have access to land. Bennell and Akyeampong (2007) noted that private school teachers, particularly those catering to the upper end of the market, are usually much better motivated than their colleagues in government schools, as result of higher pay, better working and living conditions, and more effective management.

2.2.3 Teacher motivation in Kenya

According to sociologists, current school environments are a reward-scarce setting for professional work and often seem to work against teachers' best efforts to grow professionally and improve student learning (Mpokosa & Ndaruhutse, 2008). Perhaps as a result of these circumstances, the research also shows that many good teachers leave teaching in the first three years.

Wanjau (2011) observed that teachers have not been motivated to work better. Terms of service are poor compared to other workers in the industry. This forces highly qualified teachers to move elsewhere looking for 'greener' pastures. Lack of feedback on how best they are working makes them not encouraged to work harder. Certain policies are not clear to the teachers.

2.3 School leadership factors affecting teachers' motivation

2.3.1 How head teachers' recommendation for promotion influences teachers' motivation

School principals may recommend teachers for promotion depending on their performance. When Oswald cited in Munchinsky (2012) looked at an employee's worker's position in a company, he found a strong link with job satisfaction and motivation. Rank influenced how proud they were with their professional achievements. Rank also increased happiness 50 to 60 percent when compared with bigger pay checks. Oswald explains that employees gain satisfaction from ranking higher than others. In a second smaller experiment, done with a group of students, he asked how satisfied they would be with a job offering a yearly salary of \$32,000 after graduation. Some were told the pay was the second lowest in the firm, while others were told it was the fifth from the bottom. The higher the ranking, the more satisfied the students were with their prospective job (Munchinsky, 2012).

In Bangladesh, promotion prospects for most teachers are very limited (Haq & Dhaka, 2004). Consequently, only around 5- 10 percent of teachers manage to get promoted to higher positions during their careers. For many teachers, then, professional development opportunities have only two advantages. First, they offer a change to their normal routine and an opportunity to travel to other parts of the country. Second, and perhaps more importantly, they help teachers expand

their private tutoring activities. Many primary and secondary teachers tutor privately, which is a lucrative source of income, which can double or even triple a teacher's monthly income.

In Nigeria, teachers have often expressed dissatisfaction with the promotion system because, in practice, teachers are promoted on the basis of their qualification and years of service rather than on the basis of the stipulated conditions for promotion. As corroborated by stakeholders interviewed, the promotion exercise tends to ignore evidence of teacher performance, and emphasise years of experience, irrespective of the quality of that experience. Consequently, in most cases, both good and bad teachers are promoted together (Oru, 2006).

2.3.2 How rewarding teachers' efforts by head teachers influences teachers' motivation

Javaid (2009) noted that organizational reward systems have a significant impact on employees' level of motivation. Rewards can be either tangible or intangible. Various forms of pay, such as salary, commissions, bonuses, employee ownership programs and various types of profit or gain sharing programs, are all important tangible rewards while fringe benefits have a positive impact on attraction and retention. Jex and Britt (2008) added that salaries play a crucial role in the tangible reward system. They are an important factor in attracting new talent to an

organization as well as retaining talent. Compensating employees well is one way for an organization to reinforce an employee's value to the organization and hence their motivation. If an organization is known for paying their employees top dollar, then they may develop a positive reputation in the job market as a result. Important forms of intangible rewards include praise, recognition and rewards. Intangible rewards are ones from which an employee does not derive any material gain. Such rewards have the greatest impact when they soon follow the desired behaviour and are closely tied to the performance. If an organization wants to use praise or other intangible rewards effectively, praise should be offered for a high level of performance and for things that the employee has control over (Jex & Britt, 2008).

Some studies have shown that praise can be as effective as tangible rewards (Pinder, 2008). Other forms of intangible performance include status symbols, such as a corner office, and increased autonomy and freedom. Increased autonomy demonstrates trust in an employee, may decrease stress and improve motivation and job satisfaction. Since it may be hard for an employee to achieve a similar level of trust in new organization, increased autonomy may also help improve retention.

In the Latin American regional study Vegas and Ilana (2005) found that both teacher wage levels and structure generate various incentives and disincentives.

Higher absolute wages and competitive relative wages appear to attract more and better-qualified candidates to the teaching profession and may also result in more motivation and less teacher turnover. The salary structure can be designed to reward or encourage specific choices such as teaching in specific areas of staying in the profession.

2.3.3 Influence of head teachers' recognition of teachers' efforts on teachers' motivation

Recognition is one of the factors which contribute to teacher's job satisfaction. Ramachandran and Madhumita (2005) in a replication of Herzberg's study in an educational setting, interviewed teachers to find out about events associated with their jobs that made them feel unusually good and unusually bad. According to the classification of the teachers' responses, achievement and recognition were ranked first and second as factors contributing to good feelings about the job. Umansky and Emiliana (2007) found three "content" factors (achievement in the job, the work itself and recognition) that contribute to motivation and satisfaction in teaching. Recognition from the principal was determined to be a significant part of the recognition factor. In a study of motivation that focused on high school business teachers in India, Muralidharan and Venkatesh (2009) identified 27 factors that were significant for a high level of teacher motivation. School administration was found to affect teacher motivation. That is, teachers with a

high level motivation indicated, they received recognition for a job well done by the school administrators.

Ayeni (2005) confirmed that staff recognition, parental support, teacher participation in school decision making, influence over school policy, and control in the classroom are the factors most strongly associated with teacher motivation and satisfaction. Other research concurs that most teachers need to have a sense of accomplishment in these sectors if they are to persevere and excel in the difficult work of teaching. Achievement ranked first as a satisfier and accounted for 26 percent of the total favourable incidents that were reported. Recognition was the next most frequently mentioned satisfier. These two factors together accounted for 50 percent of all reported favourable incidents. Interpersonal relations-- students and commitment to service, accounted for an additional 24 percent of all favourable incidents. Not one of the sixteen remaining factors accounted for more than 5 percent of the remaining 26 percent of the reported favourable incidents.

In Bennell's (2004) study, the questionnaire responses revealed sharp differences between the levels of recognition teachers perceived they received from schools and from the outside community. Teachers seemed relatively satisfied with the recognition received from their schools, possibly because they are able to build good relationships with management and staff. This finding supports a large-scale survey conducted in Oman (Ministry of Education, 2005) which found that

experienced teachers tended to have stronger relationships with school management. Higher levels of recognition result from this. Unfortunately, though, only a minority of teachers felt they received appropriate recognition from parents. Head teachers supported these claims and one Ministry official contrasted their lack of recognition with the greater recognition accorded teachers in traditional religious schools, who were mostly older and more established in the community. Teachers felt they received least recognition from Ministry of Education staff, though it was pointed out by one of these staff that those Ministry officials who had taught probably showed more recognition.

2.3.4 Influence of head teachers' support for professional development on teachers' motivation

Staff training and development is one of the important motivational strategies that could be used to enhance quality assurance in the school system (Foskett & Lumby, 2003). Teachers in the school influence in no small way the quality of educational output and are important indicators of efficiency. Their training and level of development influences the educational outcome and quality delivery. This development and training could be acquired through teacher education in pre-service training, in-service training, on-the-job training, workshop training, etc.

Regarding advancement, which Herzberg (1968) considers an important extrinsic motivator, teachers appear to recognize that promotion opportunities available to them are slim, with only a minority expressing optimism. Spear, Gould and Lee (2000) assert that when teachers encounter inequity they will tend to respond negatively and start to lose interest in teaching. Yet, in this study, although teachers perceived opportunities for advancement as being minimal, this did not seem to count as a strong de-motivator because many respondents were realistic about their chances. However, one way of career progress is professional development.

Oru (2006) giving an analysis of teacher training and utilization for quality education in Nigeria observed that teacher education is synonymous with education which provides basic training for teachers to either update their knowledge, increase their skills and equip themselves with teaching techniques/methodologies. Indeed the need for well-trained and quality-oriented teachers given the present state of the educational system and the need to ensure quality educational programmes and training for teachers in Nigeria calls for reconsideration. Teachers training and development stands to increase teachers' intellectual and professional background, produce knowledgeable, competent and effective teachers capable of inspiring children to learn; produce academically and professionally sound and highly motivated conscientious and dynamic breed of teachers; and enhance teachers commitment to the teaching profession.

Ikenyiri (2007) reported that insufficient provision for training of reasonable teachers to acceptable standards constitutes one of the major sources of poor quality education and falling standard of education as well as lack of motivation among teachers. Pre-service and in-service training contribute to the professional improvement on job. Lack of properly trained teachers can impose serious constraints both on educational quality, development and expansion especially in developing countries. Effective teaching requires well – trained and motivated teachers. Teachers are generally expected to contribute to the improvement of the society and to participate in its activities.

Pinder (2008) emphasized that teacher professional development is a key guarantee of quality education. Reviewing some factors affecting the academic achievement of school children, concluded that in developing countries, the influence of school variable like the education of teachers, is of greater importance and studying the quality of primary schools in four developing countries showed that the quality of teacher was one of those factors which made a difference between high and low – performance schools. Poor public image of teachers where their status is not given recognition also affected their level of motivation and dedication to work.

Swai, Mtavangu and Shami (2004) noted that in Tanzania, In order to promote the issue of professional development among teachers, the ministry of education

announced that all Grade B/C teachers would be given five years to upgrade their qualification to Grade A. Failure to do so would lead to dismissal. However, most of these teachers have only been able to enrol on an in-service distance learning programme, which is poorly resourced, and most have struggled to find the time to meet course requirements. Consequently, dropout rates have been high and pass rates low, which is demoralising for teachers. Swai, Mtavangu and Shami (2004) further observed that around one-third of teachers are not happy with the opportunities for upgrading their professional qualifications. It is the ministry of education policy that teachers should receive an average of ten days of in-service training a year. However, for most teachers, in-service training remains very patchy, poor quality, and ad hoc. The accelerated, pre-service training programme is also increasingly crowding out in-service training activities at the teacher training colleges. The 400 teacher resource centres are ineffective mainly because they lack operational budgets. Teachers want to have professional development but it is de-motivating when opportunities and resources to do so are limited.

2.4 Theoretical framework

This study will be based on the two-factor theory of motivation. Management theorist Fredrick Herzberg's two-factor theory of motivation suggests that there are two components to employee motivation in the workplace (Hyun, 2009). In 1959 Herzberg suggested that the sets of circumstances that make people unsatisfied at work (hygiene factors) are a different set from the sets of

circumstances that make people satisfied (motivating factors) (Herzberg, 1987). This was the result of interviews he conducted with 200 engineers and accountants in Pittsburgh, Pennsylvania, who were asked what made them feel bad about their jobs (dissatisfier) and what made them feel good about their jobs (satisfier). Herzberg concluded that man has a dual set of needs; his need as an animal to avoid pain and his need as a human to grow psychologically (two-factor theory of motivation).

The first factor is the dissatisfier (or hygiene) factor. Hygiene is something that preserves and promotes the physical, mental, and emotional health of an individual and community; the lack of it creates a dissatisfying situation. The existence of hygiene creates an equilibrium in which satisfaction is maintained and pain is avoided. In the work environment, hygiene includes company policies, supervision, salary, interpersonal relations and working conditions, a list that Herzberg compiled from responses given to the question “What makes you feel bad about your job?” The items on this list need to be present to avoid pain. More of any of them does not promote happiness, and a lack of one or more of them will promote unhappiness. For example, a lowered salary or one perceived as lower than one’s co-workers would certainly create dissatisfaction (Thompson, 1996).

The second factor, motivators, includes achievement, recognition, nature of work, responsibility and advancement, all of which created satisfaction for the 200 engineers and accountants (Sapru, 2006). Motivators intrinsically promote satisfaction, and according to Herzberg, managers encourage these factors in order to increase profitability through greater creativity and commitment in employees. Without motivators, employees will perform their jobs as required, but with them, employees will exceed the minimum requirements. Hyun (2009) noted that add to salary the incentive of recognition and/or advancement, and employees will probably perform to the best of their ability and derive a high level of personal satisfaction. Sapru (2006) reported that in the motivator factors, the underlying dynamic is psychological growth. It is the human source for happiness. He acknowledged that not all jobs can be stimulating but thought that employees should be chosen for their particular position. Some people are hygiene seekers and some are motivation seekers.

The two-factor theory of motivation is applicable to this study because variables like recommendation for promotion, rewarding, recognition and professional development of teachers may improve motivation among teachers. When head teachers recommend teachers for promotion, their motivation is likely to increase. However, if teachers feel that they deserve to be recommended for promotion but the head teachers fail to do so, teachers' motivation is likely to decrease. On the other hand, head teachers who recognise teachers' efforts and reward such efforts

are likely to promote teachers motivation. Head teachers' support to teachers' professional development may also increase the levels of motivation among teachers while lack of support may make teachers de-motivated. Head teachers can therefore apply the hygiene and motivational factors to improve teachers' motivation.

2.5 Conceptual framework on head

The study can be conceptualized as follows:

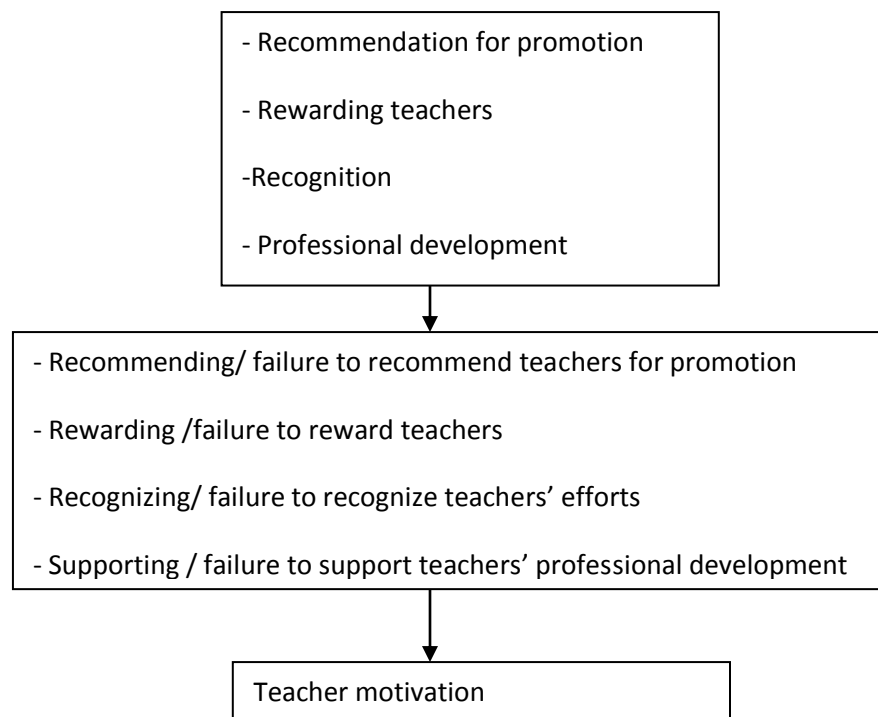


Figure 1: Conceptual framework

The study's dependent variable was teachers' motivation. The independent variables were recommendation for promotion, rewarding teachers, recognition and support for professional development. If teachers have been productive and

they are recommended for promotion, their motivation level is likely to increase. However, teachers who have been performing well yet they are not promoted or recommended for promotion may have low motivation levels. Head teachers who reward the teacher who have performed well are likely to have a teaching workforce that is highly motivated. Failure to reward teachers may contribute to low motivation levels. In relation to recognition, when head teachers recognize the effort made by teachers, teachers are likely to be highly motivated compared to teachers whose head teachers do not recognize their efforts. Finally, the head teachers who support teachers in professional development may have motivated teachers. All these are administrative strategies which head teachers can use to motivate teachers but if they fail to use them, teachers may lose their motivation.

2.6 Summary of literature review

The study's dependent variable is administrative strategies affecting teachers' motivation while the independent variables are recommendation for promotion, rewarding teachers, recognition and professional development. From the past literature, the four strategies might promote motivation among teachers while the lack of them may make them de-motivated. These factors affect teachers in different parts of the world but the extent to which they affect the teachers in Kieni East District was yet to be established. This was the rationale for this study.

RESEARCH METHODOLOGY

3.1 Introduction

This section focused on the research design, target population, sample size and sampling procedure. It also had research instruments, validity and reliability of the instruments, data collection procedure and data analysis and presentation.

3.2 Research design

A research design refers to the plan, structure and strategy of investigation conceived so as to obtain answers to research questions (Kothari, 2008). This study was conducted using descriptive research design. Descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way. This design was preferred because the subject was being observed in a completely natural and unchanged natural environment. The variables included were recommendation for promotion, rewarding teachers, recognition and professional development

3.3 Target population

The target population for this study was the 26 public secondary schools in Kieni East District. There were 26 head teachers and 390 teachers in Kieni East District (D.E.O., 2013).

3.4 Sample size and sampling procedure

Sampling is the process of selection of appropriate number of subjects from a defined population (Kothari, 2008). The researcher used systematic sampling to select the schools. This sampling method was preferred because it improved the potential for the units to be more evenly spread over the population. In addition, it reduced the potential for human bias in the selection of cases to be included in the sample. Out of 26 schools, 50 percent of the schools (13) participated in the study. This involved listing the school numerically and picking every second school until the last school on the list. The principals in the selected schools were part of the sample population. The teachers from the selected schools were randomly selected in order to allow each of them an equal chance of being selected. In this case 50 percent of the teachers (195) were part of the sample population. Kothari (2008) states that, a 10 percent sample can represent a population. However, he explains that the bigger the sample is; the more representative of the population it becomes. This is why a sample of 50 percent was preferred.

3.5 Research instruments

The study used questionnaires as the tool for data collection. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Mugenda & Mugenda, 2010). The researcher opted for the questionnaire because the responses were gathered in a standardised way, so questionnaires were more objective compared to other

tools of data collection. It was also relatively quick to collect information using a questionnaire. Additionally, potential information was collected from a large portion of a group.

3.5.1 Validity of instrument

According to Kathuri and Pals (1993) validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To enhance validity, the researcher consulted the experts in the field of research i.e. his supervisors and other research experts as well as carried out a pilot study in 5 randomly selected schools. These helped to evaluate, ascertain and clarify that the instruments were valid to capture all the data as expected. The pilot study also helped to check that the instructions given to respondents are comprehensible. Ambiguities were cleared according to the results of the pilot study.

3.5.2 Reliability of instrument

Mugenda and Mugenda (2010) define reliability of the research instrument as its level of internal consistency over time. Reliability was tested through test-retest method. Individuals who were randomly selected were asked to fill the questionnaire and then fill the same questionnaire again after three weeks. The results from the two tests were then correlated to produce a stability coefficient. The Pearson r was used to measure of correlation (Mertens, 1998).

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

It is simply the average of the sum of the Z score products and it measures the strength of linear relationship between two characteristics. The results gave a reliability coefficient of 0.7 and this meant that the research instrument was reliable.

3.6 Data collection procedure

Before data collection a permit was sought from the National Council of Science and Technology and a courtesy call made on the area District Commissioner and the District Educational Officer to alert them on the collection of data. Head teachers were requested for permission to collect data in their schools. Afterwards, the researcher gave the respondents the questionnaires, explained to them the need to fill them and agreed on the date to pick them (one week after). This allowed the respondents enough time to go through the questions and answer them accordingly.

3.7 Data analysis techniques

The results of the questionnaire were checked for completeness as preparation for analysis. Data was coded using Statistical Package for Social Sciences (SPSS) Version 19. Descriptive statistics were used to analyse the quantitative data after which findings were presented in tables and graphs. Descriptive statistics were

preferred since they enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics (Kothari, 2008). Qualitative data was analyzed through content analysis. In order to achieve this, the researcher coded and classified various responses, identified key responses for various themes, listed and tallied key responses by specific themes, identified patterns emerging from key responses, studied the inter relationships between, identified patterns and drew inferences from the patterns.

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter focused on the findings of the study, interpretations and discussions of the findings. It was guided by the objectives of the study which were: to determine how recommendation for promotion affects motivation of secondary school teachers in Kieni East District, to establish how rewarding teachers affect motivation of secondary school teachers in Kieni East District, to determine how head teachers' recognition of teachers' efforts affect motivation of secondary school teachers in Kieni East District and to determine how head teachers support for professional development affect motivation of secondary school teachers in Kieni East District. Data analysis was based on the objectives of the study and the results were as discussed in the following paragraphs.

4.2 Response rate

Out of the 13 head teachers who were given questionnaires, all of them returned filled questionnaires giving a response rate of 100%. Out of the 195 teachers who took part in the study, 191 returned filled questionnaires giving a response rate of 97.9%.

4.3 Demographic information of head teachers and teachers

The head teachers and teachers were asked for information about their gender, age, education level and work experience and they responded as discussed in the following paragraphs.

4.3.1 Gender of head teachers and teachers

The gender of head teachers and teachers were as summarised in Table 4.1

Table 4.1 Gender of head teachers and teachers

Head teachers' gender	Frequency	Percent
Male	8	61.5
Female	5	38.5
Total	13	100.0
Teachers' gender		
Male	85	44.5
Female	106	55.5
Total	191	100.0

As shown in Table 4.1, majority of the head teachers (61.5%) were male while majority of teachers 55.5% were female. This shows that school headship in the region are mainly male while most of the teachers are female.

4.3.2 Age of head teachers and teachers

The head teachers and teachers' ages were as summarised in Table 4.2

Table 4.2 Age of head teachers and teachers

Head teachers' age	Frequency	Percent
25 - 50 years	12	92.3
Above 50 years	1	7.7
Total	13	100.0
Teachers' age		
Below 25 years	21	11.0
25 - 50 years	127	66.5
Above 50 years	43	22.5
Total	191	100.0

As evidenced in Table 4.2, majority of the head teachers were aged between 25 and 50 years while the rest were above 50 years. This could be because school headship comes with experience which further comes as a result of working for many years in different schools. Most teachers were also aged between 25 and 50

years. This implies that the head teachers and the teachers had worked for long enough to relate with teacher motivation.

4.3.3 Head teachers and teachers' education level

This item sought for information on the head teachers and teachers level of education. The results were recorded in Table 4.3

Table 4.3 Head teachers' and teachers' education level

Head teachers' education level	Frequency	Percent
Diploma	1	7.7
Bachelor's degree	9	69.2
Master degree	3	23.1
Total	13	100.0
Teachers' education level		
Diploma	43	22.5
Bachelor's degree	127	66.5
Master degree	21	11.0
Total	191	100.0

According to Table 4.3, most head teachers 69.2% had a bachelor's degree while some 23.1% had masters' degree. Among the teachers, majority 66.7% also had bachelors' degree. This was an indication that most head teachers and teachers were highly educated and could therefore understand the issues related to teacher motivation.

4.3.4 Head teachers and teachers' working experience

In relation to their working experience, the head teachers and teachers responded as indicated in Table 4.4

Table 4.4 Head teachers' and teachers' working experience

Head teachers' working experience	Frequency	Percent
11 - 20 years	8	61.5
21 - 30 years	4	30.8
31 - 40 years	1	7.7
Total	13	100.0
Teachers' working experience		
1 - 10 years	21	11.0
11 - 20 years	84	44.0
21 - 30 years	43	22.5
31 - 40 years	43	22.5
Total	191	100.0

As shown in Table 4.4, most head teacher had worked for 11 to 20 years with 30.8% working for 31 to 40 years while most teachers 44% had worked for 11 to 20 years and 22.5% had worked for 21 to 30 years. This showed that most head teachers and the teachers had been in the school long enough to understand issues related to teacher motivation.

4.4 General information

The head teachers were asked general questions on the number of teachers in the school, the number of teacher who have left in the last twelve months, frequency of being late for school activities among teachers and discipline issues with teachers. This was because all these issues were related to teachers' motivation.

4.4.1 Total number of teachers in the school

In relation to the number of teachers in the school, the head teachers responded as shown in Table 4.5

Table 4.5 Total number of teachers in the school

Number of teachers	Frequency	Percent
Below 10	2	15.4
11-15	8	61.5
Above 15	3	23.1
Total	13	100.0

As shown in Table 4.5 most schools 61.5% had between 11 and 15 teachers with 23.1% having more than 15 teachers and 15.4% having less than 10 teachers. With so many teachers, it was easier for teachers to observe behaviour that shows teacher motivation and one that does not.

4.4.2 Number of teachers who left the school

Teachers leave school for one reason or another. When head teachers were asked how many teachers have left school in the last twelve months, they responded as shown in Table 4.6

Table 4.6 Number of teachers who left the school

Number of teachers	Frequency	Percent
None	2	15.4
One	4	30.8
Two	5	38.5
Three	2	15.4
Total	13	100.0

As shown in Table 4.6, most schools 38.5% had two teachers leave within the last twelve months, 30.8% had one teacher move while 15.4% had three teachers move. This showed that teachers move from schools to other areas for various reasons but motivation could be one of the reasons. This was supported by George and Sabhapaty (2010) and Kocabaş and Karakose (2005) who noted that teachers especially the ones with low motivation move from the teaching profession to areas of greener pastures.

4.4.3 How frequent teachers are late for different school activities

In relation to how frequent teachers are late for different school activities, the head teachers responded as shown in Table 4.7

Table 4.7 How frequent teachers are late for different school activities

Response	Frequency	Percent
Fairly frequently	9	69.2
Rarely	4	30.8
Total	13	100.0

According to Table 4.7, 69.2% of the head teachers were of the opinion that teachers were fairly frequently late for school activities but 30.8% reported that teachers were rarely late. Lateness for school activities could be a sign that teachers were not fully motivated to do various activities in the school.

In relation to being absent, majority of the head teachers (53.8%) reported that teachers were at least fairly frequently absent from different school activities and this could also be a sign of de-motivation among teachers as suggested by Oru (2006). In connection to discipline, majority of the head teachers 84.6% reported that they rarely had discipline issues with teachers. This could mean that even if teachers could be de-motivated, they did not go to an extent of being

undisciplined because only a few head teachers 15.4% said that they had discipline cases with teachers fairly frequently.

4.4.5 Head teachers' rating of teachers' level of motivation

When asked to rate the teachers' level of motivation, the head teachers responded as shown in Table 4.8

Table 4.8 Head teachers' rating of teachers' level of motivation

Rating	Frequency	Percent
Highly motivated	1	7.7
Motivated	7	53.8
Lowly motivated	5	38.5
Total	13	100.0

As shown in Table 4.8, most of the head teachers 53.8% rated the teachers as motivated while 38.5% rated them as lowly motivated and only 7.7% reported that teachers were highly motivated. According to the teachers, 11% said they were highly motivated, 33% said they were motivated while the majority 56% said they were lowly motivated. These findings indicated that majority of teachers had low levels of motivation and the ones who were highly motivated were very few. This was supported by Keen, Chapman, DeJaeghere and Leu (2007) and Spear, Gould and Lee (2000) who found low level of motivation among teachers

in Africa. This could affect the way they work negatively. It could also explain why some teachers leave the profession.

4.4.6 What affects teachers' motivation most?

When asked about what affects teachers' motivation most, the teachers responded as shown in Table 4.9

Table 4.9 What affects teachers' motivation most?

Response	Frequency	Percent
Recommendation for promotion	64	33.5
Rewarding by head teachers	64	33.5
Recognition by head teachers	42	22.0
Professional development	21	11.0
Total	191	100.0

Teachers were de-motivated by various factors as indicated in Table 4.9. While 33.5% of the teachers said their sources of motivation were recommendation for promotion and rewarding by head teachers each, 22% said recognition by head teachers and 11% said professional development. This means that each of the four factors played a role in de-motivating teachers, with recommendation for promotion and rewarding being the major causes of low motivation among teachers.

Table 4.10 Teachers' level of motivation

General information	HM (%)	M (%)	DM (%)	HDM (%)
Recommendation for promotion	44	33.5	22.5	0
Rewarding done by head teacher	22	67	11	0
Recognition by head teacher	22	67	0	11
Your professional development	33.5	55.5	11	0

When asked about their level of motivation per factor, 44% of the teachers were highly motivated by recommendation by promotion. However, there were a significant number of teachers (22.5%) who were de-motivated by the same. In relation to rewards, majority were motivated and highly motivated. Regarding recognition by the head teachers, most teachers were motivated and highly motivated. As far as professional development was concerned, most teachers were mainly motivated and highly motivated. This implied that generally, the four factors motivated teachers. However, the elements in these factors could be the ones de-motivating teachers.

4.5 Head teachers' recommendation for promotion of teachers

In an effort to fulfil this objective, the researcher used several items as discussed in the following paragraphs.

4.5.1 Whether head teachers recommend some teachers for promotion

When the head teachers were asked whether they recommend teachers for promotion, all of them responded in the affirmative. When asked for their reasons for recommending teachers for promotion, they responded as shown in Table 4.11

Table 4.11 Reasons for recommending teachers for promotion

Response	Frequency	Percent
Some work very hard hence they deserve	11	84.6
Some have stayed for so long in the school hence I sympathise with them	1	7.7
Due to their work experience	1	7.7
Total	13	100.0

Majority of the head teachers 84.6% reported that they recommended some teachers for promotion because they work very hard hence deserve the recommendation. This implied that the head teachers were on the lookout for the teachers who put extra effort hence they recommend them for promotions. This was supported by Munchinsky (2012) who found a connection between recommendation for promotion and teacher motivation.

4.5.2 Head teachers' rating of the promotion of teachers

The head teachers were asked to rate the teachers' promotion. The results are as tabulated in Table 4.12

Table 4.12 Head teachers' rating of the promotion of teachers

Rating	Frequency	Percent
Fair	5	38.5
Neutral	5	38.5
Unfair	3	23.1
Total	13	100.0

As shown in Table 4.12, most head teachers rated the teachers' promotion as fair 38.5% and neutral 38.5%. However, a significant number of head teachers rated it as unfair. This was in line with (Oru, 2006) which found that promotion of teachers as unfair. According to the head teachers' findings, it meant that the promotion of teachers was not in either of the extremes, that is, either very fair or very unfair. It was more on the average.

4.5.3 How often teachers complain about promotion

When asked about how often the teachers complain about promotion to their head teachers, the head teachers responded as shown in Table 4.13.

Table 4.13 How often teachers complain about promotion

Response	Frequency	Percent
Fairly frequently	3	23.1
Rarely	10	76.9
Total	13	100.0

As shown in Table 4.13, most teachers 76.9% rarely complained about promotion to the head teachers and only a few 23.1% did so fairly frequently. This could mean that even if the teachers may have low motivation levels as a result of lack of promotions, they rarely complained to the school heads.

4.5.4 Promotion issues affecting teacher motivation

The teachers were asked about several issues related to promotion in relation to their motivation and they responded as shown in Table 4.14

Table 4.14 Promotion issues affecting teacher motivation

Recommendation for promotion	HM (%)	M (%)	DM (%)	HDM (%)
Head teachers' effort in recommending you for promotion	22	78	0	0
Fairness in recommendation for promotion	11	78	11	0
Teachers' clear path for promotion	22.5	66.5	11	0

As evidenced in Table 4.14, teachers were either highly motivated or motivated by the head teachers' effort in recommending them for promotion and the fairness in which they did so. Only a few teachers were de-motivated by the fairness in recommendation for promotion and teachers clear path for promotion. This was in line with Haq and Dhaka (2004) who found that the prospects for promotion in the teaching profession were limited.

4.5.5 Head teachers' responses on specific elements of teachers' promotion

The head teachers were asked about their agreement to specific elements of promotion of teachers and they responded as shown in table 4.15

Table 4.15 Head teachers' responses on specific elements of teachers' promotion

Statement	SA(%)	A (%)	D (%)	SD (%)
I always recommend teachers who deserve for promotion	61.5	38.5	0	0
It's not my duty to recommend teachers for promotion	0	0	7.7	92.3
Most teachers don't deserve promotion	0	0	46.2	53.8

As shown in Table 4.15, majority of head teachers were in agreement that they always recommend teachers who deserve for promotion. They also disagreed that it's not their duty to recommend teachers for promotion meaning that they took it as their duty to recommend teachers for promotion. They also disagreed that most

teachers don't deserve promotion indicating that they believed teachers deserved promotion.

4.5.6 Extent to which teachers' motivation level is affected by recommendation for promotion

The head teachers were asked to indicate the extent to which the teachers' level of motivation was affected by their recommendation for promotion and they responded as shown in Table 4.16

Table 4.16 Extent to which teachers' motivation level is affected by recommendation for promotion

Extent	Frequency	Percent
Very great extent	4	30.8
Great extent	4	30.8
Moderate extent	5	38.5
Total	13	100.0

As evidenced by Table 4.16, head teachers' recommendation for promotion had a role in teachers' level of motivation as it affected it to at least moderate extent. This implied that head teachers' failure to recommend teachers for promotion might affect teachers' motivation levels and vice versa.

4.5.7 Ways of improving recommendation for promotion

In relation to making recommendation for promotion for teachers better, 22.5% of the teachers proposed that head teachers should make more effort, 55.5% proposed that head teachers should base recognition on merit and 22% said that they should encourage teachers to work harder to qualify for promotions. The implication was that the head teachers did not put enough effort when recommending teachers for promotion and even when they did recommend them, it might have been biased. This could de-motivate teachers.

4.6 Rewarding teachers and teachers' level of motivation

In an attempt to fulfil this objective, several items were used as discussed

4.6.1 Head teachers rating of how they reward teachers

Table 4.17 Head teachers' rating of how they reward teachers

Rating	Frequency	Percent
Very satisfactory	2	15.4
Satisfactory	8	61.5
Neutral	2	15.4
Dissatisfactory	1	7.7
Total	13	100.0

As shown in Table 4.17, majority of the head teachers 61.6% were of the opinion that they rewarded the teachers satisfactorily. Nonetheless, there were some head teachers whose rewarding to teachers was neither satisfactory nor dissatisfactory while 7.7% said dissatisfactory. This implied that there were head teachers who were impressed with the way they rewarded teachers and this could be promoting teachers' motivation.

When asked how often they rewarded teachers, 46.2% said often while 53.8% said moderately often. The implication was that head teachers put effort in rewarding teachers and this could be a way of promoting motivation among the teachers. Majority of the head teachers 92.3% also indicated that they based the reward to teachers on the teachers' performance while 7.7% indicated that they rewarded those teachers who put effort in teamwork. This showed that head teachers were on lookout on how teachers work and those who performed well were rewarded as a way of motivating them.

4.6.2 Head teachers' responses on specific elements about rewards

The head teachers were asked about different elements of rewards to teachers and they responded as shown in Table 4.18

Table 4.18 Head teachers' responses on specific elements about rewards

Statement	SA (%)	A (%)	D (%)	SD (%)
I always reward teachers who deserve rewards	76.9	23.1	0	0
It's not my duty to reward teachers	0	0	23.1	76.9
Most teachers don't deserve rewards	0	15.4	53.8	30.8
There is no point in rewarding teachers because they don't improve even if you reward them	0	0	23.1	76.9

As evidenced in Table 4.18, all the head teachers at least agreed that they always rewarded teachers who deserved to be rewarded. However, their disagreement to the statements that it's not their duty to reward teachers or most teachers do not deserve rewards or there is no point in rewarding teachers show that they recognized the importance of rewarding teachers and that could be the reasons as why they rewarded them.

4.6.3 Teachers' responses on specific elements of rewards

The teachers responded as shown in Table 4.19 in relation to the specific elements of rewards

Table 4.19 Teachers' responses on specific elements of rewards

Rewarding	HM (%)	M (%)	DM (%)	HDM (%)
Fairness in rewarding of teachers' efforts	66.5	33.5	0	0
Frequency of rewards	0	77.5	22.5	0
Value of rewards given	11	55.5	22.5	11

As indicated in Table 4.19, teachers were at least motivated by the fairness in efforts to reward teachers. However, some teachers were de-motivated by the frequency in which they were rewarded that the value of the rewards they were given as supported by Vegas and Ilana (2005). This implied that the schools head might be making efforts in rewarding teachers. However, the frequency with which they did it and the value of the rewards they gave teachers could be a source of de-motivation for the teachers. This was supported by Mpokosa and Ndaruhutse (2008).

4.6.4 Extent to which rewards by head teachers affect teachers' motivation level

In relation to the extent to which the rewards given by the head teachers may affect the motivation levels of the teachers, the head teachers responded as indicated in Table 4.20

Table 4.20 Extent to which rewards by head teachers affect teachers' motivation level

Extent	Frequency	Percent
Very great extent	2	15.4
Great extent	6	46.2
Moderate extent	5	38.4
Total	13	100.0

As shown in Table 4.20, majority of the teachers 61.6% indicated that the way the head teachers reward teachers affected teachers' motivation to a least great extent. Only a few 38.4% indicated that head teachers' rewards to teachers affected teachers' motivation to a moderate extent. At least all the head teachers reported that rewards affected teachers' motivation. This was supported by Pinder (2008) and Jex and Britt (2008) who found a connection between rewards and motivation.

4.6.5 Ways of improving rewarding of teachers

In responses to the ways in which rewarding of teachers could be improved, 11% of the teachers said that rewarding should be fairer, 78% said that rewards should be given to those who deserve and 11% said that head teachers should talk to the education ministry to increase rewards for teachers. This implied that in teachers'

opinions, there was bias in rewarding teachers for effort put and this could be contributing to low motivation levels among teachers.

4.7 Head teachers recognition of teachers' efforts in relation to teachers' motivation

This objective sought for information on the relation of how recognition of teachers' efforts by the head teachers affected the motivation level of the teachers.

4.7.1 Whether head teachers recognize the teachers who have performed well

The head teachers were asked whether they recognized the teachers who performed well and all of them said yes. This meant that the head teachers saw the need to recognize the teachers as suggested by Ramachandran and Madhumita (2005). When asked why they recognized the teachers, majority of the head teachers 84.6% reported that the teachers performed even better once their efforts were recognized by the head teachers while 15.4% of the head teachers did it because it was the right thing to do. This was an indication that the head teachers have tested recognition of teachers' efforts and observed that it helped to motivate them to perform even better.

4.7.2 Head teachers' rating of the way the ministry of education recognizes teachers' effort

In relation to how the ministry of education recognizes teachers' efforts, the head teachers responded as shown in Table 4.21

Table 4.21 Head teachers’ rating of the way the ministry of education recognizes teachers’ effort

Rating	Frequency	Percent
Fair	1	7.7
Neutral	5	38.5
Unfair	6	46.2
Very unfair	1	7.7
Total	13	100.0

As evidenced by Table 4.21, majority of the head teachers 53.9% reported that the recognition done by the ministry of education was at most unfair while a significant number 38.5% were neutral and only a few head teachers 7.7% rated it fair. This indicated that the recognition done by the ministry of education could be contributing to teachers’ low motivation as supported by George and Sabhapaty (2010) and Urwick, Mapuru and Nkhobotin (2005) who reported that teachers move to other professions because of lack of recognition.

4.7.2 Head teachers’ responses on specific elements of recognition

In relation to the specific elements of recognition, the head teachers responded as shown in Table 4.22

Table 4.22 Head teachers' responses on specific elements of recognition

Statement	SA(%)	A(%)	D(%)	SD(%)
I always recognize teachers' efforts	53.8	46.2	0	0
It's not my duty to recognize teachers	0	0	30.8	69.2
Most teachers don't deserve recognition	0	7.7	69.2	23.1
There is no effect of recognizing teachers	0	7.7	23.1	69.2
When I recognize teachers they become more motivated	76.9	23.1	0	0

As shown in Table 4.22, all the head teachers were in agreement that they always recognized teachers' efforts and that when they did that, the teachers became more motivated. Nevertheless, while most head teachers refuted the statement that some teachers don't deserve recognition and that recognition had no effect on teachers, some agreed to the same. This showed that with some teachers, recognition worked to promote motivation as supported by Umansky and Emiliana (2007) while in others, there was no effect. The findings also showed that some teachers put extra effort and that is why they were recognized while other did not. Failure to put extra effort in the first place could be as a result of low motivation levels among the teachers.

4.7.3 Teachers' responses on specific elements of recognition

In relation to the specific elements of recognition, the teachers responded as shown in Table 4.23

Table 4.23 Teachers' responses on specific elements of recognition

Recognition	HM (%)	M (%)	DM (%)	HDM (%)
Fairness in recognizing of teachers' efforts	55.5	33.5	0	0
The method of recognition	33	56	11	0
Frequency of recognition	0	66.5	33.5	0

As indicated in Table 4.23 all teachers indicated that they were motivated by the fairness in recognizing teachers' efforts and the method of recognition as supported by Muralidharan and Venkatesh (2009). However, a significant number of teachers indicated that they were de-motivated by the method and frequency of recognition. This was in line with Wanjau's (2011) findings. This indicated that the head teachers did motivate teachers through recognising their efforts. Nonetheless, the methods used in recognition and the frequency of the same might be dissatisfactory to the teachers.

4.7.4 Extent to which teachers' motivation level was affected by head teachers' recognition

In relation to the extent to which the teachers' motivation level is affected head teachers' recognition of the efforts, the head teachers responded as shown in Table 4.24

Table 4.24 Extent to which teachers' motivation level was affected head teachers' recognition

Extent	Frequency	Percent
Very great extent	5	38.5
Great extent	7	53.8
Moderate extent	1	7.7
Total	13	100.0

As shown in Table 4.24, all head teachers accorded that the way they recognized teachers' efforts had an effect on teachers' motivation with 92.3% agreeing that it affected to at least great extent. This indicated that the way in which the head teachers recognized the efforts made by teachers affected teachers' level of motivation greatly. This was in line with Ayeni (2005), Ministry of Education (2005) and Ochieng's (2003) study which found recognition to be among the best motivators.

4.7.5 Ways to improve recognition among head teachers

The teachers were asked on the ways in which recognition could be improved and 33.5% of the teachers reported that there should be evidence that the teachers who are recognized deserve, 44.5% said that head teachers should always recognize teachers even for small things done and 22% said that head teachers should not be biased when recognizing teachers' efforts. This implied that in teachers' opinions, there was bias when recognizing teachers' efforts and that the head teachers could be ignoring the small things when recognizing teachers and these could contribute to low motivation among the teachers.

4.8 Professional development in relation to teachers' motivation

The researcher used several items in attempt to fulfil this objective

4.8.1 Whether there are teachers seeking professional development

In response to whether there were teachers seeking for professional development, majority of the head teachers (84.6%) said yes while the rest (15.4%) said no. In relation to the question of whether there was a difference in performance between the teachers who had advanced in the profession and the ones who had not, 84.6% of the head teachers responded in the affirmative while 15.4% said no. This was an indication that when teachers advance professionally, most of them perform better. When asked about how supportive head teachers are to the teachers seeking professional development, 46.2% said very supportive while 53.8% said

supportive. This implied that head teachers supported the teachers in professional development. This could motivate the teachers' motivation.

4.8.2 Head teachers' responses on teachers' professional development

The head teachers responded to the specific elements of professional development as shown in Table 4.25

Table 4.25 Head teachers' responses on teachers' professional development

Statement	SA (%)	A(%)	D(%)	SD(%)
I encourage teachers to seek professional development	84.6	15.4	0	0
I support teachers who work towards professional development	61.5	38.5	0	0
Most teachers don't make effort to develop professionally	15.4	30.8	53.8	0
Teachers who develop professionally teach better	15.4	61.5	23.1	0

As shown in Table 4.25 all the head teachers indicated that they encouraged teachers to seek professional development and those who worked towards the same. Most head teachers disagreed to the statement that most teachers did not make effort to develop professionally meaning that most of them did. However, there was a significant number of head teachers (15.4%) who reported that that most teachers did not make effort in professional development. Majority of the

head teachers were in agreement that teachers who sought for professional development worked better with only a few of the head teachers disagreeing. This was in line with Foskett and Lumby's (2003) study. This implied that professional development helps teachers to perform better in most cases.

4.8.3 Teachers' responses on specific elements of professional development

The teachers were asked about specific elements of professional development and their responses are summarised in Table 4.26

Table 4.26 Teachers' responses on specific elements of professional development

Professional development	HM(%)	M(%)	D(%)	HD(%)
The opportunities available to teachers to advance professionally	0	66.5	22.5	11
Level of support for professional development by head teachers	22	56	22	0
Encouragement by head teachers to seek professional development	33	67	0	0

As indicated in Table 4.26, most teachers (66.5%) were motivated by the opportunities available to them for professional development. However, there were a significant number of teachers who were de-motivated by the same. This was supported by Ikenyiri (2007) who reported that insufficient provision for training of reasonable teachers to acceptable standards constituted lack of

motivation among teachers and Swai, Mtavangu and Shami (2004) who further observed that around one-third of teachers were not happy with the opportunities for upgrading their professional qualifications. The level of support for professional development by teachers was motivating to the majority of teachers with only 22% saying that they were de-motivated by the support they received from head teachers. According to the teachers, the head teachers encouraged them to seek for professional development. These findings showed that head teachers have played a role in teachers' professional development through encouraging them and supporting them in the same. This has had a positive effect on teachers' motivation level.

4.8.4 Extent to which professional development contributes to the teachers' motivation

In relation to the extent to which professional development contributes to teachers' motivation, the head teachers responded as shown in Table 4.27

Table 4.27 Extent to which professional development contributes to the teachers' motivation

Extent	Frequency	Percent
Very great extent	7	53.8
Great extent	5	38.5
Moderate extent	1	7.7
Total	13	100.0

The head teachers reported that professional development of teachers contributed to the teachers' motivation to at least moderate extent. This showed that when the head teachers supported teachers when they sought for professional development, this increased their level of motivation and vice versa. This was as outlined by Spear, Gould and Lee (2000) who asserted that when teachers encounter inequity in support for professional development they will tend to respond negatively and start to lose interest in teaching.

4.8.5 Ways to improve professional development

The teachers were asked on ways in which professional development could be improved and 11% reported that head teachers should be fair when supporting teachers' professional development, 67% said that the head teachers should encourage their teachers to seek for professional development and 22% said that

head teachers should seek for professional development to avoid feeling threatened when teachers seek for the same. This implied that even if the head teachers supported teachers' professional development, they should improve on the same to further promote teacher motivation. Head teachers' lack of professional development could also be contributing to their lack of support of teachers' professional development

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focused on the summary, conclusions and recommendations of the study.

5.2 Summary of the Study

The purpose of this study was to determine the effects of administrative strategies on teachers' motivation in public secondary schools in Kieni East District, Kenya. The study was guided by the following objectives: to determine how recommendation for promotion affects motivation of secondary school teachers in Kieni East District, to establish how rewarding teachers affect motivation of secondary school teachers in Kieni East District, to determine how head teachers' recognition of teachers' efforts affect motivation of secondary school teachers in Kieni East District, To determine how head teachers support for professional development affect motivation of secondary school teachers in Kieni East District. This study was conducted using descriptive research design. The target population for this study was the 26 public secondary schools in Kieni East District. The researcher used systematic sampling to select the respondents. The study used questionnaires as the tools of data collection. Descriptive statistics were used to analyse the data and the results were presented using frequency tables

Findings on general information about teachers showed that teachers move from schools to other areas for various reasons but motivation could be one of the reasons. Majority of the head teachers were of the opinion that teachers were fairly frequently late for school activities. Lateness for school activities could be a sign that teachers were not fully motivated to do various activities in the school. In relation to being absent, majority of the head teachers reported that teachers were at least fairly frequently absent from different school activities and this could also be a sign of de-motivation among teachers. The findings also indicated that majority of teachers had low levels of motivation and the ones who were highly motivated were very few. Recommendation for promotion and rewarding were found to be the major causes of low motivation among teachers.

The first objective was to determine how promotion for recommendation affects the motivation of teachers and it was found out that all head teachers recommended teachers for promotion with majority doing so because teachers worked very hard hence deserved the recommendation. A significant number of head teachers rated promotion of teachers as unfair but majority of the teachers did not complain to the head teachers over the same. Fairness in recommendation for promotion was found to be dissatisfactory to teachers. Head teachers' recommendation for promotion had a role in teachers' level of motivation as it affected it to at least moderate extent.

The second objective was on establishing how rewarding of teachers affects their motivation and the findings showed that most head teachers found their rewarding of teachers to be satisfactory, since majority of them rewarded teachers at least moderately often. The main motivating factor in rewarding was fairness in efforts to reward teachers. However, some teachers were de-motivated by the frequency in which they were rewarded and the value of the rewards they were given. At least all the head teachers reported that rewards affected teachers' motivation.

On the third objective which was to determine how head teachers' recognition of teachers' efforts affects teachers' motivation, all the head teachers reported to recognize teachers' efforts. However, the recognition made by the Ministry of Education was rated as mainly unfair. The main reason for recognizing teachers' efforts was that it promoted motivation among teachers. All teachers indicated that they were motivated by the fairness in recognizing teachers' efforts and the method of recognition. However, a significant number of teachers indicated that they were de-motivated by the method and frequency of recognition. The findings also showed that the way in which the head teachers recognized the efforts made by teachers affected teachers' level of motivation greatly.

The last objective was on determining how head teachers support for professional development affects teachers' motivation and majority of the head teachers indicated that teachers sought for professional development mainly because it

improved their performance. Majority the teachers admitted that the head teachers were supportive in the teachers' professional development. However, a significant number of teachers indicated that the head teachers were not fully supportive in the teachers' professional development. Head teachers' support to teachers' professional development was found to affect teachers' motivation to a great extent.

5.3 Conclusion of the Study

The way the head teachers recommended teachers for promotion was found to affect teachers' motivation to great extent. This is because promotion of teachers was unfair and head teachers did not seem to make enough effort. This reduced teacher motivation.

In relation to rewards, it was found to affect teachers' motivation to a great extent. The fairness in rewards affected teacher motivation positively while the frequency and value of gifts affected teacher motivation negatively.

Recognition was found to affect teachers' motivation greatly. The method and fairness in recognition of teachers' efforts affected teachers' motivation positively but there were also a significant number of teachers affected by the method and frequency of recognition negatively.

On professional development, it was found to affect teacher motivation to a great extent. The head teachers who supported teachers in professional development contributed to the teachers' motivation while the ones who did not contributed to teachers' de-motivation.

5.4 Recommendations of the study

Based on the findings of the study, the researcher recommended that:

- i) Head teachers should make more effort in recommending teachers for promotion, head teachers should base recognition on merit and head teachers should encourage teachers to work harder to qualify for promotions. This can be achieved through training the head teachers on the importance of teacher motivation in achieving students' performance.
- ii) Rewarding should be fairer, rewards should be given to those who deserve and head teachers should talk to the education ministry to increase rewards for teachers.
- iii) There should be evidence that the teachers who are recognized deserve, head teachers should always recognize teachers even for small things done and the head teachers should not be biased when recognizing teachers' efforts.
- iv) Head teachers should be fair when supporting teachers' professional development, head teachers should encourage their teachers to seek for

professional development and head teachers should spearhead in professional development to avoid feeling threatened when teachers seek for the same.

5.5 Suggestions for further research

This study added the existing knowledge on teacher motivation by establishing the influence of administrative strategies on teachers' motivation in Kieni East District. The researcher however suggests that a similar study should be done in other regions in Kenya to establish other administrative strategies which might influence teacher motivation in such areas.

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APPENDICES

APPENDIX I

INTRODUCTION LETTER

John K. Maina

P.O Box 387-10105,

Naromoru

To

Dear Sir or Madam,

REF: REQUEST FOR PARTICIPATION IN RESEARCH STUDY

I am a final year Master of Education Degree student at the University of Nairobi.

My area of specialization is educational administration and planning. I am currently undertaking research study on the effects of administrative strategies on teachers' motivation in public secondary schools in Kiari East District, Kenya

I would be grateful if you could spare some time and complete the enclosed questionnaire. Your identity will be treated with utmost confidentiality. Your timely response will be highly appreciated.

Yours faithfully,

John K. Maina

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

Please respond to the questions as accurately, completely and as honest as possible and tick (√) one response as appropriate or fill the space provided.

Section A: Demographic information

1. What is your gender? Male () Female ()
2. What is your age (in years) Below 25 years () 25- 50 years () Above 50 years ()
3. What is your education level Diploma () Higher diploma () Bachelors' degree () Master degree () Any other (specify).....
4. For how long have you worked? (in years) 1-10 () 11- 20 () 21-30 () 31-40 ()

Section B: General information

5. What is the total number of teachers in your school? TSC () BOG ()
6. What is the number of teachers who left the school (not including teachers who retired) in the past 12 months
7. How frequent are teachers late for different school activities?
Very frequently () Frequently () Fairly frequently () Rarely ()
Never ()
8. How frequent are teachers absent in different school activities?
Very frequently () Frequently () Fairly frequently () Rarely ()

Never ()

9. How frequent do you have problems with teachers' discipline?

Very frequently () Frequently () Fairly frequently () Rarely ()

Never ()

10. How would you rate your teachers' level of motivation?

Highly motivated () Motivated () Lowly motivated () Not motivated ()

I don't know ()

Section C: Recommendation for promotion

11. a) Do you recommend some teachers for promotion? Yes () No ()

b) If yes, why do you recommend the teachers for promotion?

Some work very hard hence they deserve ()

Some have stayed for so long in the school hence I sympathise with them ()

Due to their work experience ()

I recommend the teachers who are my friends or relatives ()

Any other (specify).....

c) If no, why don't you recommend teacher for promotion?

They might take up my position as head of school ()

I am not impressed by their performance ()

They do not stay in the school for long enough for me to get to know them ()

I don't like some of them ()

Any other (specify).....

12. How would you rate the promotion of teachers?

Very fair () Fair () Neutral () Unfair () Very unfair ()

13. How often do teachers in your school complain about promotion to you?

Very frequently () Frequently () Fairly frequently () Rarely ()

Never ()

14. Kindly indicate your level of agreement to the following statements regarding promotion of teachers where Strongly agree = SA, Agree = A, Disagree = D and Strongly disagree = SD

Statement	SA	A	D	SD
I always recommend teachers who deserve for promotion				
It's not my duty to recommend teachers for promotion				
Most teachers don't deserve promotion				

15. To what extent do you think teachers' motivation level is affected by your recommendation for promotion?

Very great extent () Great extent () Moderate extent () Small extent ()

No extent ()

Section D: Rewarding teachers

16. How would you rate the way you reward teachers?

Very satisfactory () Satisfactory () Neutral () Dissatisfactory () Very dissatisfactory ()

17. How often do you reward teachers?

Very often () Often () Moderately often () Rarely () Never ()

18. What do you base your rewards on?

Teachers' performance ()

Your level of friendship with a teacher ()

Teacher's support to you as school head ()

Any other (specify)

19. Kindly indicate your level of agreement to the following statements regarding rewarding of teachers where Strongly agree = SA, Agree = A, Disagree = D and Strongly disagree = SD

Statement	SA	A	D	SD
I always reward teachers who deserve rewards				
It's not my duty to reward teachers				
Most teachers don't deserve rewards				
There is no point in rewarding teachers because they don't improve even if you reward them				

20. To what extent do you think teachers' motivation level is affected by the way you reward them?

Very great extent () Great extent () Moderate extent () Small extent ()
No extent ()

Section E: Recognition

21. Do you recognize the teachers who have performed well? Yes () No ()

b) If yes, why do you recognize teachers' efforts?

They perform even better once I recognize their efforts ()

It is the right thing to do ()

If I don't they stop putting effort ()

Any other (specify).....

c) If no, why don't you recognize teachers?

They don't put effort that warrants recognition ()

Recognition has no effect on their productivity ()

Other teachers who don't make effort feel left out ()

Any other (specify).....

22. How would you rate the way the ministry of education recognizes teachers' effort?

Very fair () Fair () Neutral () Unfair () Very unfair ()

23. Kindly indicate your level of agreement to the following statements regarding recognition of teachers where Strongly agree = SA, Agree = A, Disagree = D and Strongly disagree = SD

Statement	SA	A	D	SD
I always recognize teachers' efforts				
It's not my duty to recognize teachers				
Most teachers don't deserve recognition				
There is no effect of recognizing teachers				
When I recognize teachers they become more motivated				

24. To what extent do you think teachers' motivation level is affected by the way you recognize their efforts?

Very great extent () Great extent () Moderate extent () Small extent ()
No extent ()

Section F: Professional development

25. In your school, are there teachers seeking professional development? Yes ()
No ()

26. Is there a difference in performance between the teachers who have advanced in the profession and the ones who have not? Yes () No ()

27. How supportive are you to the teachers seeking professional development?
Very supportive () Supportive () Moderately supportive ()
Unsupportive () Very unsupportive ()

28. Kindly indicate your level of agreement to the following statements regarding professional development of teachers where Strongly agree = SA, Agree = A, Disagree = D and Strongly disagree = SD

Statement	SA	A	D	SD
I encourage teachers to seek professional development				
I support teachers who work towards professional development				
Most teachers don't make effort to develop professionally				
Teachers who develop professionally teach better				

29. To what extent does professional development contribute to the teachers' level of motivation?

Very great extent () Great extent () Moderate extent () Small extent ()

No extent ()

Thank you

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Please respond to the questions as accurately, completely and as honest as possible and tick (✓) one response as appropriate or fill the space provided.

Section A: Demographic information

1. What is your gender? Male () Female ()
2. What is your age (in years) Below 25 years () 25- 50 years () Above 50 years ()
3. What is your education level? Diploma () Higher diploma () Bachelors' degree () Master degree () Any other (specify).....
4. For how long have you worked? (in years) 1-10 () 11- 20 () 21-30 () 31-40 ()

Section B: General information

5. How would you rate your level of motivation?
Highly motivated () Motivated () Lowly motivated () Not motivated ()
I don't know ()
6. What affects your level of motivation most?
Recommendation for promotion ()
Rewarding by head teachers ()
Recognition by head teachers ()
Professional development ()
Any other (specify).....

Section C: General information

You are requested to indicate your opinion on the extent to which you are motivated by the issues listed in each table by placing a tick (√) in the box corresponding to the column that best describes your level of motivation

HM: Highly Motivated M: Motivated DM: De-Motivated HDM: Highly De-Motivated

General information	HM	M	DM	HDM
Recommendation for promotion				
Rewarding done by head teacher				
Recognition by head teacher				
Your professional development				

Recommendation for promotion	HM	M	DM	HDM
Head teachers' effort in recommending you for promotion				
Fairness in recommendation for promotion				
Teachers' clear path for promotion				

Rewarding	HM	M	DM	HDM
Fairness in rewarding of teachers' efforts				
Frequency of rewards				

Value of rewards given				
Recognition	HM	M	DM	HDM
Fairness in recognizing of teachers' efforts				
The method of recognition				
Frequency of recognition				

Professional development	HM	M	DM	HDM
The opportunities available to teachers to advance professionally				
Level of support for professional development by head teachers				
Encouragement by head teachers to seek professional development				

7. What should the head teachers change about recommendation for promotion?

Head teachers should make more effort ()

They should base it on merit ()

They should encourage teachers to work harder to qualify for promotions ()

Any other (specify).....

8. What do you suggest that head teachers should do to improve rewarding teachers' efforts?

Rewarding should be fairer ()

Rewards should be given to those who deserve ()

Head teachers should talk to the education ministry to increase rewards for teachers ()

Any other (specify).....

9. In what ways should the head teachers improve the way they recognize teachers?

There should be evidence that the teachers who are recognized deserve it ()

They should always recognize teachers even for small things done ()

They should not be biased when recognizing teachers' efforts ()

Any other (specify).....

10. How can teachers' professional development be improved by head teachers?

Head teachers should be fair when supporting teachers' professional development ()

They should encourage their teachers to seek for professional development ()

Head teachers should seek for professional development to avoid feeling threatened when teachers seek for the same ()

Any other (specify).....

Thank you