

**INFLUENCE OF HEADTEACHERS' MOTIVATIONAL TECHNIQUES ON
PERFROMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN
PUBLIC SCHOOLS IN NYAMACHE DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

This research work is dedicated to my wife Elmelidah Gesare Onduso and our daughters Anne Nyaboe and Naomi Nyatichi.

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ABSTRACT

The purpose of this study was to investigate the influence of headteachers' motivation techniques on Kenya Certificate of Primary Education (KCPE) performance in Nyamache District, Kisii County, Kenya. Four research questions that guided the study included; what effects do rewards have on Kenya Certificate of Primary Education performance in Nyamache District? To what extent do recognition influence Kenya Certificate of Primary Education performance in Nyamache District? What relationship exists between teachers' personal support and Kenya Certificate of Primary Education performance in Nyamache District? and to what extent does proper delegation of responsibilities to teachers influence Kenya Certificate of Primary Education performance in Nyamache District?

This research used the descriptive survey design. The target of the study was 102 public primary school headteachers and 788 public primary school teachers. The sample comprised of 33 headteachers and 157 teachers. Simple random sampling and stratified random sampling procedures were used in selecting participants of the study. Questionnaires were used as a research instrument. Questionnaires were resorted to since they are cheap to administer, give respondents freedom to express their opinion and they cover large populations within a short time using few personnel.

Data were analysed by use of descriptive regression analysis. Findings showed that headteachers employed several motivational techniques which included rewards, recognition, delegation of the responsibilities and personal support to teachers.

The study further indicated that teachers wanted their headteachers to use such motivational techniques as taking teachers for tours and trips and also recommended teachers for promotion on merit, for better performance in schools. Based on the findings, it was concluded that the motivational techniques used by headteachers greatly influenced KCPE performance either directly or indirectly.

Findings further showed that the use of rewards has a motivating techniques affected KCPE performance positively. Recognition on the other hand had a great impact on KCPE performance as schools where there was no proper recognition of teachers recorded poor results. It was lastly established that headteachers delegated responsibilities to their teachers and this greatly boosted performance in Kenya Certificate of Primary Education.

Recommendations from the study for improved performance included the following; headteachers to acquire leadership skills so as to motivate their teachers effectively, SMC to provide funds and other resources in order to avail actual incentives and rewards to teachers for improved performance. Finally seminars, workshops and in-service courses to be organized for teachers to equip them with required skills for them to facilitate teaching learning process.

Conclusions made from the study include the followings; rewards to teachers greatly boost teachers' commitment hence improving Kenya Certificate of Primary Education performance, teachers tend to work better when their efforts, commitments and achievement are recognized, teacher motivation directly influence Kenya Certificate of Primary Education performance in schools, proper delegation of responsibilities to teachers leads to better performance in Kenya Certificate of Primary Education and taking teachers to tours and trips organizing seminars, workshops and in-service course to teachers greatly foster teacher motivation.

The study suggested that a comparative study on Kenya Certificate of primary education performance among public primary schools and private primary schools to be done. It also suggested that a study on factors influencing performance in Kenya Certificate Secondary Education in Nyamache District to be conducted.

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ABBREVIATIONS AND ACRONYMS

| | |
|------|---|
| BOM | Board of Management |
| DEO | District Education Officer |
| FPE | Free Primary Education |
| KCPE | Kenya Certificate of Primary Education |
| KESI | Kenya Educational Staff Institute |
| KIE | Kenya Institute of Education |
| KNUT | Kenya National Union of Teachers |
| MOE | Ministry of Education |
| TSC | Teachers Service Commission |
| TSRC | Teachers Service Remuneration Committee |

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is one of the major keys to development and it is closely linked to economic growth. Cross (2003) states that the development of every country depends more on the rapid and effective development of its systems of education. At independence that is 1963, the Kenya government and other stakeholders attached special significance to the provision of education to all children in all parts of the country (Republic of Kenya 2000-2008). Sharma (1979) has identified education as an effective weapon against ignorance, poverty and diseases which are the root causes of restlessness throughout the world.

Kenya for example to enable a large number of her citizens get education, introduced FPE in 2003. “The development of sessional paper no.1 of 2005 was a landmark for the ministry of education as it enabled many children to go to school due to the introduction of FPE. The FPE has also helped a lot of marginalized children to enroll in schools especially girls” (Republic of Kenya 2005).

In order for Kenya, to succeed in the provision of education, teacher motivation is a very important factor in the teaching-learning process Mutulu (2006). According to Sagimo (2002) teachers have to be induced through motivation in order for them to teach effectively and improve performance of

their pupils in schools. Nzuve (1999) also recommends high levels of teachers motivation in order for them to achieve high levels of performance and also maintain those good results achieved Head teachers therefore have to note that motivation is the key factor behind good performance in their schools, hence motivate their teachers for them to be dedicated in their work (Uddin, 2005).

Good (1989) citing research on the conditions and resources of teaching in U.S.A noted that teachers lacked the basic conditions for teaching such as ;lack of development staff, lack of adequate teaching materials, lack of incentives, too much workload hence no time for preparation and unrewarding workplace which greatly demotivated them thus lowering their academic performance. Also the study carried out in Nigeria by Adesima (1990) reported underpayment of teachers in public service, little prospect for promotions, poor conditions of service and lack of encouragement as major demotivators of teachers in Nigeria.

Also a study carried by Adelabu (2005) in Nigeria on teacher motivation identified many factors which affect teachers' motivation and classified them according to three main categories; namely: job context, job content and reward system. According to Adelabu (2005) teachers in Nigeria are poorly motivated and are dissatisfied with their living and working conditions. The key reasons for this are as follows: low wages when compared with other professionals, low status in the society, lack of career advancement opportunities, high teacher-pupil ratio, poor work environment, inadequate

fringe benefits and irregular payment of teachers salaries. These conditions are responsible for low teacher morale and the difficulty in attracting and retaining quality personnel into the teaching profession Adelabu (2005).

The above mentioned conditions in Nigeria tend to look similar to those affecting teaching profession in Kenya. Master plan on education of (1997) recommends that the ministry of education should develop and implement criteria for teachers' professional progression in order to raise their motivation. Republic of Kenya (1998) sessional paper no.6 of 1998 .47 Nairobi government printers spells lack of teachers' professional progression and motivation as some of the drawbacks in education.

Okumbe (1998) observed that graduate teachers were dissatisfied with remuneration and promotion. Likewise in primary schools, the major challenge facing the majority of the teachers is the issue of teachers' motivation. Teachers are not satisfied with the salary and working conditions. In Kenya, the problems of teachers' motivation have been discussed in many forums such as trade union meetings, seminars and public commissions. For example The Ndegwa Committee (1971:115) which was appointed by the government to review the terms and conditions in the civil service, recommended that teachers must be given incentives, reasonable career prospects and above all a fair salary relative to the "market value" of their qualifications.

In early 1997, TSRC had met and awarded teachers a salary increase of between 150 percent to 200 percent. The government of Kenya became reluctant to honour the agreement, KNUT led teachers to go on strike in October 1997 demanding for the full implementation of the 1997 award. To call off the strike, the government gave an increment of between 25 percent to 45 percent (TSC Remuneration of teachers order 1997).

Still dissatisfied with the issue of salaries, KNUT again led teachers to go on strike as from 3rd September 2012 demanding for 300 percent pay rise. The strike lasted for 21 days .After holding several meetings between the Government and KNUT officials, finally the strike was called off after the Government agreeing to harmonise teachers' salaries and allowances with those of civil servants (TSC Circular No. 21/2012).

Studies carried by Mandela (1995) and Mbugua (1998) found that teachers quit teaching because they are demotivated by heavy load compared to low salary that they receive. Okumbe (1998) notes that teachers should be motivated for them to remain in the profession for a reasonable period to perform their roles. To this respect, head teachers need to motivate their teachers in order for good results to be posted and also to maintain those good results achieved.

According to Mbithi (1998) the head teacher is the chief executive who determines the extent to which the school meets its educational objectives. Therefore he or she must set the tone of the school, the atmosphere of learning

and the motivation of the teachers. Personal support: refers to showing acceptance and concern for needs of teachers. Uddin (2008) in his research on motivational techniques in Pakistan, urged the government of Pakistan to support its teachers by meeting their requirements for better performance. Kenya should also imitate the Pakistan example and support its teachers fully. Nyamache District has been performing poorly in Kenya Certificate Primary Education. For example in KCPE 2012 the Mean Standard Score was below average as indicated in table 1.1.

Table 1.1: 2012 KCPE performances in Nyamache District

| MSS | F | % |
|--------------|-----------|------------|
| <200 | 4 | 12.9 |
| 200-249 | 20 | 64 |
| 250-299 | 5 | 16.2 |
| 300< | 2 | 6.5 |
| TOTAL | 31 | 100 |

Table 1.1 shows that the majority of the schools in the district got a mean of below 250 that is over 72%. This performance is generally below average.

Therefore heads in Nyamache should make every effort to support at whatever cost so as to uplift academic standards.

According to Lewis (1998) Rewards and incentives include; Promotion, status and career development. Rewards and incentives is yet another factor that boosts performance. Studies carried by Adelabu (2005) on teachers motivation in Nigeria established that teachers in Nigeria are poorly motivated. Adelabu therefore recommended that rewarding system need to be established for good performance. Kenya should copy the same for its teachers. Therefore heads in Nyamache need to employ good procedures for rewarding their teachers.

Another technique is recognition and praise which refers to appreciating teachers achievements. Good (1989) cited in his research that conditions of teaching in USA was worse as teachers' effort were not recognised since they were working under unrewarding workplace. Good therefore recommended for teachers' recognition for good performance. Kenya should not be exceptional, it should also do the same to its teachers. On this regards head teachers in Nyamache should recognize and praise teachers for their efforts through issuing certificates and writing letters of recommendation so as to boost performance in the district.

The school requires head teachers who have the ability to nurture a school culture or tradition. According to Mutulu (2006) it is the school culture and tradition that dictate the motivation techniques and levels of teachers motivation. The idea of teacher motivation in schools remain a thorn in the flesh and calls for more research to be done so as to fill this gap. Delegation of responsibilities is yet another technique that head teachers use in motivating

teachers. This technique makes teachers to feel part and parcel of the school community.

Poor performance in Nyamache District is due to lack of teachers motivation. Head teachers in Nyamache District need to apply the motivational techniques cited above appropriately so as to improve performance in the District which is rather discouraging.

1.2 Statement of the Problem

Teacher motivation is very vital for the success of any institution and in particular public primary schools. Nzuve (1999) recommends that teachers should be motivated for them to achieve high levels of performance and also maintain those good results achieved. The government is committed to improving teacher performance in motivating teachers through good remuneration. This is contained (TSC Circular No. 21/2012) where the government agreed to harmonize teachers' salaries with those of civil servants. Also the government is motivating teachers by providing instructional materials through FPE. Performance in Nyamache District is quite discouraging. The District mean is always below average. This is evident from Kenya Certificate Primary Education analysis on table 1.1. Furthermore Nyamache District was ranked last in the former Nyanza province that is position 39 out of 39 in the 2011 KCPE analysis.

Blames have been put on various stakeholders. But during the Nyamache District Education day on July 2012, the District Education Officer (DEO) cited lower levels of teachers motivation as the major factor for poor results in the District. For example for the last 5 years the District has been getting a mean of below average as shown in the table 1.2.

Table 1.2 K.C.P.E performance in Nyamache District from 2008 – 2012

| Division | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------|--------|--------|--------|--------|--------|
| Nyacheki | 227.37 | 228.15 | 233.04 | 233.68 | 238.29 |
| Nyamache | 226.08 | 222.68 | 215.39 | 224.04 | 238.15 |
| District mean | 226.73 | 225.42 | 224.22 | 228.86 | 238.22 |

Source (Nyamache DEO 2012)

Table 1.2 indicates that the district has never attained an average mean of 250. This means that the performance of the district is below average. It is for this reason therefore that this study investigated the motivation techniques used by the head teachers and their influence on the academic performance.

1.3 Purpose of the Study

The purpose of the study was to determine the motivation techniques head teachers of public primary schools used and their influence on Kenya Certificate of Primary Education performance in Nyamache District.

1.4 Objectives of the Study

The following objectives guided the study:

1. To determine the effect of teachers' rewards on performance of Kenya Certificate of Primary Education performance in Nyamache District.
2. To determine the influence of teachers' recognition on performance of Kenya Certificate of Primary Education performance in Nyamache District.
3. To determine the relationship between teachers' personal support on performance and Kenya Certificate of Primary Education performance in Nyamache District.
4. To determine the influence of proper delegation of responsibilities to teachers by their headteachers on performance in Kenya Certificate of Primary Education performance in Nyamache District.

1.5 Research Questions

The study sought to answer the following questions:

1. What effects do rewards have on Kenya Certificate of Primary Education performance in Nyamache District?
2. To what extent do recognition influence Kenya Certificate of Primary Education performance in Nyamache District?
3. What relationship exists between personal support and Kenya Certificate of Primary Education performance in Nyamache District?

4. To what extent does proper delegation of responsibilities influence Kenya Certificate of Primary Education performance in Nyamache District?

1.6 Significance of the Study

From the study findings, the head teachers may gain useful insight on the importance of motivational techniques. This may inform their future efforts in changing their motivation practices to improve performance of their schools. The study has made useful recommendations on how to motivate teachers so as to enhance performance

The study findings may offer important suggestions to the ministry of education on how to improve Kenya Certificate of Primary Education performance through teacher motivation. The study has laid foundation for further research on influence of head teachers' motivation techniques on Kenya Certificate of Primary Education performance to other scholars.

1.7 Limitations of the Study

The study used teachers' and head teachers' questionnaires. The researcher was not able to control the attitude of the respondents as they responded to the items on the questionnaire. This is because respondents could at times be able to have given answers in order to avoid offending the researcher, could have given the answers since they could be suspicious of demotion and transfer more so Head teachers or for them to look informed. However the researcher

had requested them to be honest and that their identity would not be revealed. In addition they were assured that the data they were to give was to be used for the purpose of academic study only.

1.8 Delimitations of the Study

The scope of the study was only confined to public primary schools in Nyamache District. The public primary schools were targeted since they are performing poorly in Kenya Certificate of Primary Education. The study also delimited to motivation techniques leaving out other factors that affect performance since motivation is the major factor that influence performance.

1.9 Assumptions of the Study

The research assumed that

- a) Headteachers and teachers would give truthful, honesty and sincere answers.
- b) It is assumed that KCPE examination is an acceptable measure of academic performance.
- c) It is also assumed that the instruments to be used would give valid and reliable results.
- d) It is further assumed that Head teachers and teachers would be conversant with the motivational techniques used.

1.10 Definitions of Significant Terms

Academic Performance refers to the sample of achievement of a student with respect to attained skills and knowledge. This is measured by national examinations.

Delegation of responsibility refers to allocating somebody of a lower position a particular task to perform. In the situation headteachers allocate teachers some duties to perform e.g. games, examinations, guidance and counselling.

District refers to an administrative division in Kenya which is under District Commissioner.

Head teacher refers to the chief executive officer of the school. He/she manages leads and controls the school.

Motivation techniques refers to the ways and methods used in inducing a person to accomplish a goal.

Performance refers to the pupil academic level of achievement.

Personal support refers to assistance provided to workers in the workplace by being positive and concern to their needs.

Public primary schools refer to schools fully supported by the government through the provision of Free Primary Education (FPE) and teachers.

Recognition refers to identifying and acknowledging one's achievements.

Teachers refers to persons who in their professional capacity guide and direct pupils learning experiences in gaining knowledge, skills and attitudes that are stipulated by a defined curriculum programme.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature into the following headings: Concept of motivation, recognition and praise, personal support, rewards and incentives, delegation of responsibilities and review of studies on teachers' motivation

2.2 Concept of Motivation

According to Kleinginna (1981) motivation is an internal state or condition that serves to activate or energize behaviour and give it direction to internal state or condition that activates behaviour, desire or want that energizes and directs goal oriented behaviour influence of needs and desires on the intensity and direction of behaviour. Motivation is the individual internal process that energizes, directs and sustains behaviour. It is the personal force that causes one to behave in a particular way. Nzuve (1999) defines motivation as the willingness to exert high levels of effort to achieve organizational goals. According to Uddin (2008) motivation has four elements. These elements activate the organism to action. They are: need, motive goal and drive or desire.

2.3 Academic Performance

It is the outcome of education. It measures the success of educational institutions. For example the success of primary schools in Kenya is measured

by Kenya Certificate of Primary Education performances. Academic performance is important as it leads to the offering of certificates to learners and enables them to secure jobs. Academic performance enables one to continue with further studies e.g. from primary to secondary and from secondary to university and other institutions of higher learning. Academic performance is also used to measure the success of an educational institutions hence enabling the grading of educational institutions.

2.4 Recognition of Teachers as a motivating technique

Sagimo (2000) notes that leaders (head teachers) should give recognition to good work for reinforcement and motivation. According to Nzuve (1999) head teachers need to recognize achievement by praising and communicating individual success, reporting regularly on progress made and also by explaining the organizations results and achievements. Recognition is one of the most important and effective incentive for improved performance, since it improves status.

According to KESI (2011) Recognition, Appreciation and praise of teachers' success reinforces and boosts the specific action, behaviours and values that the school is striving to embed in its culture. Recognition also serve to honour accomplishment of teachers' successful project. This will improve performance hence achieving good results in Kenya Certificate of Primary Education.

2.5 Personal Support to Teachers and KCPE Performance

Bayrs and Rue (1996) Head teachers should personally support their teachers at every stage. The head teacher should show acceptance, positive regard and concern for needs of others. Heads should fully support their teachers. Nzuve, (1999) head teachers should use the employee-centered approach showing a sincere interest in the needs and problems of teachers as individuals as well as being interested in high output.

Personal support is exhibited through showing empathy with employees. Lewis (1998) notes that empathy is the capacity to think and feel oneself into the inner of another person. Heads should therefore empathize with teachers when they are in problems and difficulties. This can be done by head coming to assist those teachers in problems where possible. For example through financial assistance and also providing guidance and counselling.

To motivate the behaviour of the teachers, Uddin (2008) recommend that heads should find out the interests of the teachers so that they are treated in a way that their interests are safeguarded In the absence of interests, the motivation of the teachers is not possible. When teachers' interests are considered, they will be efficient and accurate in performing their tasks.

2.6 Rewards to Teachers as a Motivating Techniques

According to Uddin (2008) the reward system is an important tool that the head of the institution can use to channel employee motivation in desired

ways. Rewards may be primary as well as secondary. Primary rewards are those associated with basic needs and secondary rewards are those associated with social needs such as money, recognition and pride. Moorhead and Griffins (1995) classify reward into extrinsic and intrinsic rewards.

Extrinsic rewards are administered by external sources and the popular extrinsic rewards include wages, salaries, bonuses and incentive plans. Intrinsic rewards on the other hand are associated with the job that is positive feelings individuals derive from the work. Gibson et al (1985) intrinsic rewards are self-administered and are based upon the personal values of each individual who have a high need for achievement feel rewarded when they achieve challenging goals.

According Cenzo and Robbins (1998) rewards motivate workers effectively since they satisfy their needs and boost their (workers) morale. This then increases productivity or performances hence creating a favourable image for the institution. Heads therefore need to motivate their teachers through rewards so as to realize high performance in their schools. That is good Kenya Certificate of Primary Education Results.

Rewards should be linked explicitly to individual contribution to institution performance. According to Sagimo (2000) rewards should be provided for good performance and incentives for further improvements in performance. Heads should arrange for good rewards and incentives such as transport, lunch, and houses so as to entice their teachers to improve performance.

Money is a major extrinsic reward in the organizational reward system. A great number of employees especially those of low-income give more importance and performance to rewards in terms of money. Cenzo and Robbins, (1998) monetary reward system plays an important role but it invites the complex potential reinforce. According to Lewis (1998) a monetary reward is a challenging task for the heads but still money rewards have their own importance Akinwunmi (2000) and Ejiogu (1983) found that what the typical lo-income earning teacher yearns is a sizeable salary increase and they concluded that the payment of a living wage would significantly enhance their commitment and performance.

2.7 Delegation of Responsibilities to Teachers and Teacher Performance

According to Sagimo (2002) delegation refers to distributing power and authority to lower structure, since a single individual can not do all the work by himself or herself at the top. Work must be delegated down the chain of command through various levels until it reaches the supervisor in charge of non-supervisory employees. A successful manager delegates authority. One who assigns duties or responsibilities to his or her staff has trust and confidence in them. In this delegation, the teachers should be given considerable freedom in carrying out their work. KESI (2011) need to allocate teachers more responsibility and greater autonomy in decision making.

Sagimo (2002) notes that delegation does the following;

Unburdens the head teacher for detailed work and allows more time for planning, makes the staff member to have a greater confidence, commitment, enthusiasm and pride in his or her work, allows staff members to exercise broader decision making responsibilities and provides them with an opportunity to satisfy their motivational needs of recognition, achievement and self actualisation.

For delegation to succeed the following factors are essential: Staff members must be capable of accepting the responsibilities and do the work, there must be full and clear communication, there must be mutual confidence, loyalty and trust and also work delegated must not be over burdening and must be without interference from the delegator.

2.8 Theoretical Framework

This study was based on the ERG theory according to Nzuve (1999). The theory was developed by Clayton P. Alderter. The theory extends and refines Maslow's hierarchy of needs, although it draws some important differences. The stand for existence needs which are necessary for human existence. These are the basics of life that is physiological and security needs. For teachers to work better, heads should make sure that their basic needs are well catered for that is, break tea and lunch. The R stands for relatedness needs. This helps one to relate to others. Head teachers should make sure that teachers are relating well to one another and that there is a teamwork and co-operation.

The G stands for growth needs. Every individual has a need for self respect while striving to achieve the highest goals of their potential. The head teachers need to establish good strategies for teachers' growth.

2.9 Conceptual Framework

Kombo & Tromp (2006) define concept as a word, phrase that symbolises several interrelated ideas. According the theories reviewed, motivation can be aroused if the incentives are of value or importance to the person. The researcher developed the conceptual framework after reviewing various techniques of motivation.

Figure 2.1 Shows relationship between motivation techniques and KCPE performance.

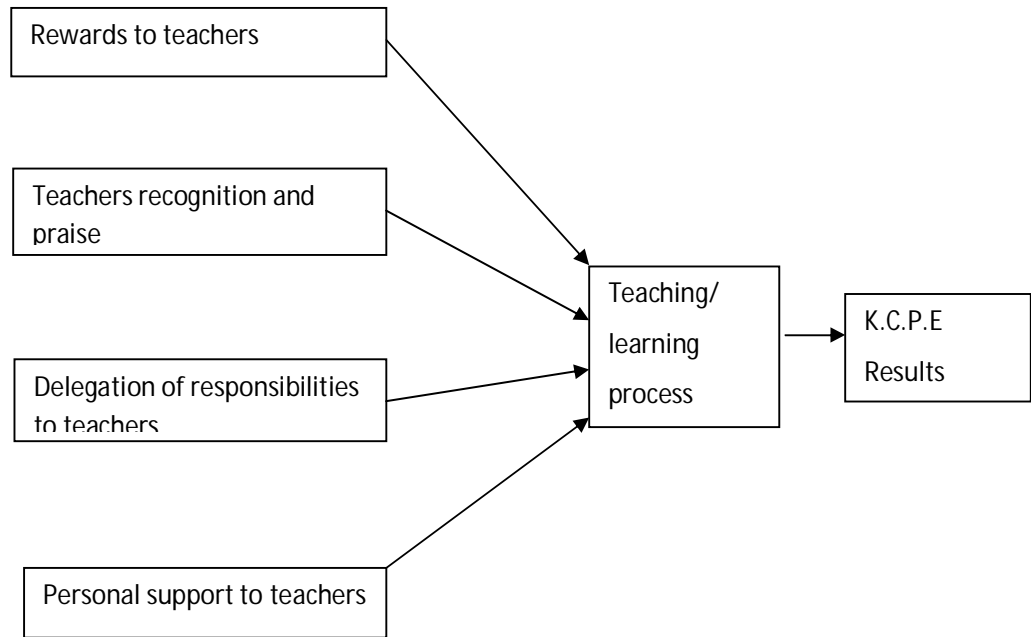


Figure 2.1 Conceptual framework

From the conceptual frame-work above, if the head teacher motivates his/her teachers well, using various motivational techniques such as rewards, incentives, recognition and praise, they will be committed to their work (teaching). This will inturn lead to good performance in examinations and in particular Kenya Certificate of Primary Education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter covered the methodology of the study. This study was focused on the following sub sections; location of the study research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research Design

According to Borg (1989) Research design is a logical and valuable way of looking at the world. Orodho, (2004) the researcher preferred to use the descriptive survey design because it was appropriate to gather information on the current motivational techniques head teachers use in public primary schools in Nyamache District. Descriptive survey design will be used both in the preliminary and explanatory studies. According to Gay (1981) findings of survey investigation help researchers explain social phenomenon with confidence and authenticity. Research design gives a thick descriptive of how things are Kilema & Wamahu (1995). The design is suitable for studying events which have already occurred and cannot be manipulated in any way by the researcher. The design is therefore suitable for establishing the nature of relationship among variable identified such as rewards incentives, recognition and praise. The method was appropriate as it met the goals of the study that is

the motivation techniques used by head teachers of public primary schools and their influence in KCPE performance in Nyamache District.

3.3 Target Population

According to Borg and Gall, (1989), target population is all the members of the real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research study. The study targeted 102 public primary school head teachers and 788 teachers.

3.4 Sample Size and Sampling Procedure

According to Gay (1992) sampling is a process of selecting a number of individuals for the study in such a way that the individual represent the larger group from which they were selected.

Mugenda and Mugenda (2003) recommends up to 1/3 of the population can be used in sampling. Out of 102 public primary school 33 heads were supplied with questionnaires that is $\frac{33}{100} \times 102 = 33\%$ and out of 788 teachers, 157 teachers were also supplied with questionnaires that is $\frac{33}{100} \times 788 = 157$ this represents about 33% of the target population. Random sampling was used in selecting schools.

In selecting participants for the study, simple random sampling and stratified random sampling procedures were used Ayoo (2002) says that simple random

sampling ensures that each element within the accessible population has an equal and independent chance of being selected.

In getting the 33 schools, the researcher assigned numbers to all schools. Those numbers were written on a piece of paper and all put in a container, then 33 were picked randomly. In ensuring equal involvement of teachers, the head teacher and 4-6 other teachers were picked from each school visited. To cater for gender 3-4 teachers from the majority gender and 1-2 teacher from the minority gender were picked that is stratified sampling was used. Table 3.1 shows the sampled respondents i.e schools, headteachers and teachers in the district.

Table 3.1 Target Population and Number of Sampled Head Teachers and Teachers

| Division | Actual No. of Schools | No. of School Sampled | No. of Heads | No. of Heads Sampled | No. of Teachers | No. of Teachers Sampled |
|----------|-----------------------------|-----------------------------|-----------------|----------------------------|--------------------|-------------------------------|
| Nyamache | 59 | 19 | 59 | 19 | 449 | 90 |
| Nyacheki | 43 | 14 | 43 | 14 | 339 | 67 |
| Total | 102 | 33 | 102 | 33 | 788 | 157 |

Source: (Nyamache District Education Office)

3.5 Research Instrument

Data was collected using questionnaires. According to Orodho (2002) questionnaires were used because they are useful when respondents can be reached and are willing to co-operate, read and write independently. Gay (1982) also adds that questionnaires give respondents freedom to express their opinion and also make suggestions because they cover large populations within a short time using few personnel hence making it cost effective. According to Mulusa (1988:113) questionnaires are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short space of time.

Two types of questionnaires were used: A questionnaire for primary school head teachers and another for primary school teachers. The instruments were designed and addressed primary school head teachers and teachers on motivation techniques and how they influence Kenya Certificate of Primary Education performance in Nyamache District. The questionnaires consisted of short structured questions and the respondents were required to tick the response in the box [] wrote the response in the space provided or circled the preferred choice. Questionnaire for head teachers had three sections. Section A contained personal information. B 1 contained school information and C contained motivation techniques. Questionnaire for teachers had two sections. Section A contained personal information and Section B contained motivation techniques. The questionnaires were administered to head teachers and

teachers using drop and pick later method. Head teachers were also interviewed verbally.

3.6 Instrument Validity

Mugenda and Mugenda (2003) defines validity as the accuracy and meaningfulness of inferences that are based on the research result. The most important in this study was the content validity. The questionnaire in this study was scrutinized and approved by two senior lecturers supervising the project and determined their validity. Pilot studying was also done and it was further enhanced by making necessary adjustments to the questionnaires based on the pilot study.

3.7 Instrument Reliability

The researcher used test- retest technique of evaluating the reliability of the questionnaire. The same instrument was administered to head teachers and teachers of selected schools after four days to test whether similar responses would emerge. The two scores of each respondent were analysed to check for consistency of responses. Scores of the first test were correlated with scores from the final test.

This type of reliability assumed that there would be no change in the quality or construct being measured. Spearman rank order correlation(r) was used to compute the correlation co-efficient to establish the degree to which there was

consistency in eliciting similar responses every time the instrument was administered. The following formula was used to calculate the co-efficient

$$r = 1 - \frac{6 \sum d^2}{n(n^2-1)}$$

Where $\sum d^2$ = the sum of the squared differences between the pairs of ranks

n = the number of pairs of observations

The advantages of this co-efficient are that: it is easier to calculate and can be used for any data that can be ranked. According to Gay (1992) co-efficient values ranging between 0.6-0.9 determine the instrument reliability. The study yielded a reliability co-efficient of 0.845 and 0.723 for head teachers and teachers respectively.

3.8 Data Collection Procedure

The researcher sought permission from the National Council of Science and Technology (NCST). The researcher reported in the district commissioner office and district education office Nyamache District respectively and obtained permission to conduct research. The schools that head teachers and teachers were involved in research were informed through writing as indicated in Appendix 1 and 2. Confidentiality to the respondents was assured. The researchers issued the questionnaires to the respondents. The researcher then administered the questionnaires to the head teachers and teachers of the sampled schools.

The date to collect the questionnaires was agreed upon at the time of the administration which was 4 days. The researcher ensured that all the items in the questionnaires were fully completed before collecting.

3.8 Data Analysis and Techniques

After field work the researcher ensure that all the questionnaires were completely answered. The researcher then edited the data in order to identify items which might not have been responded to. Information was categorized into topics. Responses were corded and tabulated manually and analysed using descriptive statistics (use of frequencies and mean scores)

With the use of statistical package for social sciences (SPSS) quantitative data was arranged into items as per the objective. In addition, inferential statistics (regression analysis) was used to measure the relationship between motivational techniques and KCPE performance.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRESENTATION

4.1 Introduction

This chapter consisted of methods of data analysis, presentation of research findings and interpretation of results. This chapter consists of the description of head teachers and teachers' self perception profile of influence of head teachers' motivational techniques on Kenya Certificate of Primary Education in public primary schools in Nyamache District. The analysed data has been presented by use of frequency tables, pie charts, histograms and bar graphs.

4.2 Questionnaire Return Rate

Questionnaire return rate refers to the proposal of the questionnaires returned after they have been issued to the respondents. The researcher administered questionnaires in 33 public primary schools. 4-6 teachers per school depending on the number of teachers in that school were issued with questionnaires. In this study out of 33 questionnaires issued to the head teachers 31 of them which is 94% were returned and out of 157 questionnaires issued to teachers, 140 of them which is 89.2 % were returned. According to Mmadua Korima (1998) recommends a rate of 80return % and above. These percentage return rates were all above 80% and are therefore adequate for the study.

Tables 4.1 Questionnaire return rate

| Respondent | Expected | Responded | % |
|-------------------|-----------------|------------------|----------|
| Head teachers | 33 | 31 | 94 |
| Teachers | 157 | 140 | 89.2 |

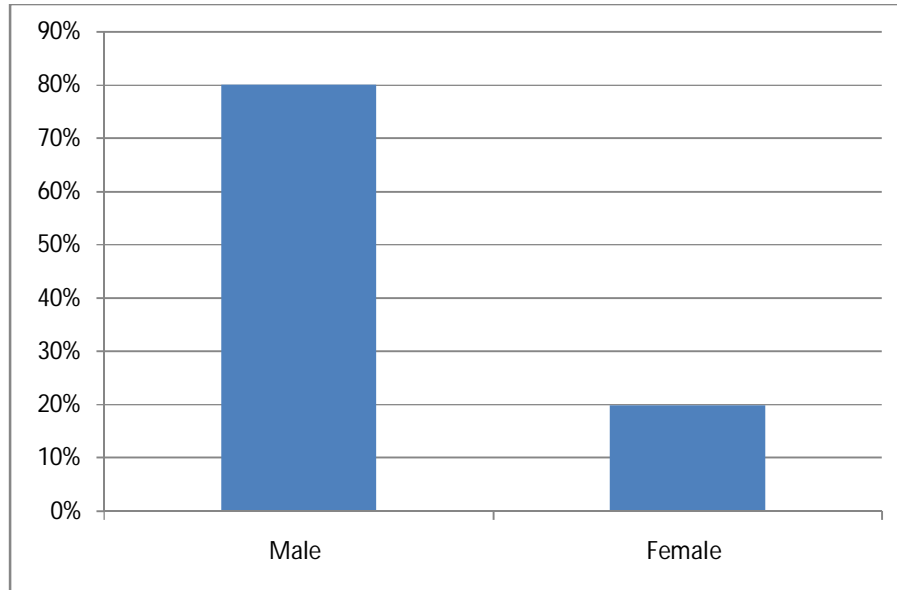
4.3 Demographic information of Head teachers

The demographic data of head teachers were based on their gender, grade, age, and their administrative experience. The researcher included gender to the respondents so as to establish the magnitude to which each of the sexes influence performance through the motivational techniques they apply.

Gender

The researcher was interested in gender so as to establish whether there is gender parity in leadership. The research also wanted to establish whether gender influence motivation technique and motivation level. The data is presented in figure 4.1.

Figure 4.1 Head teachers as per gender



The data revealed that 19% of the headteachers were female and 80% were male. The data shows that there was gender disparity in the leadership of schools in the District. The researcher also in his research established that female head teachers scored a higher level of motivation and were more liked in their leadership.

Head teachers' job group

The researcher included grade of headteachers in the questionnaire so as to establish whether the grade of the headteacher has an effect on the kind of motivation used.

Table 4.2 Head teachers' job groups

| Job Group | Frequency | % |
|------------------|------------------|------------|
| H | 5 | 16 |
| K | 2 | 6.5 |
| L | 14 | 45 |
| M | 10 | 32 |
| Total | 31 | 100 |

Data on table 4.2 head teachers grade indicate that 32% were in job group M, 45% were in job group L, 6.5% were in job group K and 5 of the headteachers 16.1% were in job group H. The researcher established that the majority of the head teachers were in job group “L” (graduate teacher 1 / approved teacher 1). The findings established that headteachers of higher grades mainly used rewards and delegation as compared to those of lower grades who used recognition mainly. The findings further established that the headteachers of higher grades were more motivating.

The researcher also asked head teachers to indicate their age. Their age is indicated in table 4.3.

Headteachers' age

The researcher was interested in age of headteachers in order to establish whether headteachers age influenced motivation. Table 4.1 represents the age of headteachers.

Table 4.3 Head teachers as per age

| Age | Frequency | Percentage |
|--------------|-----------|------------|
| 36-40 | 1 | 3.2 |
| 41-45 | 7 | 22.6 |
| 46-50 | 11 | 35.0 |
| 51-55 | 11 | 35.0 |
| 56-60 | 1 | 3.2 |
| Total | 31 | 100 |

When the data was analysed to determine the age of head teachers, majority of them lied between the age of 46-50 and 51-55. The researcher established that elderly headteacher were more motivating, most liked and used delegation of responsibilities frequently. This made teachers to work to be committed towards improved performance in Kenya Certificate of Primary Education.

Headteachers' administrative experience

The researcher included administrative experience since it is a major element in administration. The researcher further wanted to establish the relationship

between administrative experience and level of motivation in school. Head teachers' administrative experience has an influence on motivational techniques. It is upon this basis that the study further sought to establish the administrative experience of head teachers. This information is presented in the table 4.4.

Table 4.4 Distribution of head teachers administrative experience

| Yrs of exp | Frequency | Percentage |
|-------------------|------------------|-------------------|
| 0-5 | 8 | 25.8 |
| 6-10 | 9 | 29.1 |
| 11-15 | 10 | 32.1 |
| 16-20 | 2 | 6.5 |
| 21-25 | 2 | 6.5 |
| Total | 31 | 100 |

The data indicated that between 0 and 5 years of experience were 25.8 %, 6-10 were 29.1%, 11-15 were 32.1%, 16-20 were 6.5 % 21- 25 were 6.5%.from the data the researcher established that quite a good number of head teachers had a wider experience of leadership. The researcher established that there was no much relationship between administrative experience and level of motivation, as those with little experience and more particularly female were even more motivating. Headteachers therefore need to commit themselves in leadership duties and not to be contented on their administrative experience.

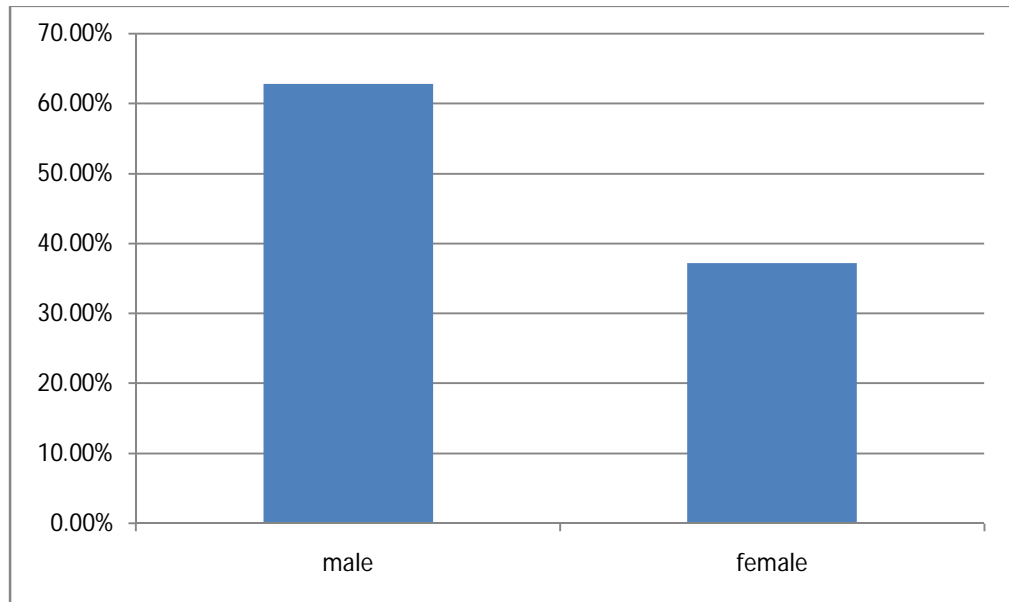
4.4 Demographic Information of Teachers

The demographic data of teachers were based on their gender, age, grade and teaching experience. The researcher included gender to the teachers so as to establish gender ratio.

Teachers' Gender

The researcher was interested on gender so as to establish whether there is gender parity in teaching and also whether gender can influence the kind of motivation practice used. To establish gender teachers were asked to indicate it. The data is represented in figure 4.3.

Figure 4.2 Teachers as per gender



The data revealed that 37.2% of the teachers were female and 62.8 % were male. The data shows that there was still gender disparity among the teachers in Nyamache District. This shows that the government should focus more on increasing the number of female teachers. Findings established that female teachers preferred recognition as male teachers preferred delegation of responsibilities.

Teachers' job group

The researcher included grade of teachers in the questionnaire so as to establish whether the grade of teachers had an effect on the kind of motivation used. This information is presented in table 4.5.

Table 4.5 Teachers as per job group

| Job Group | Frequency | % |
|------------------|------------------|----------|
| G | 71 | 50.7 |
| H | 21 | 15 |
| J | 20 | 14.3 |
| K | 8 | 5.7 |
| L | 17 | 12.1 |
| M | 3 | 2.2 |
| Total | 140 | 100 |

Data in table 4.5 teachers' grade indicate that 50.7% were in job group "G", 15% were in job group "H", 14.3% were in job group "J", 5.7% were in job group "K", 12.1% were in job group "L" and 2.2% were in job group "M". The researcher established that a good number of teachers were in job group "G". This means that the government should make a point of upgrading those teachers for the majority have stayed in that grade for over 15 years.

The researcher also asked teachers to indicate their age. Their age is shown by table 4.3.

Teachers' Age

The researcher was interested in age of teachers in order to establish whether the age of teachers influenced the motivation technique to be used. This information is presented in table 4.6.

Table 4.6 Teachers as per age

| Age | Frequency | Percentage |
|--------------|------------------|-------------------|
| 21-25 | 3 | 2.2 |
| 26-30 | 9 | 6.4 |
| 31-35 | 20 | 14.3 |
| 36-40 | 40 | 28.6 |
| 41-45 | 28 | 20 |
| 46-50 | 17 | 12.1 |
| 51-55 | 17 | 12.1 |
| 56-60 | 6 | 4.3 |
| Total | 140 | 100 |

When the data was analysed to determine the age majority of them who responded were between the age of 36-40 years. From the findings the government need to plan in recruiting teachers to replace those who are soon retiring.

4.5 School Performance

In section two of head teachers' questionnaire they were asked to provide data on school performance for the last 5 years (2008-2012). This information is indicated in table 4.7.

Table 4.7 School Performance between 2008-2012

| MSS | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | |
|---------|------|------|------|------|------|------|------|------|------|------|
| | F | % | F | % | F | % | F | % | F | % |
| < 200 | 4 | 12.9 | 7 | 22.6 | 6 | 19.4 | 4 | 12.9 | 4 | 12.9 |
| 200-249 | 22 | 71 | 17 | 54.9 | 18 | 58 | 22 | 71 | 20 | 64.6 |
| 250-299 | 5 | 16.2 | 6 | 19.4 | 5 | 16.2 | 3 | 9.7 | 5 | 16.2 |
| 300< | 0 | - | 1 | 3.3 | 2 | 6.0 | 2 | 6.0 | 2 | 6.5 |
| Total | 31 | 100 | 31 | 100 | 31 | 100 | 31 | 100 | 31 | 100 |

Data collected in table 4.7 on performance revealed that the majority of the schools attained a mean score of between 200 and 249. This indicates that the performance in Nyamache District is below average. Efforts need to be made by headteachers and other stakeholders to motivate teachers so as to improve this discouraging performance in Nyamache district.

Headteachers were further requested to indicate in the questionnaire marks distribution in KCPE 2012 results.

Table 4.8 KCPE 2012 Marks Distribution

| Marks | Frequency | % |
|--------------|------------------|------------|
| Below 200 | 116 | 15.6 |
| 200-249 | 237 | 31.8 |
| 250-299 | 256 | 34.4 |
| 300-349 | 118 | 15.8 |
| 350-359 | 19 | 2.6 |
| 400 & Above | None | |
| Total | 746 | 100 |

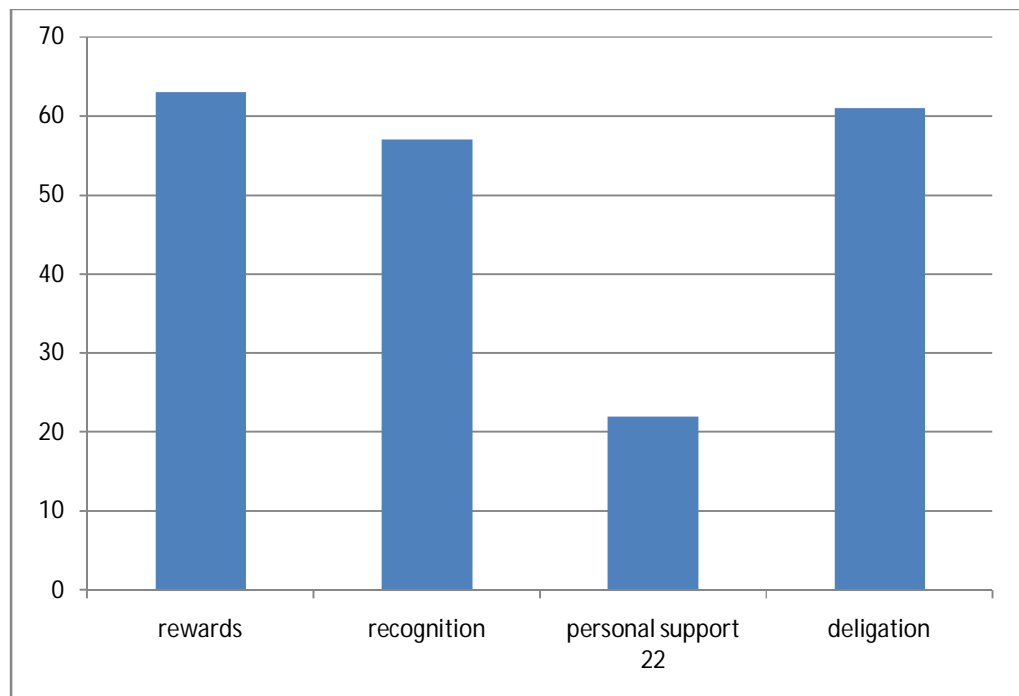
The data in table 4.8 revealed that 15.6% of the candidates attained marks below 200, 31.8% attained marks between 200-249, 34.4% attained between 250-299, 15.8% attained marks between 300-349 and 2.6% attained marks between 350-399. None of the candidates attained above 400 marks. The findings indicated that performance in the district was low since a greater

percentage of the candidates attained marks between 200 and 299 and 15.6% getting marks below 200.

4.6 Motivational Techniques used by headteachers to motivate teachers

The researcher wanted to find out the most used motivation technique by headteachers. To establish this, the researcher asked teachers to rate how their headteachers used the various motivation techniques. indicated in figure 4.3.

Figure 4.3 Motivation techniques used by headteachers to improve performance



Data in figure 4.3 shows that 31% of the teachers said that their headteachers were using rewards, 30% of them were using delegation of duties, 28.1% were using recognition and 28% were using personal support as a motivating technique. The findings established that the most used technique was rewards while the least used technique was personal support. Findings further indicated that headteachers who were using all these techniques fully had their schools performing well in the examinations.

a) Rewards to teachers as a motivating technique

According to Uddin (2008) reward system is an important tool that heads of institutions can use to channel employee motivation in desired ways. cenzo and robbins(1998) rewards motivate workers effectively since they satisfy their needs and boost their morale. These rewards should be linked explicitly to individual contribution to institution performance. -The study therefore sought to establish rewards as a motivation technique, how it is used by headteachers and how it influences performance as shown in figure 4.9.

Table 4.9 Application of rewards as a motivational technique

| Response | Frequency | % |
|-----------------|------------------|------------|
| Very Much | 37 | 26.6 |
| Much | 41 | 29.5 |
| Occasionally | 33 | 23 |
| Undecided | 12 | 8.6 |
| Not At All | 16 | 11.5 |
| Total | 140 | 100 |

Data revealed that the headteachers mostly used this technique that is over 63%. data show that 26.6% of the headteachers used the technique very much, 29.5% of them used the technique much, 23% used it occasionally, 8.6% were undecided while 11.5% of the headteachers did not use the technique at all. From the findings, the researcher established that the use of rewards as a motivation technique affected Kenya Certificate of Primary Education (KCPE) performance positively. This is because schools in which rewards were given to teachers performed better In Kenya Certificate of Primary Education (KCPE). However teachers advocated that the headteachers use this motivational practice regularly.

b) Recognition of teachers as a motivating technique for better performance

Recognition is one of the most important and effective incentives for improved performance. KESI (2011) recognition of teachers' success reinforces and boosts the specific action, behaviours and values that the school is striving to embed in its culture. Recognition was a variable that teachers were asked to rate themselves as the technique of motivation. The table indicates teachers' response on how the technique was used.

Table 4.10 Teachers' response on recognition as a motivating technique

| Responses | Frequency | % |
|------------------|------------------|------------|
| Very much | 23 | 16.5 |
| Much | 29 | 23 |
| Occasionally | 60 | 39 |
| Undecided | 3 | 4 |
| Not at all | 25 | 17.5 |
| Total | 140 | 100 |

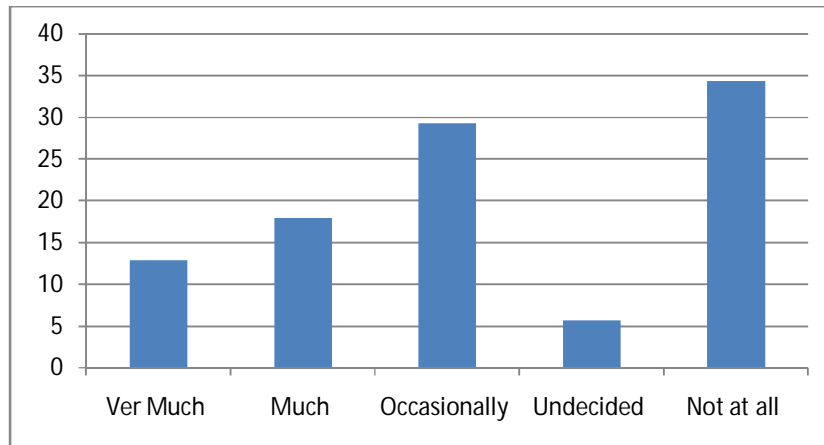
Table 4.10 shows that 17% of the headteachers used recognition very much, 23% used it much, 39.3% used the Technique occasionally, 4.3% were undecided and 31 of them 19.1% did not use the technique at all. The data indicates that the technique was used, but it was in most cases used

occasionally. This is the technique which teachers longed for their headteachers to use mostly. The technique has a great impact on Kenya Certificate of Primary Education performance since in schools where there was no proper recognition, performance was very poor. Some of these schools recorded MSS of below 200.

b) Teachers' Personal Support as used by headteachers as a motivating technique

Personal support to teachers refers to showing a sincere interest, positive regard and concern for needs of others. Nzuve (1999) headteachers should use the employee-centered approach showing a sincere interest in the needs and problems of teachers as individuals. Personal support also entails showing empathy to employees in case of a problem. Teachers' level of motivation in respect to personal support. Teachers were asked to rate on how the technique is used by their headteachers. The use of this practice in schools is shown in table 4.11.

Figure 4.4 Teachers' response on how headteachers apply personal support



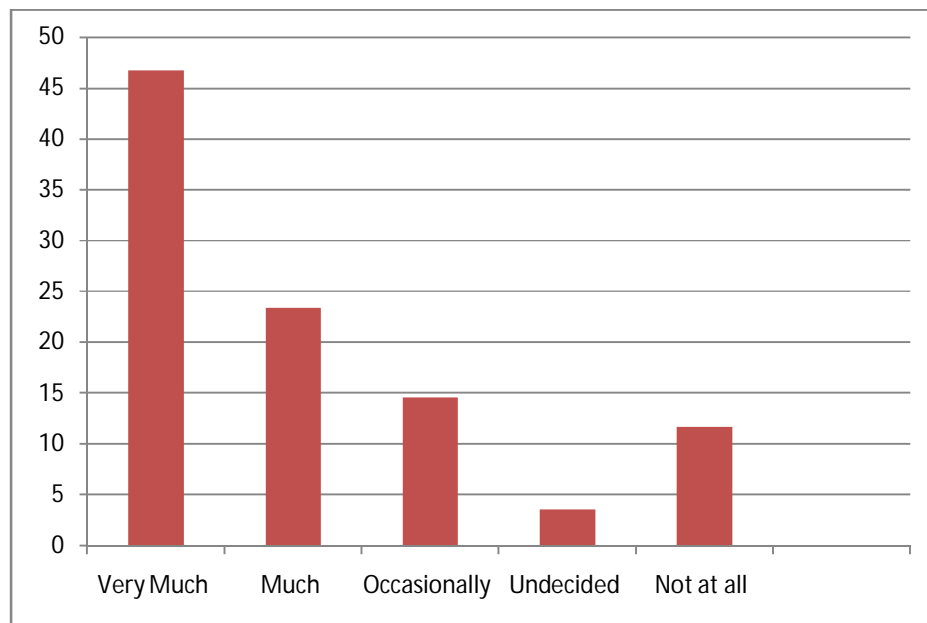
Data in figure 4.4 showed that very much represented 12.9%, much was represented by 17.9%, and occasionally represented by 41 undecided was represented by 5.7% while not at all was represented by 34.3%. The findings indicated that very few headteachers used personal support as a technique of motivation. However this is the technique which teachers felt could improve performance in schools if at all it was used effectively by headteachers. Kenya Certificate of Primary Education performance very much.

c) Delegation of responsibilities to teachers as applied by headteachers

According to Sagimo (2002) delegation refers to distributing power and authority to lower structure, since single individual cannot do all the work by

himself or herself. KESI (2011) there is need to allocate teachers more responsibility and greater autonomy in decision making.this makes teachers to be more responsible and committed to work as they feel part and parcel of the system. Teachers were asked to assess the level to which headteachers apply this technique. Figure 4.9 shows how this technique was applied by headteachers in the District.

Figure 4.5 Teachers' assessment on how heads apply delegation



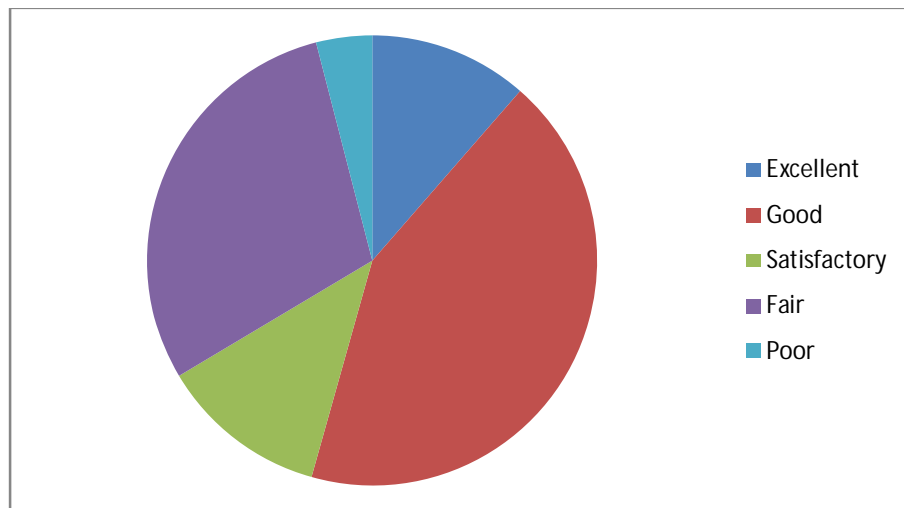
Data in figure 4.5 shows that 46.7% supported that headteachers used the technique very much, 23.4% used the technique much, 14.6% used the technique occasionally, 3.6% were undecided while 11.7% of the headteachers did not use the technique at all. From the findings, the data indicates that the

headteachers are greatly using delegation of responsibilities as a way of motivating teachers. When the researcher interviewed teachers, majority of them felt highly motivated when they were delegated responsibilities. This technique had a greater effect on Kenya Certificate of Primary Education performance. This is because in schools where teachers were delegated responsibilities scored higher MSS than those schools where headteachers did almost all things by him/herself. The researcher from the findings established that headteacher should make every effort to delegate some of their responsibilities to teachers for improved performance.

4.7 Establishment level of Motivation in schools

In establishing the level of motivation in schools, the researcher asked teachers to assess the level of motivation in their schools. Level of motivation is indicated in figure 4.6.

Figure 4.6 Level of motivation in schools

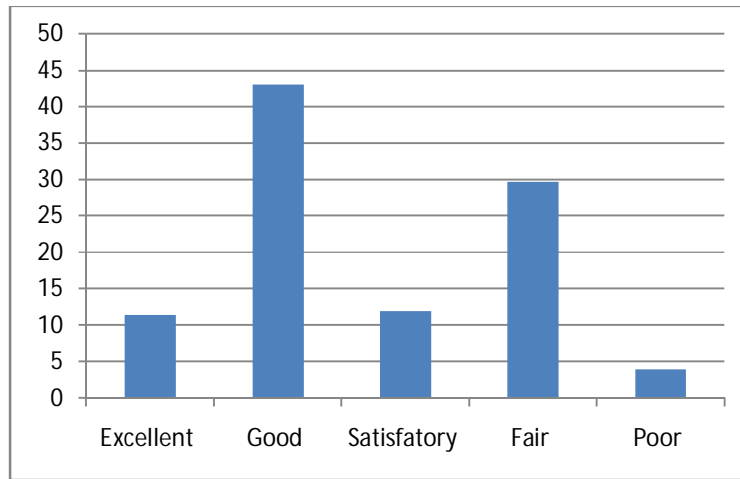


Data in figure 4.6 shows that teachers who responded to the level of motivation was excellent represented 12%, good represented 44%, satisfactory was represented by 17%, fair represented was 25% and poor was represented by 2%. The findings from the figure reveal that the level of motivation was fairly good.

4.8 The attitudes of teachers towards the kind of motivation used

To establish the attitude of teachers towards the kind of motivation used, the researchers asked headteachers to assess the attitude of their teachers towards the kind of motivation they were using.

Figure 4.7 Attitudes of teachers towards the kind of motivation used



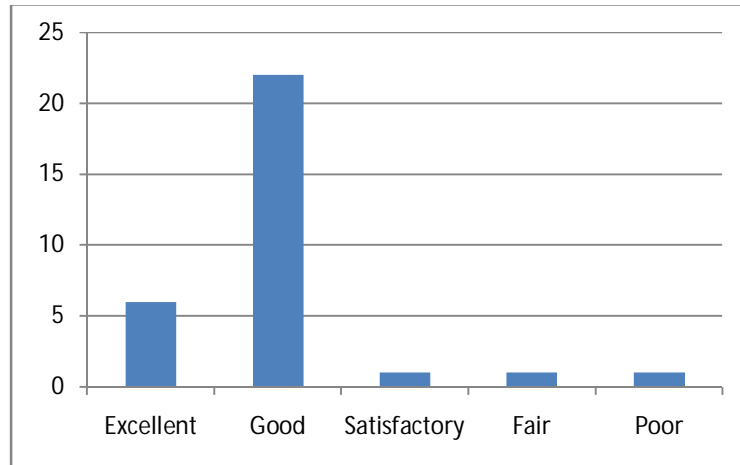
The data obtained indicated that teachers' attitudes towards the kind of motivation used was good, and a good number of teachers tended to be positive towards the kind of motivation used by headteachers. This was indicated by a bigger percentage being represented by excellent and good. Data revealed that the headteachers mostly used this technique that is over 63%. From the findings, the researcher established that the use of rewards as a motivation technique affected KCPE performance positively. This is because schools in which rewards were given to teachers performed better in KCPE. However teachers advocated that the headteachers use this motivational practice regularly.

Headteachers' relationship with teachers

The researcher wanted to establish the relationship of headteachers with their teachers. The relationship is very vital in any institution. To realize this

researcher included this item in the headteachers questionnaire. Figure 4.13 shows this information.

Figure 4.8 Headteachers relationship with teachers

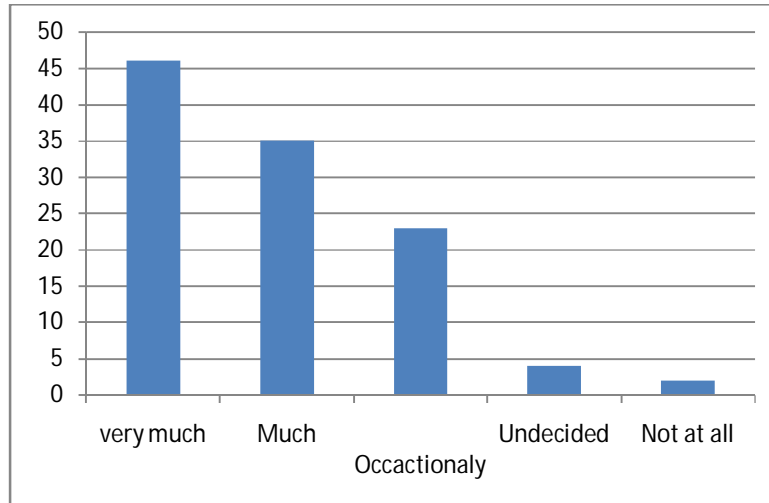


The data in figure 4.8 shows that 19.4% of the headteachers had excellent relationship with their teachers, 74.2% the relationship was good, 3.3% indicated that the relationship was satisfactory whereas still 3.3% had the relationship which was fair and poor respectively.

Involvement of teachers in decision making by their headteachers

The researcher wanted to establish whether headteachers were involving their teachers in decision making and to what extent. To establish this the researcher asked the teachers to rate how they involve their teachers in decision making. Figure 4.14 shows this information.

Figure 4.9 Involvement of teachers in decision making

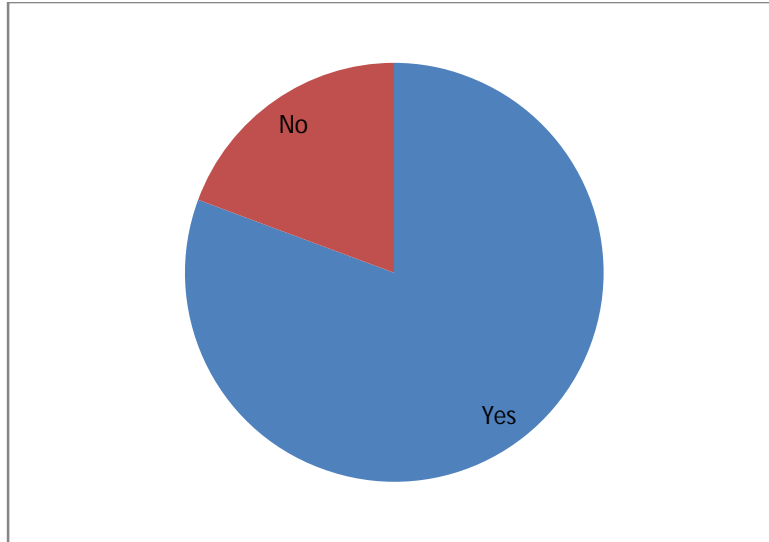


Data in figure 4.9 revealed that 32.6% agreed that headteachers involved them in decision making very much, 24.8% recommend that headteachers involved teachers much, 17.3% involved teachers occasionally, 3% were undecided where as 1.5% cited that headteachers did not involved their teachers at all in decision making. Findings indicated that those headteachers who involved their teachers very much in decision making had their schools performing better in Kenya Certificate of Primary Education. Therefore headteachers should involve their teachers in decision making if at all they want to improve performance in their schools.

Hosting teachers to parties

The researcher wanted to find out whether headteachers were hosting their teachers to parties incase of good performance in Kenya Certificate of Primary Education .This information is shown in figure 4.10

Figure 4.10 Hosting teachers to parties



Data in figure 4.10 indicated that 80% of headteachers hosted their teachers to parties in case of good performance while 20% of them did not host their teachers to parties at all. Findings indicated that schools where headteachers hosted their teachers to parties performed better.

4.9 Suggested Motivational Techniques

The researcher gathered information on further motivational techniques that in teachers' opinion would enhance their performance. They felt that teachers can be motivated better using the following techniques:-

- i) Taking teachers to tours and trips as a way of recognizing and appreciating teachers' exceptional achievements.

- ii) Organizing for education days/prize giving in schools regularly.
- iii) Recommending teachers for promotion on merit.
- iv) Headteachers to be fair and treat all teachers equally.
- v) Organizing workshops, seminars and in-services courses for teachers.
- vi) Headteachers to be role models.

4.10 Other things that Headteachers did to Teachers

The researcher went further to gather information on other things headteachers do to teachers. The researcher established the following:-

- i) Writing recommendation letters to teachers.
- ii) Provision of free breakfast and lunch to teachers.
- iii) Giving teachers surprise rewards on good performance e.g. money.
- iv) Hosting teachers to parties when they do well.

4.11 Whether the kind of motivation used directly influence performance

To establish whether the kind of motivation used influence performance, the researcher asked both teachers and headteachers to respond to the question in their questionnaires. This information is shown in figure 4.16a and 4.16b respectively.

Table 4.11 Teachers' response in the relationship of kind of motivation and performance

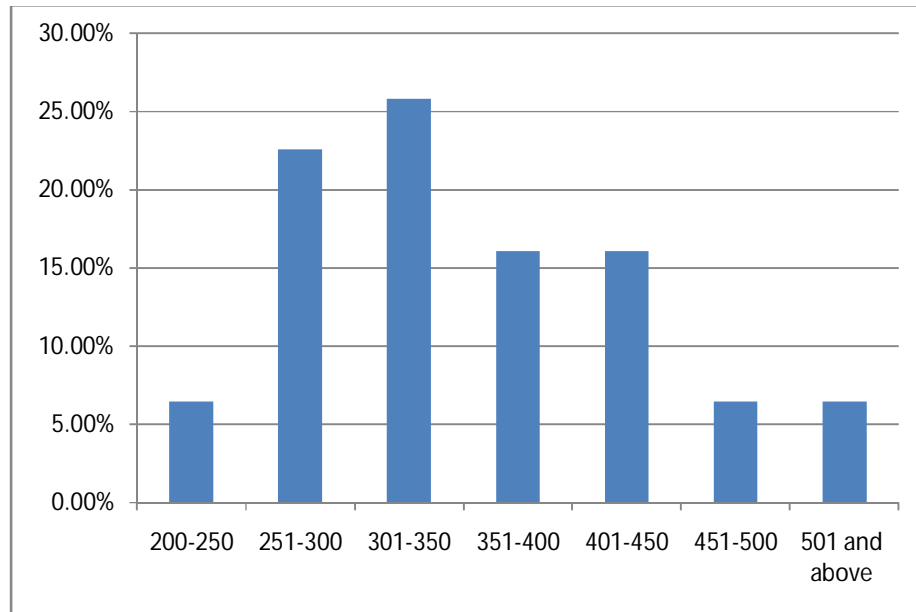
| Response | Headteachers | Teachers |
|-----------------|---------------------|-----------------|
| Very Much | 88 | 55 |
| Slightly | 11 | 40 |
| Not All | 1 | 5 |
| Total | 100 | 100 |

Data indicated from both teachers and headteachers that the kind of motivation used directly influenced performance. The table indicated that teachers and headteachers whose response was very good represented 55% and 88% respectively, slightly was represented by 40%, and 11% while not at all represented 5% and 1% respectively. The findings established that most headteachers were comfortably working with their teachers.

School enrolment

The researcher wanted to establish school enrolment and find out whether school enrolment would influence the level of motivation in the school. Figure 4 presents this information

Figure 4.11 School enrolment



Data in figure 4.11 revealed that 6.5% had an enrolment of between 200 and 250 pupils, had an enrolment of between 250 and 300, 25.8% had an enrolment of 301-350, 5 that us 16.1% had an enrolment of 351-400, 16.1% had an enrolment of 401-450, 6.5% had an enrolment of 451-500 and 6.5% had and another 6.5% enrolment of 501 and above pupils.

The findings from the study indicated that schools with a high pupil enrolment recorded a higher level of motivation. At the same time schools with large population performed better as compared to those with low enrolment.

4.12 Summary of Findings

The researcher used a questionnaire to collect data on motivational techniques from teachers and headteachers. From the questionnaire return rate of 89.2% and 94% respectively was realised from a targeted 190 respondents who were 33 headteachers and 157 teachers.

The variables of the study were; rewards, recognition, personal support and delegation of responsibilities. The study revealed that 57% of the teachers were motivated by rewards, 68% of the teachers were motivated by recognition and 77% were motivated by delegation of responsibilities. However a very small percentage of 38% was motivated by personal support.

From the headteachers opinion the researcher found out that motivational techniques used in schools in Nyamache District were mainly; rewards, recognition and delegation of responsibilities. A few of the headteachers in the district used personal support and taking teachers to tours and trips.

Performance in Nyamache District was below average as majority of the schools in the District attained a mean score of between 200 and 249. No candidate scored marks above 400 and very few i.e. 2.6% got marks between 350 and 399 in the 2012 KCPE results analysis.

Level of motivation was good since a good number of teachers appreciated the level of motivation in their schools. Findings indicate that headteachers

involved their teachers in decision making. A number of headteachers hosted their teachers to parties and took them to trips incase of good performance.

From the findings, the researcher established that teachers felt that their headteachers should better motivate them by:- taking them to tours and trips, recommend them for promotion on merit and also organizing workshops seminars and in-service for teachers. It was also established that the kind of motivation used, directly influenced KCPE performance.

The study findings indicated that schools with high enrolment recorded a higher level of motivation.

Headteachers felt that enough motivation had not been given to teachers and suggested further motivation through promotions, seminars and workshops, trips and tours for teachers and provision of teaching and learning materials to teachers.

On the other hand teachers in the district felt that motivation was wanting. However they appreciated the efforts their headteachers were making in motivating them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter represented the summary of the study, conclusion, recommendations and suggestions for further research.

5.2 Summary of the Study

The purpose of this study was to investigate the influence of headteachers' motivational techniques on Kenya Certificate of Primary Education performance in public primary schools in Nyamache District. The independent variables of the study were rewards, recognition, personal support and delegation of responsibilities. The specific objectives of the study were;

- i) To determine the effect of teachers' rewards on Kenya Certificate of Primary Education performance in Nyamache District.
- ii) To determine the relationship between teachers' personal support and Kenya Certificate of Primary Education performance in Nyamache District.
- iii) To determine the influence of proper delegation of responsibilities to teachers by their headteachers on Kenya Certificate of Primary Education performance in Nyamache District.

The research questions that guided the study included the following:-

- i) What effects do rewards have on Kenya Certificate of Primary Education performance in Nyamache District?
- ii) To what extent do recognition of teachers influence Kenya Certificate of Primary Education performance in Nyamache District?
- iii) What relationship exists between teachers' personal support and Kenya Certificate of Primary Education performance in Nyamache District?
- iv) To what extent does delegation of responsibilities influence Kenya Certificate of Primary Education performance in Nyamache District?

The conceptual framework was based on ERG theory which is an important ingredient in the motivation of personnel. This study used the descriptive survey design. The sample comprised of 33 headteachers and 157 teachers.

To achieve the purpose of the study, teachers' and headteachers' questionnaires were used. The research instrument was validated by the supervisors and was considered appropriate for the study. Number of those anticipated was 33 headteachers and 157 teachers, and those who participated was 31 headteachers and 140 teachers. The return rate from the teachers' questionnaire was 89.2% and from headteachers was 94%.

The following are a summary of research findings upon which the conclusions and recommendations of the study can be made. Teachers and headteachers were investigated by this study.

- i) Rewards to teachers as a motivation technique affected Kenya Certificate of Primary Education performance positively.
- ii) Recognition of teachers which according them influence performance was used occasionally by headteachers.
- iii) Very few headteachers used teachers' personal support as a technique of motivation.
- iv) Delegation of responsibilities was greatly used and it affected Kenya Certificate of Primary Education performance directly.
- v) Teachers longed for other motivational techniques to be used. These include:-
 - a) Taking teachers to educational tours and trips.
 - b) Organizing of workshops, seminar and in-service to teachers
 - c) Treatment of teachers fairly and equally.
- vi) The kind of motivation used in schools directly influence Kenya Certificate of Primary Education performance.
- vii) The level of performance in schools in Nyamache District is low.

Headteachers pointed out there was need to venture to other motivational practices so as to increase teachers' motivation. Teachers also pointed out that headteachers need to increase the level of motivation by applying other

techniques of motivation such as:- recommending teachers for promotion on merit, take teachers to trips and tours and also become role models.

5.3 Conclusions

From the findings of the study, the researcher would like to make the following conclusions:-

Rewards of teachers as a motivation technique boosts teachers' commitment hence improving Kenya Certificate of Primary Education performance, teachers tend to work better when their efforts, commitments and achievements are recognized, proper delegation of responsibilities to teachers leads to better performance in Kenya Certificate of Primary Education, taking teachers to tours and trips organizing seminars, workshops and in-service courses to teachers and fair treatment of teachers greatly foster teachers' motivation and teacher motivation directly influence Kenya Certificate of Primary Education performance in schools.

5.4 Recommendations

In line with the findings and conclusion of the study, the researcher would like to make the following recommendations in order to improve motivational techniques on teachers' and pupils' performance in Kenya Certificate of Primary Education in public primary schools.

- i) Headteachers should acquire more training on leadership skills so as to be able to motivate their teachers effectively and appropriately. Headteachers need to mobilize parents by involving Board of Management so as to get resources which can be used to motivate teachers.
- ii) BOM/SMC should provide funds and other resources so as to be able to avail actual incentives and rewards to teachers. This can be realized through mobilization of parents, politicians, NGOs and other well-wishers to provide these funds for the incentives and rewards to teachers in order to improve performance.
- iii) KEMI should organize and offer training on management to headteachers. This training will make the headteachers to become more effective in their management. Through these trainings, headteachers can be able to motivate their teachers effectively for better performance.
- iv) KIE on the other hand should organize and provide seminars, workshop, refresh courses and in-service courses to teachers. This will increase teachers' efficiency in teaching thereby improving performance. This will also increase teachers' confidence, more current and conversant to the curriculum.
- v) Parents should take a responsibility of providing their children with all the necessities and also cooperate with the School Management Committee to provide resources which the headteacher would use to motivate teachers. Motivated teachers would participate effectively in the teaching process hence improving performance.

5.5 Suggestions for Further Research

The researcher suggests for the following further research:-

- i) The influence of motivation in public and private primary schools on Kenya Certificate of Primary Education performance in Nyamache District.
- ii) A study on factors affecting Kenya Certificate of Primary Education performance in primary schools.
- iii) Factors for poor performance in Kenya Certificate of Secondary Education in secondary schools in Nyamache District.
- iv) A comparative study on Kenya Certificate of Primary Education performance among public primary schools and private primary schools in Nyamache District.

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APPENDIX I

INTRODUCTION LETTER

Elkana O. Nyambane
P.O. Box 840
Keroka
Date.....
The Head Teacher
..... Primary School
P.o. Box.....

Dear Sir/Madam,

RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student from the University of Nairobi. I am carrying out research to determine motivation techniques head teachers use on their teachers in public primary schools and how they influence KCPE performance in Nyamache District. The questionnaire is designed to gather information in Nyamache District.

Enclosed is a question for your necessary action. The respondent will be head teachers and teachers. All the information provided will be treated with utmost/great confidentiality. For this reason I do thank you in advance.

Yours faithfully,

Elkanah O. Nyambane

APPENDIX II:

QUESTIONNAIRE FOR SCHOOL HEAD TEACHERS

This study is intended to investigate and establish motivational techniques used by head teachers in public primary schools and how they affect K.C.P.E performance in Nyamache District.

Please respond to all questions as honestly and accurately as possible.

The information you give will be strictly confidential. Please tick () against the information(s) most applicable to you or fill the blank space.

Section A: Personal Information

1. What is your age ?_____ gender_____

2. How many years have you taught?_____

3. How many years have you been a head teacher?_____

4. What is your current job group? (tick where appropriate)

F () G () H () J () K () L () M () N ()

5. When were you posted to the current station?_____

Section B: School Information

6. State the status of your school (e.g. mixed day, boys boarding, girls boarding etc)

7. What is the sponsor of your school?

Catholic () SDA () PAG () AIC () Others specify_____

8. What is the enrolment of your school?_____

9. How many teachers are in your school?_____

10. What was the performance of your school in K.C.P.E 2012?

a) Mean Score_____

b) Distribution of marks

400 and above _____ 350 - 399 _____

300 – 349 _____ 250 - 299 _____

200 - 249 _____ below 200 _____

11. What is the mean standard score of your school for the last five years?

2008_____2009_____2010 _____ 2011_____2012_____

15. Do you appreciate your teachers for their exceptional achievements?

Yes () No ()

If yes answer the following questions (tick where appropriate)

(i) Do you write recommendation letters of achievement for your teachers? ()

(ii) What reward do you give to your teachers? Material () monetary ()

(iii) Do you host teachers to parties if they do well? ()

(iv) Do you praise such teachers verbally? ()

If not

explain.....

...

16. In your opinion, how do you consider your relationship with teachers?

Excellent () Good () Satisfactory () Fair () Poor ()

17. In your opinion, does the kind of motivation you use directly influence performance of teachers in your school?

Very much () Slightly () Not at all ()

Thank You

APPENDIX III

TEACHERS QUESTIONNAIRE

This is intended to investigate and establish motivational techniques used by head teachers in public primary schools and how they affect K.C.P.E performance in Nyamache District.

Please respond to all questions as honestly and accurately as possible. The information (s) you give will be strictly confidential. Please tick () against the information (s) most applicable to you or fill the blank spaces.

Section A: Personal Information

1. What is your age ?_____ gender_____

2. How many years have you taught?_____

3. What is your current job group? (tick where appropriate)

F () G () H () J () K () L () M () N ()

4. When were you posted to the current station?_____

5. What is your job title (designation)?

Deputy Head teacher () Senior teacher () Assistant teacher ()

Section B: Information on Motivation

6. How do your head teachers motivate teachers?

Rewards and incentives [] Personal support []

Recognition and praise [] Delegation of responsibility []

7. How does your head teacher apply these methods of motivation on a scale shown

Very much – VM Much – M Occasionally – O Undecided – U

Not at all - NA

| Please circle | NA | U | O | M | VM |
|------------------------|----|---|---|---|----|
| Rewards and Incentives | 1 | 2 | 3 | 4 | 5 |
| Recognition and Praise | 1 | 2 | 3 | 4 | 5 |
| Personal Support | 1 | 2 | 3 | 4 | 5 |
| Delegation of Duties | 1 | 2 | 3 | 4 | 5 |

8. How does your head teacher do the following to teachers?

| Please circle | NA | U | O | M | VM |
|---|----|---|---|---|----|
| (a) Recognize teachers achievements | 1 | 2 | 3 | 4 | 5 |
| (b) Recommend teachers for promotion | 1 | 2 | 3 | 4 | 5 |
| (c) Involve teachers in decision making | 1 | 2 | 3 | 4 | 5 |
| (d) Delegate responsibilities | 1 | 2 | 3 | 4 | 5 |

9. How do you assess the level of motivation in your school?

Excellent ()

Good ()

Satisfactory ()

Fair ()

Poor ()

10. In your opinion, does the kind of motivation used directly influence performance of teachers in your school?

Very much ()

Slightly ()

Not at all ()

11. What other motivational practices (techniques) would you like your headteacher to use in order to enhance teacher motivation?

Thank You

APPENDIX IV:
A LIST OF PUBLIC PRIMARY SCHOOLS IN NYAMACHE
DISTRICT

NYACHEKI/GOROBA ZONE

- | | |
|-------------------------|-----------------------|
| 1. Borangi SDA | 14. Kiombwori DOK |
| 2. Ebiosi PAG | 15. Goroba ELCK |
| 3. Enchoro EMA | 16. Nyamuya ELCK |
| 4. Enchoro PEFA | 17. Simiti SDA |
| 5. Ensoko DOK | 18. Nyachekei DOK |
| 6. Chitago DOK | 19. Isena PAG |
| 7. Rionsoti PAG | 20. Itibo Eramani AIC |
| 8. Nyachekei PAG | 21. Mochengo PAG |
| 9. Nyabiosi SDA | 22. Riomoro DOK |
| 10. Sugubo DOK | 23. Keera PAG |
| 11. Naikuru PAG | 24. Mogonga PAG |
| 12. Tukiamwana DOK | 25. Riosugo PAG |
| 13. Nyamakorobo Friends | |

GESABAKWA/RIONTWEKA ZONE

- | | |
|----------------------|----------------------|
| 1. Rigena SDA | 10. Nyangoso Day SDA |
| 2. Nyangoso Boarding | 11. Bendere DOK |
| 3. Getai DEB | 12. Ekeonga DOK |
| 4. Nyaboterere DEB | 13. Getunu DOK |
| 5. Nyaronge DOK | 14. Riontweka DOK |
| 6. Rikura DOK | 15. Nyabigonkoru DOK |
| 7. Oganda DEB | 16. Kiongeti DEB |
| 8. Bonyancha DEB | 17. Nyamatera DEB |
| 9. Rigena PAG | |

MAJIMAZURI/EMENWA/NYAMACHE ZONE

- | | |
|------------------|---------------------|
| 1. Nyachenge DOK | 16. Nyamware DEB |
| 2. Kegochi PAG | 17. Nyangweng'i DOK |
| 3. Omobondo DEB | 18. Nyantira DOK |
| 4. Suguta DOK | 19. Getare DEB |
| 5. Keera DEB | 20. Kionduso PAG |
| 6. Nyamache DEB | 21. Itumbe Primary |
| 7. Gionsaria DOK | 22. Rogongo DEB |

- | | |
|-----------------------|---------------------------|
| 8. Chiengu DEB | 23. Ekenyoru DEB |
| 9. Nyakona DEB | 24. Mosasa DEB |
| 10. Ikenye DEB | 25. Nyamarambe Getare DEB |
| 11. Itibonge Primary | 26. Borangi PAG |
| 12. Bonsansa PAG | 27. Majimazuri PAG |
| 13. Emunwa DOK | 28. Ebigogo DEB |
| 14. Nyachobochoho AIC | 29. Nyaineke DEB |
| 15. Nyabite DEB | 30. Nyoera PAG |

NYACHENGE/OMOSARIA ZONE

- | | |
|-----------------------|-------------------|
| 1. Nyabisase DEB | 7. Gionseri SDA |
| 2. Omosaria DEB | 8. Mosora SDA |
| 3. Orogare DOK | 9. Inani DEB |
| 4. Irongo DEB | 10. Nyabisia DOK |
| 5. Nyakegara Kemo DOK | 11. Giasaiga DOK |
| 6. Riogoncho DEB | 12. Rianchaga DEB |


KIONYO/KIOBEGI ZONE

- | | |
|---------------------|----------------------|
| 1. Kionyo DOK | 9. Bokinibanto DEB |
| 2. Riamotari DEB | 10. Bogesaka DOK |
| 3. Nyabite DOK | 11. Riambase Primary |
| 4. Kiobegi PAG | 12. Igoma |
| 5. Mokonge DEB | 13. Masisi SDA |
| 6. Nyamaruma DBE | 14. Turwa |
| 7. Riamangerere DEB | 15. Mosobeti PAG |
| 8. Nyambunwa DEB | 16. Riamanono |

APPENDIX V:

NCST PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
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secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/865** Date: **30th May 2013**


Elkana Oichoe Nyambane
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **22nd May 2013** for authority to carry out research on ***“Influence of headteachers motivational techniques in public primary schools on Kenya Certificate of Primary Education in Nyamache District Kisii, Kenya”*** I am pleased to inform you that you have been authorized to undertake research in **Nyamache District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Nyamache District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Nyamache District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX VI

NCST PERMIT

PAGE 2 **PAGE 3**


THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Elkana Oicho Nyambane
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu,
has been permitted to conduct research in

Location
Nyamache
District
Nyanza
Province

on the topic: Influence of headteachers
motivational techniques in public primary
schools on Kenya Certificate of Primary
Education in Nyamache District Kisii,
Kenya.

for a period ending: 31st July, 2013.

Research Permit No. NCST/RCD/14/013/865
Date of issue 30th May, 2013
Fee received KSH. 1000



Applicant's Signature **For Secretary**
National Council for Science & Technology