

**INSTITUTIONAL FACTORS INFLUENCING MOTIVATION AMONG
PRIMARY SCHOOL TEACHERS IN JOB PERFORMANCE IN
KONGONI DIVISION IN NAIVASHA DISTRICT, KENYA**

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DECLARATION

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

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This research report has been presented for examination with our approval of
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DEDICATION

I dedicate this work to my son, Charles Muoria.

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First and foremost, I thank the Almighty God that through His amazing grace I was able to undertake and complete this study. To Him I give all honour and glory. I am deeply indebted to my supervisors Dr. Ursulla Okoth and Dr. Ibrahim Khatete whose patience, dedication and encouragement made it possible to complete this project.

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LIST OF ABBREVIATIONS & ACRONYMS

ATS	Approved Teachers
DEO	District Education Office
FPE	Free Primary Education
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KNUT	Kenya National Union of Teachers
MoE	Ministry of Education
MED	Masters of Education
P1	Primary Teacher 1
SPSS	Statistical Package for Social Science
TAC	Teachers Service Commission
PTA	Parent Teachers Association
SMC	School Management Committee
TSC	Teachers Service Commission
UNESCO	United Nations Science and Cultural Organizations.

ABSTRACT

The purpose of this study was to establish the influence of institutional factors on teachers' motivation on job performance in public primary schools in Kongoni division, Naivasha district. Four objectives were formulated to guide the study: to determine how the school provision of physical facilities affects teachers motivational levels in job performance, examine how headteachers' recognition of teachers work done motivates them in job performance, determine how headteachers' supervision practices motivates teachers in job performance and lastly establish if headteachers' allocation of responsibility in shared leadership motivates teachers in job performance. The study was based on Herzberg's Two Factor Theory

The study targeted a total population of 21 headteachers, 212 teachers and 132 pupils in 21 public primary schools. The sample size of 11 public schools was selected through random sampling and 11 headteachers corresponding to those schools were sampled for the study. The sample size for the teachers (102 teachers) was selected through stratified random sampling and simple random sampling and 66 pupils were selected for the study through simple random sampling.

The study findings on provision of physical facilities established that, teaching and learning materials were adequate to schools. However, overcrowded classrooms hindered teachers in executing their duties. Staffhouses was an issue that affected teachers' job performance. Teachers from schools which provided houses were highly motivated than those from without. Majority of the schools within the division had inadequate staffroom space as confirmed by 63.6% of the headteachers which hindered teachers' assistance to the weaker learners.

On the headteachers' recognition, it was observed that teachers were happy with their job performance by the way headteachers appreciated their work done. However, their views in choice of incentives, provision of special services and selection of teachers to attend seminars demoralized their efforts in executing their duties.

Regarding headteachers supervision practices, the study showed that teachers appreciated their headteacher's for their prompt feedback to teachers. The study further revealed that teachers were highly motivated by headteachers role of evaluating them through performance analysis and when they are allowed to make independent decision making on their job. However, they were overwhelmingly against the headteacher's role of checking classwork.

With the headteachers allocation of responsibility to the teachers, the study revealed that headteachers involved the teachers in major decision making which motivated the teachers in their job for the trust endowed to them for being responsible in major decision making of their schools and by giving them added responsibilities which motivated them in their job performance as they felt part of the administration. However, the study has revealed that the headteachers rarely

takes teachers views on job related decisions into consideration, which makes teachers feel demoralized in their performance of their duties.

The study has also established that, teachers attend their classes in time, mark pupils books all the time and they give home assignment as confirmed by 70% of the pupils. However, 63% of the pupils have confirmed that teachers do not always mark home assignments they give to learners. Finally, the study has established major challenges encountered in schools: inadequate funds, overcrowded classes, parents' inability to motivate teachers and poor community relationship.

The study recommends that additional classrooms be provided to solve issue of overcrowding. Finally, school management, PTA and headteachers should formulate and implement internal policies on motivation of teachers to enhance job performance.

The study suggests replica of the same study in the neighbouring divisions, district and private schools. The study further suggests that other factors rather than institutional factors be conducted in the same division.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education plays a crucial role in any society in changing the lives of people. Provision of education and training to all Kenyans was fundamental to government overall development strategy. Therefore, Kenya's human resource was central to the country's economy. Well motivated employees are more productive, creative and provide better customers which may lead to higher profit making. They also acknowledged that motivation of teachers was essential in education (Robbins, 2005). In this regard, the teacher plays a critical role in nurturing the minds and the hearts of youth (Dike, 2009). Indeed a motivated teacher would lead to motivated students who idealize teachers and try to emulate them (Ssendagire, 2009). Therefore, attracting and retaining high quality teachers is paramount for a strong education system. In the endeavour of developing high quality teachers, it is important to understand the factors associated with teaching quality and retention. Teacher motivation is an important factor because of its correlation with the quality of education.

Teachers' motivational factors have been categorized as institutional factors, job factors and individual factors (Furnham, 1992). Institutional factors pertain to factors associated with work itself or work environment such as supervision, promotion, recognition among others (Ellickson and Logsdon, 2001). Literature

focusing on institutional factors is underpinned by the assumption that job performance is positively correlated with the extent to which individuals work fulfils their needs (ibid).

Many studies have been done in developed countries, Dinham and Scott (2002) found institutional factors such as participatory leadership, role ambiguity, monetary rewards and teacher recognition were crucial in determining teacher's levels' of job performance. Good (1989), citing recent research on two thousand teachers noted that factors such as supervision, teaching and learning resources, staff development as significant in influencing teachers job performance. In the study 60% of the two thousand teachers surveyed reported lack of staff development; 50% reported lack of teaching materials; 40% reported poor quality administrative supervision. All the teachers interviewed complained that their workplace was unrewarding and lack incentives for recognizing teachers work. Some reported too much workload that allows them little time for lesson preparation and analysis.

A number of studies have been carried out in low income developing countries on teacher motivation in South Asia and Sub Saharan Africa (Voluntary Service Overseas, 2002). Studied countries on teacher motivation included Ghana, Lesotho, Namibia, Malawi, India, Pakistan and Zimbabwe have shown that factors such as workload, teacher pupil ratio, living and working conditions,

salary, recognition, and responsibilities to have contributed heavily to low or high levels of motivation to the aspects of teaching which affected pupils performance.

Ololube (2006), found that teacher related sources of job satisfaction such as good relationship with colleagues, better performance of learners among others and school related sources of job satisfaction such as participatory leadership, recognition, material rewards, advancement, pay and supervision had a greater impact on teaching performance.

Mseyamwa (2006), Ssendagire (2009) and Dike (2009) found that factors such as poor salaries, lack of resource and bad working conditions to have declined teachers morale and levels of commitments. Deci (2000) revealed that motivation of teachers influences their performance at various levels: when their motivation is very low, their performance declines where as, when their morale is high, their ability to perform was high.

A study done by Njogu, (2011), on teacher motivation in Kenya have shown that teachers were demotivated with increased workload, teaching between 41to 45 lessons. At the same time schools faced acute shortage of teachers caused by freezing of employment of teachers by government (Walaba, 1997). In addition many others are quitting the profession. This had been reported from Kenya National Union of Teachers (KNUT), indicating that between January and June

2008, six hundred teachers had left classroom for better paying jobs and good working conditions (Oyaro 2008). These had been seen to influence teacher motivation on their job performance as workload goes up without proportional increment in extra time compensation. The teacher pupil ratio by ministry is 1:45 but many teachers were handling classes up to 70 students. This means less individual attention to student and lack of motivation for teachers who are overworked and underpaid (Education-Kenya, 2008).

In Kongoni division, there were general complaints from the general public about poor performance in Kenya Certificate of Primary Education (KCPE). By the end of 2010 enrolment of primary schools stood at 6550 pupils within the division. Out of these, 1497 pupils were candidates who sat for KCPE. Those who joined secondary schools were 750 pupils in both public and private schools. This indicated that the number of pupils joining secondary schools was far much less than those joining primary school (DEO's office, 2012). This was a factor that would be explained by teachers' motivational levels in job performance. Good quality work dictates the performance of the organization (Chen and Luo, 2002) and lack of teachers' commitments to their work is detrimental to students' achievements as they are entrusted in imparting knowledge to the pupils.

There had been a consistent decline in performance which could be ascribed to a high rate of absenteeism, negligence of duties. Indeed, these overt behavior would

be attributed to work related factors (institutional) such as supervision, recognition for work done, responsibilities (shared leadership) and inadequate physical facilities demoralizing teachers effort's as they carry out their teaching duties. The analysis of KCPE for the division and another division (Maraigushu division) within the district in the last three years, indicated that Kongoni division have been leading though at a declining trend while the other one at an increasing trend. The analysis are tabulated in the table below.

Table 1.1 Analysis of KCPE

Analysis of KCPE	Year 2010	Year 2011	Year 2012
Mean score kongoni division	253.43	250.42	242.47
Meanscore Maraigushu division	212.41	222.85	232.49

Source DEO's office, (2013)

The mean score for 2012 was 242.47 which were lower than minimum learner's achievement which according to ministry of education (2012) averages at 50%.The researcher was in great urge to establish the institutional factors that influence motivation among public primary school teachers in Kongoni division, Naivasha district.

1.2 Statement of the problem

Motivated workforce is the back borne for any economy of a country. Almost all educational reforms focuses on improving teacher competence, the learning and working environment and greater decentralization, all of which can improve

teacher motivation. Major indicators of high morale and increased motivation among teachers are commitments to work and good quality of work. Lack of motivation on teachers at their work place would lead to poor performance in their duties which consequently affects student's performance in national examinations. The government has invested so much on teachers through training, paying their salaries, provision of maternity leave, study leaves with full pay and allowances. Therefore, the performance indicator was expected to rise up. However, despite all those government commitments to education sector and its workers the performance was still declining. For instance, in the year 2010, 2011 and 2012 the mean scores were 253.43, 250.42 and 242.47 respectively. The more likely reason could be low levels of motivation given the important role of influencing that teachers have over students. This influenced the need for this study that sought for solutions to alleviate the problem. One of the solutions to this problem would be establishing factors (institutional) which might be affecting the teachers on their job performance among public primary school teachers, in Kongoni division, Naivasha district.

1.3 Purpose of the study

The purpose of the study was to investigate institutional factors influencing motivation among teachers in job performance in public primary schools in Kongoni division, Naivasha district, Kenya.

1.4 Research objectives

The study was guided by the following objectives.

- (i) To determine how the provision of physical facilities affects teachers' motivational levels in job performance in schools.
- (ii) To examine how head teachers' recognition of teachers' work done motivates them in job performance.
- (iii) To determine how headteachers' supervision practices motivates teacher's in job performance.
- (iv) To establish how the headteachers' allocation of responsibilities /shared leadership motivates teachers' in job performance.

1.5 Research question

The research questions which guided the study were as follows:

- (i) How does provision of physical facilities affect teacher's motivational levels in their job performance?
- (ii) To what extent does head teachers' recognition of teachers work done motivate them in their job performance?
- (iii) How does head teachers' supervision motivate teachers in their job performance?
- (iv) How does head teachers' allocation of responsibilities (shared leadership) motivate teachers in their job performance?

1.6 Significance of the study

Teacher Service Commission (TSC) may use the findings to increase its resource allocation to its human resource department to improve teacher's motivation. Ministry of Education (MoE) may use the findings to address motivational needs of TSC teachers and further to host education day to commend teachers with outstanding performance. The head teachers may use findings to initiate motivational needs of the teachers. The findings also benefited the school management, Parent Teachers Association (PTA) and headteachers in formulation and implementation of internal policies on motivation so as to produce an effective and efficient force of teachers. Teachers, parents, pupils, the government and society at large stand to benefit as a result of teachers' improved performance and enhanced academic standards and will achieve stated educational goals. The findings may benefit future researchers by providing data on which further studies may be done.

1.7 Limitations of the study

The researcher encountered the following limitations;

The respondents harbored perceptions and attitudes that needed to be cleared before they respond to questions in the questionnaires. The researcher educated the respondents on the importance of research before the exercise and assured them of confidentiality.

1.8 Delimitations of the study

The study was delimited to all public schools excluding private schools since it was easier to compare issues in public than in private schools. Private schools are run and controlled by private owners and the terms and conditions of job are well stipulated before employment. The study established institutional factors influencing motivation of teachers and factors outside work environment were not investigated. Respondents were drawn from headteachers, teachers and pupils in those schools.

1.9 Assumptions of the study

The following assumptions were made about this study:

That performance of the KCPE was a good measure of increased teachers' job performance.

The respondents would co-operate and provide honest and reliable responses.

1.10 Definitions of significant terms

Institutional factors refer to those factors associated with work itself or work environment.

Job performance refers to duty in terms of punctuality in attending lessons giving and marking assignments, syllabus coverage and being present in school.

Job satisfaction refers to a pleasurable or positive emotional state resulting from the appraisal of one's job or experience. It also refers as the extent to which teachers favourably perceive their work.

Motivation refers to an internal drive that activates teachers behaviour and gives direction.

Physical facilities refer to land, classroom, desks, and toilets, stationary and teaching and learning materials.

Primary education refers to a basic education of classes one to eight.

Public school refers to a school developed and maintained by public funds from the government, parents and community.

Recognition refers to a state of acknowledging teachers' efforts.

Responsibility refers to special tasks and assignments delegated to teachers in school such as a teacher being in charge of a class or head of a subject panel in a shared leadership.

Share leadership refers to social influence process in which a leader seeks the voluntary participation of subordinates in an effort to achieve the schools objectives.

Supervision refers to a constant and continuous process of guidance by school administrator.

1.11 Organization of the study

The study was organized into five chapters. The introductory chapter describes the background of the study and the statement which highlighted the rationale for the study. It focuses on the purpose of the study and its significance, which were exposed through the research objectives and research questions which related to the study. Limitations, delimitations and basic assumptions of the study were clearly outlined. The chapter two comprised; literature review on concept of motivation and teachers' job performance, institutional factors as presented in study objectives, theoretical framework and conceptual framework. Chapter three explains research methodology that is: research design, target population, sampling size and sampling procedures, instrument validity and reliability, data collection procedures and analysis techniques. Chapter four presents data analysis and interpretations while the summary of study findings, conclusion and recommendations of the study suggested research were presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed a review of literature related to the influence of motivation on teachers' job performance. The review focuses on concept of motivation and teacher's job performance and institutional variables that motivate teachers in their job performance namely physical facilities, recognition of teachers work done, supervision and responsibilities that is shared leadership. Finally theoretical and conceptual framework would be discussed.

2.2 The concept of motivation and teacher's job performance

Motivation can be defined as those forces operating within an individual that impels him to act or not to act in a certain way (Aswathappa, 2005). It is the level of desire of an individual to behave in a certain way in a particular situation. Behavior is motivated by unsatisfied need. Teachers will be better motivated if their work experience satisfies their needs. Motivation can direct behavior (increased effort) that can be felt in improved performance (Hoy & Miskel, 2008).

Motivation is an effective instrument in the hands of managers for inspiring the workforce and creating confidence in it. By motivating the workforce, management creates the will to work. Aquinas, (2006) argues that the primary task of managers is to motivate his subordinates so that they can come to work

regularly and on time, to work hard and to make positive contribution towards the effective and efficient achievement of organizational goals. Stency, (2002) identified the following signs of a high morale that is closely related to effective motivation: excellent and consistence achievement of results, a positive attitude regarding problem solving and a willingness to accept change. Consequently, in effective schools with motivated and well committed teacher, there is an effective culture of teaching and learning. Head teachers need to extract various internal and external motivators for their teachers so that they can increase their motivation (Robbin and Coulfer, 2005).

According to Mamoria and Gankar, (2005) the purpose of motivation , is to create conditions in which teachers are willing to work with zeal, initiative, interest enthusiasm for a personal and group satisfaction, with a sense of responsibility, loyalty, discipline and with pride so that the goals of organization are achieved effectively. Mamoria and Gankar (2005) on their study on motivation found that motivation of teachers was highly rated among the priorities being ranked as high as 91%. This is indicative that motivating teachers in an organization is paramount in job performance.

Motivation as a concept represents a highly complex phenomenon that affects and is affected by a multitude of factors in the organization. Some of the factors are as discussed below.

2.3 Physical facilities and teachers motivation in job performance

The conditions in which most teacher work are daunting and very challenging especially in the most remote rural primary school. Lack of facilities such as classroom, teaching and learning materials are clearly demotivating. According to Kitogo (2009), in his study in Tanzania, observed that standard seven classrooms were overcrowded, which made it difficult to attend to pupil's academic needs.

Herzberg (1965) observed that the feeling of unhappiness at work may not be the job itself but the conditions that surround the doing of the job. He referred to these conditions as hygienic factors. In school these factors includes; comfortable furniture, good toilets, library, well ventilated classroom among others. Osibwoga (2007) in Musila (2010) observed 50% dissatisfaction with various school facilities by teachers and hence low morale towards work.

A study done by Mungunyu (2008), found that in Embakasi division, physical facilities were inadequate. This was about 90.8% of the majority of the respondents which they said lowered their job performance.

A study done by Deci, Edward, Richard & Ryan (2011) found that the amount of work and facilities for doing the work are fringe benefits that motivated the teachers to work hard and increase their level of performance.

Mworia (1993) as cited by Ooma (2011) on his study on the effects of the school physical facilities on performance found that some school lacked enough classroom, desks, and chairs. He further noted that there were situations where pupils learned under leaking roofs, classroom without lockable door or windows

and pupils sat in 4's or 5's in desk designed for 3's. This has been seen to affect teachers' performance in carrying out their duty.

The success or failure of curriculum implementation depends on the availability of these facilities. Studies by Kithuka (2008) found out that physical facilities were inadequate, classrooms were overcrowded while other physical facilities such as toilets were few and classrooms had not enough desks to seat on making it difficult for pupils to comfortably follow the teaching process.

Kahega (2004) quoted in Masengo (2011) indicated that teaching and learning materials were provided by the government making teaching and learning more effective.

Gakuru as quoted in Mugambi (2006) indicated that teachers in classrooms with lockable doors and windows are more likely to be more effective in making use of teaching aids. According to Akanbi (1982), schools in Nigeria were fast decaying and these range from shortage of teaching and learning resources to lack of effective leadership and proper motivation of teachers. Akanbi (1982) pointed out that teachers in Nigeria were frustrated and unmotivated since the school environment is dotted with dilapidated buildings equipped with outdated laboratories, facilities and equipment. Schools which provided staff houses performed better than those which do not have staff quarters. A study done by Masengo (2011), found that head teachers and teachers were unhappy to perform

their job due to lack of staff houses. He further indicated that crowded classrooms hindered the ability to move freely in classroom that the teacher can neither help the needy children nor can he /she mark pupils work as they continue working. This was found to inhibit teachers' job performance. Teachers' lack of staff houses in school has a great impact on teacher's motivation (Ramachandra and Jain, 2005).

2.4 Recognition and teacher's job performance

According to Stecy (2002), recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievement, publicly and privately, makes them feel appreciated .Good work done by teacher should always be acknowledged (Macharia, 2002). Devising better methods of determining ways and means of rewarding teachers is paramount to the educational administrators, if they expect the rewards to have an impact on job performance (Kivaze, 2000). Most headteacher's recognize teachers' efforts by offering positive feedback, giving teachers trophies during prize giving days or a letter of appreciation (Cole, 2002).

According to Cherrington (1989), as cited by Muriithi (2007), praise and recognition are effective in motivating teachers, which enhances job performance. This entails credit for work done which can be supported by verbal praise of excellent work and public recognition through awards. According to Cole (1996)

as cited by Musila (2010), recognition is a reality despite age and educational level. He stressed that recognition must be sincere and need to be based on above average performance. In Musila's study 67.3% of the respondents felt motivated when they got recognition from their immediate supervisor.

In a study done by Masengo (2011), 48.9% of the respondents revealed that they were happy by the way their job performance was acknowledged in the school. In her study, teachers revealed that they were given incentives for job well done and this raised their job performance.

Study done by Kageha (2007), on motivation practices among headteachers' found that most headteachers' motivated their staff through provision of better housing at subsidized rates, providing meals such breakfast, tea breaks, lunch and supper through the generous contribution of the sponsorship of parent teachers association. This has been noted to have given teachers time to teach extra lessons and give personal attention to the students. The report also said that teachers were also motivated by being given gifts and presents (household goods, certificate of merits) which enhanced job performance.

Sogomo (1993), in his study in US on elementary school teachers examined the role of recognition among teachers job satisfaction and found that a leader needs to acknowledge the work of their subordinates immediately, publicly thanking the for the work well done.

2.5 Supervision and teachers' motivation on job performance

School supervision is a basic component in monitoring teaching and learning process (Opiyo, 2004). For example, South Africa's District Development Support Programme Evaluation, suggest that a gain in learning achievements between 2000 and 2003 resulted partly from the increased supervisory support available to schools and teachers, and partly from increased use of classroom assessment (Scholar, 2006 cited in UNESCO, 2009).

The success of any organization depends entirely on how effectively its worker's are supervised. Therefore, every administration need an inbuilt supervision system to provide the cohesion and direction necessary to achieve the purpose of the organization. Teachers are directly under the headteachers' supervision. So, headteachers plays a vital role on the motivation of the subordinate teachers. If head teacher is cooperative democratic and friendly the subordinate feels free to do any job and they become more responsible about their job (Poipoi, 2006).

Bod, Lankford, Loeb and Wyckoff (2003) carried out a study to examine the way supervision affected teachers .The finding of the study shown that teachers who perceived their principal's supervision as participating were significantly more satisfied with their job than those who perceived principals supervision as delegating. It also found that the older the principal the more satisfied were the teachers. The findings carried out in Nigeria on principals supervision and

teachers job satisfaction and motivation showed that there is a significant relationship between democracy and teachers job satisfaction (Ololube,2005). It indicated that democratic principals could also improve job performance among teachers.

Kimsop (2002), cited by Muriithi(2011), carried out a research on the role of head teacher as instructional supervision in Kabarnet and Salawa division in Baringo district. His research finding concluded that most head teachers do not perform their instructional supervisory duties, for instance, classroom observation, checking students notes and teaching notes frequently. As a result schools where the headteacher did minimal instructional supervisory duties experienced inadequate learning outcome. Common wealth secretariat (2002) emphasized supervision as involving doing the job itself, showing others how to do it and the consequences of a job well done.

Communication is an important tool in supervision. According to Ayuo (2006), she noted that unclear language, inability of receiver to listen the message and poor means of passing the message as a demotivator. People's attitude and behavior are influenced by communication from the supervisor.

2.6 Responsibility (shared leadership) and teachers' motivation on job performance

Teachers will be more motivated to do their job if they have ownership of the work. This requires giving teachers freedom and power to carry out their tasks so that they own results (Nzuve, 1999). He further notes that individuals should be provided with greater responsibility and encouraged to implement their ideas.

A more participative style of leadership characterized by genuine consultation with subordinates and asking for their suggestions before making a decision, would result in many more incidents of satisfaction relating to achievement and recognition (Gannon, 1982). This participative style of leadership reduces the level of dissatisfaction that teachers experience as their zone of acceptance together with the responsibility that is attached to their contribution and participation, is increased.

2.7 Summary of literature review

Literature reviewed addresses the concept of motivation and teachers' job performance. It has also shown reviewed literature on factors (institutional) as some of the factors that influence teacher's job performance. They includes; responsibilities, recognition, supervision and physical facilities. The studied factors as presented in the review can contribute to either low or high job performance of teachers. Despite what the above literature shows and existing

studies, measures that could have been taken to improve job performance of teacher's within Kongoni division which is within rural areas have not been looked at. This is a special reference to the influence of institutional practices on motivation of teacher's job performance in particular rural areas where there are peculiar problems such as low standard of living; poor housing and transport problems are concerned. Therefore, there was need to revisit unto teachers needs to mitigate on their commitment's to job performance. This would reverse the trend of decline in students' performance, which called for this study.

2.8 Theoretical framework

The study will be guided by the Two Factor Theory advanced by Fredrick Herzberg (1965) as a model for exploring motivation. Herzberg, Mausner and Synderman (1959) as quoted in Cole (2001), in their study, postulated that work behavior is affected by two dissimilar sets of factors called hygiene (extrinsic) motivator factors (intrinsic). According to this theory, if hygiene factor s are not attended to by the head teacher, poor work hygiene will occur with corresponding feelings of teacher's job dissatisfaction and poor job performance. Presence of hygiene factors prevents unpleasantness or annoyance at work and if they are considered inadequate by teacher then dissatisfaction ensues. The existence of hygiene factors create an equilibrium in which satisfaction is maintained and pain is avoided. In work environment hygiene factors includes company policies, supervision, salary, interpersonal relations and working conditions.

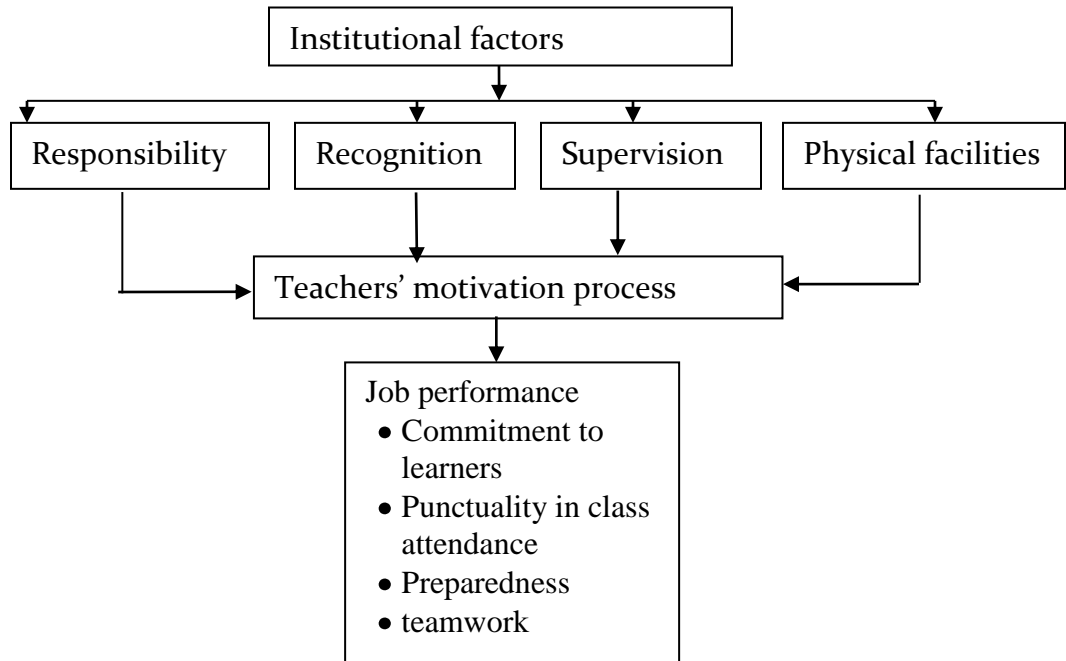
The second factor's (motivators) includes achievement, recognition, nature of work responsibility and advancement. Motivator factors promote satisfaction which will lead to increased job performance through greater creativity and commitment in teachers. Without motivators teachers will perform their jobs as required, but with them teachers will exceed the minimum requirements. Add to salary the incentives of recognition and teachers will probably perform to the best of their ability and derive a high level of job performance (Okumbe, 1998). Motivation and hygiene factors are not opposites but they complement each other. For instance, creating a healthy working environment but not providing teachers with any of the motivation factors may create peace and pleasantness at the work place but not necessarily enhance performance.

According to Okumbe (1992), Herzberg Theory of motivation can lead to teacher' motivation to their job performance, if the headteacher can provide direct, clear and regular feedback on teachers performance, allow the teacher's maximum control over mechanisms of task performance, as well as providing enabling environment for teachers to enable them to learn different procedures of the job, among others.

2.9 Conceptual framework

The relationship between institutional factors and teacher motivation on job performance is shown in Figure 2.1

Figure 2.1 Influence of institutional factors on job performance.



In this study job performance is conceptualized as an outcome of interacting factors. This interaction is indicated by the arrows. The adequacy of institutional factors that is physical facilities, recognition, supervision and responsibility leads to teacher's motivational process and thus influencing job performance. The theory calls for a fair balance to be maintained between employee's inputs (skill levels, hard work) and outputs (intangible rewards such as recognition). This will lead to increased job performance as seen in their commitment, punctuality, preparedness and teamwork.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedure to use in conducting the study. It will focus on research design, target population, sample and sampling procedures, research instruments, validity and reliability of the instrument, data collection and data analysis techniques.

3.2 Research design

This study was conducted using a descriptive survey design to investigate institutional factors influencing teachers' motivation on their job performance in public primary schools in Kongoni division. Descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a representative sample of individuals (Orodho,2003).The choice of descriptive survey design was on the fact that researcher will not manipulate variables and also the use questionnaire which is one of the instruments to use for data collection.

3.3 Target population

The target population for the study consisted of 212 teachers, 21 headteachers and 132 pupils (class prefects and class monitors from class (6 to 8) in 21 public

schools in Kongoni division (Teachers' Advisory Centre's,2012).It is from there that respondents were drawn.

3.4 Sample size and sampling procedures

Gay (2007) defines a sample as a representative part of a population. Thus, by studying the sample, one can be able to know more about the population without having to study the entire population. Mugenda and Mugenda (2003) recommend 50% of the target population as an adequate sample for a study in social science research. The population being small, 11 schools representing 50% of the target population was picked using random sampling. A number was given to every school, this was written on pieces of papers and placed in a container, folded and shuffled. A number was picked at a random. The process was repeated until the required sample of 11 schools was attained. The sample size for headteachers was also 11 corresponding to the selected schools. To determine the sample size of teachers respondents, 50% of target population were sampled to get 106 which was divided by number of schools to get 10 teachers per school. Stratified random sampling will be used to select teachers to participate in the study. There will be two strata, that is, upper primary teachers and lower primary teachers. The researcher will then apply simple random sampling to select a maximum of 10 teachers from each school; five from upper primary and five from lower primary. In effecting simple random sampling names of teachers in a given strata shall be written on pieces of papers, folded and shuffled. One piece will be picked at

random and the name of the teacher recorded. The procedure shall be repeated to obtain the maximum of five in upper and five in lower primary teachers. To sample pupil respondents a sample of 50% of targeted population resulted in 66 pupils. These were selected through random sampling where the researcher divided the sample size (66) with number of schools giving 6 pupils per school. The researcher issued pieces of papers, folded and shuffled written YES to only two pupils in all streams and the rest of papers without to each level to the class prefects and class monitors. The pieces of papers are folded and shuffled for pupils to pick. The names of those with written papers are recorded in each an every class. The sample size for this study would thus add up to 183 respondents.

3.5 Research instruments

The study used questionnaire for head teachers, teachers and pupils as the tools for data collection. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information. Questions prepared by the researcher research problem under investigation based on objectives of study were interrelated (Martin, 2005).

Orodho (2004), notes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. The questionnaires for head teachers and teachers had both closed and open ended questions. Section A sought background information while section B sought head teachers' and teachers'

opinion on influence of institutional factors on teachers' job performance. The pupil's questionnaires provided information on their performance and their opinions on teachers performance indicators on the same section.

3.5.1 Instrument validity

Validity is the ability to produce findings that are in agreement with theoretical or conceptual values (Martin, 2005). Instrument validity refers to the accuracy of the data obtained from the variables understudy. Validity of an instrument is checked through theoretical and conceptual constructs.

Instrument validity refers to the accuracy of the data obtained from the variables understudy. A content valid measure should contain all possible items that should be used in measuring the concept understudy. This was ensured by project supervisors from the department of educational administration and planning. Project supervisors assessed what concepts the instruments were trying to measure and determined whether the set of items accurately represented the concept understudy.

3.5.2 Instrument reliability

Martin (2005), defines reliability as the degree to which the instrument consistently measures whatever it is measuring. In other words an instrument is reliable if it produces the same results whenever it is repeatedly used to measure trait or concept from same respondents even by other researchers. The researcher

used test retest method. This technique involves administering same instrument twice to the same group of subjects after sometime. A time lapse of two weeks was before administering the test a second time. This method provided evidence that scores obtained on a test at one time (test) were same or close to the same when the test was re-administered some other time.

Reliability co-efficient was computed using the pearson product moment correlation index. Co-relation was obtained using the following formula of pearson product moment.

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

When the value of r_{xy} is equal to +1.00 there is a perfect agreement and is -1.00 when they are in perfect disagreement. A co-efficient of 0.8 or more implied that there was a high degree of reliability of the data (Mugenda and Mugenda, 2003).

In this study the reliability co-efficient of the questionnaires was 0.89 which enhanced the reliability of the findings.

3.6 Data collection procedures

The permit was sought from the National Council of Science and Technology under Ministry of Higher Education, before embarking on the study. The permit was presented to the District Ministry of Education officer. Clearance and letter of

introduction was obtained from the District Education Officer, Naivasha district. Visits were made to the institutional heads to inform them of the intention to carry out study. Each of the schools for the study was visited personally by the researcher for questionnaire administration and observation on agreed dates. The questionnaires were issued to the respondents who were requested to complete them after being assured of their own confidentiality. Observations were made during the visit.

3.7 Data analysis techniques

The researcher started by editing and inspecting the data by identifying items that were wrongly responded to and any blank spaces left unfilled by the respondents. Using Statistical Package for Social Sciences (SSPS) the questionnaire data would be tabulated, coded and processed into a database. The study would generate both quantitative data by using frequencies and percentages which were presented in tables, charts and graphs. Qualitative data, from the open ended questions were presented in narrative form and tables, guided by research objectives and research questions. Based on the theory, the researcher would undertake a discussion of the findings, the implications of the study and then make conclusions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter presents the data analysis and interpretation of the data collected from the study. The purpose of the study was to establish the influence of institutional factors on the teachers' job performance in Kongoni division in Naivasha district. The chapter begins with the analysis of the demographic information of the respondents introducing head teachers and teachers' gender, age, highest academic and professional qualifications and their experience and the pupil's subject scores were also analyzed. The presentations of the sub topics are done based on the research objectives and research questions of the study. The data is analyzed using descriptive statistics using frequencies and percentages guided the researcher to interpret the data.

4.2 Questionnaire return rate

A sample of 11 headteachers, 106 teachers and 66 pupils were selected for the study. The questionnaire return rate is presented in the Table 4.1

Table 4.1 Questionnaire return rate

Respondents	Questionnaires administered	Questionnaires returned	Percentage return rate (%)
Head teachers	11	11	100.0
Teachers	106	84	79.2
Pupils	66	54	81.1

As shown in the Table 4.1, out of a sample of 11 head teachers, all of them participated in filling in the questionnaires making 100 % instrument return rate, out of a sample of 106 teachers 84 of them dully filled and returned the questionnaire making a percentage return rate of 79.2% and out of a sample of 66 pupils, 54 of them participated in filling in the questionnaire making a percentage return rate of 81.1%. The average questionnaire return rate was 86.7% which is found to be an acceptable representation of the target population. This implies that the return rate was good for all the targeted respondents since it was more than 80 percent. According to Edwards, Clarke and Kwan (2002), a questionnaire return rate of 80 percent and above is absolutely satisfactory.

4.3 Demographic information of the respondents

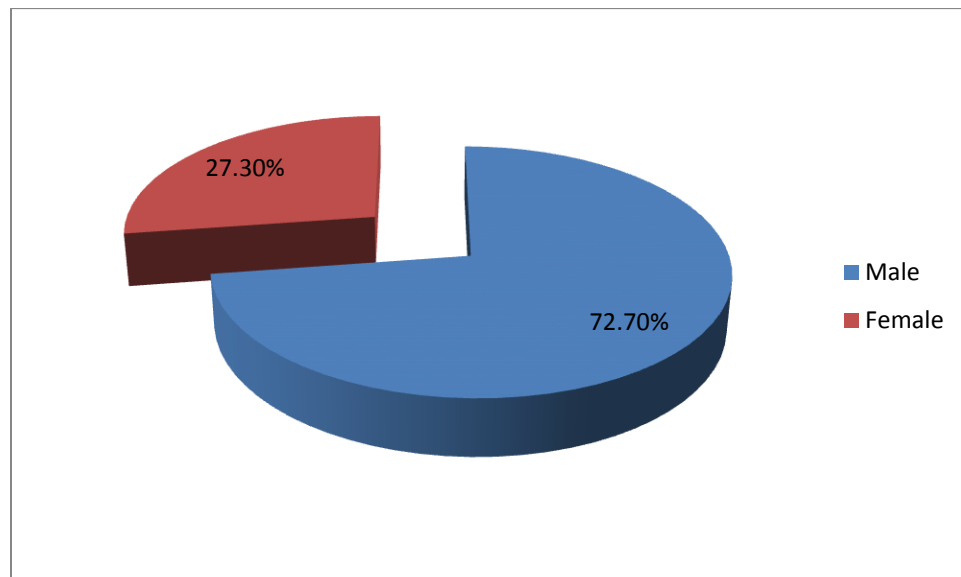
This section presents the analysis of the demographic information of the respondents as revealed from the data collected from the study. The section includes the respondents' gender, age brackets, academic qualification and teaching experience.

4.3.1 Gender of the headteacher and teachers

Gender is presented in the study. Both views job performance differently and by including both in the study increased the reliability of the findings.

To determine the gender distribution, the headteachers and teachers were asked to indicate their gender. The findings are presented in the Figures 4.1 and 4.2

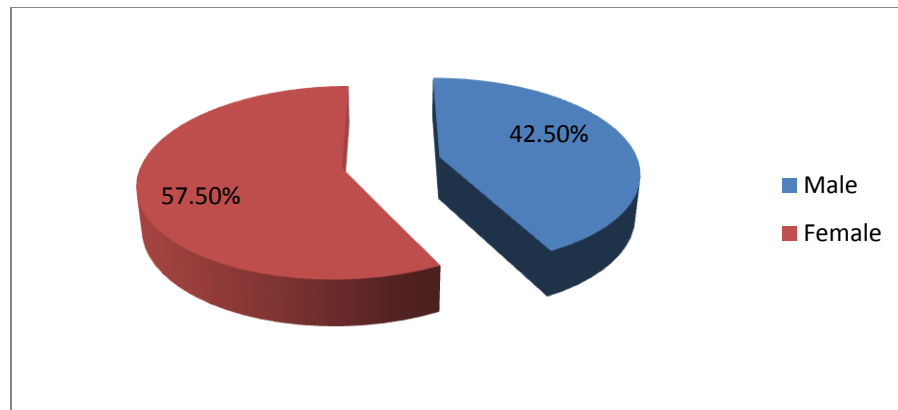
Figure 4.1 Gender distribution of headteachers



The findings in Figure 4.1, indicates that the majority (72.7 %) of the headteachers were males. This finding imply that the gender parity have not been achieved in Kongoni division in Naivasha district.

The gender distribution for the teachers is as shown in Figure 4.2

Figure 4.2 Gender distribution of teachers



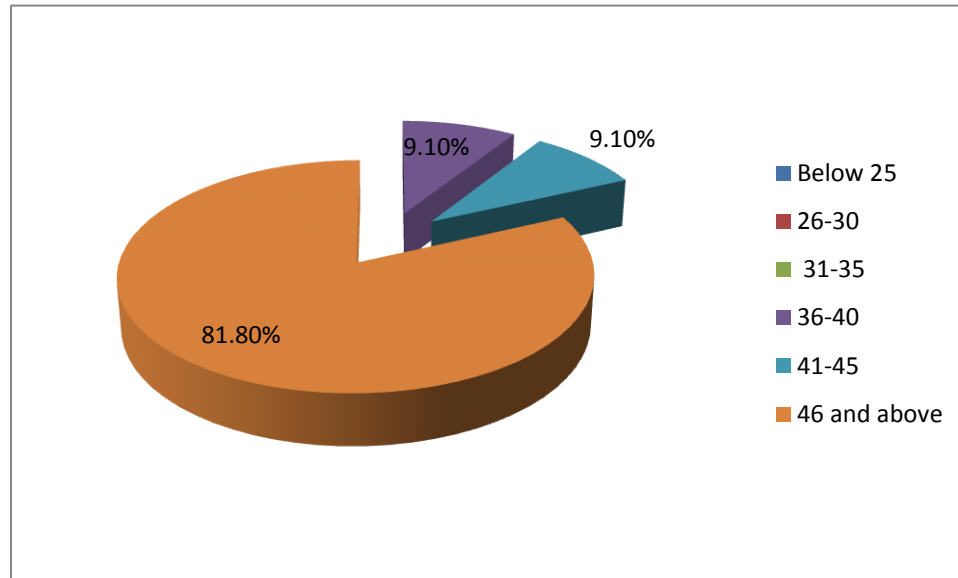
From the Figure 4.2, 57.5 % of the teachers were females. The higher percentage of the females may be attributed to the fact that women prefer working near their home so that they can easily attend to their other domestic duties.

4.3.2 Age of respondents

Respondents' age is included in the study as their views on motivation of teachers differ. This will help to establish better ways of improving job performance.

The researcher requested the headteachers and teachers to indicate their age brackets. The findings are presented as shown in Figures 4.3 and tabulated in Table 4.2

Figure 4.3 Age distribution of headteachers



The responses in Figure 4.3, shows that majority (81.8%) of the headteachers are in the age brackets of 46 years and above. The finding shows that majority of the headteachers have an elaborate experience as heads of schools on how to handle teachers. This imply that student’s could reap from the experience of headteachers and teachers coupled with headteachers’ motivation strategies, expertise in areas of planning, organizing and control of school activities to ensure maximum motivation of the teachers. Results on the age distribution of teachers are as tabulated in Table 4.2

Table 4.2 Age distribution of teachers

Age brackets	Frequency	Percent %
Below 25	4	4.7
26-30	12	14.3
31-35	18	21.4
36-40	29	34.5
40-45	9	10.7
45 and Above	12	14.2
Total	84	100.0

The findings in Table 4.2, indicates that majority (34.4%) of the teachers in Kongoni division are in the age brackets of 36-40 years. This implies that majority of the teachers are in their active years of their life. This has an advantage to the learners because they are taught by experienced teachers. On the other hand there seems to be lesser teachers joining the profession at the age below 26 years perhaps due to the fact that the government has not been able to recruit fresh teachers after training from college.

4.3.3 Academic qualification of headteachers and teachers

Level of education determines the job groups and the amount of salary and benefits that a person receives. These are factors directly linked to teachers' job performance or lack of it. The researcher, therefore seek to establish relationship

between academic qualification and teachers' job performance. The researcher asked headteachers and teachers of public primary schools in Kongoni division in Naivasha district, to indicate their highest academic qualification. The findings are presented in Table 4.3 and 4.4 respectively.

Table 4.3 Academic qualification of headteachers

Academic level	Frequency	Percent %
P1	4	36.3
DIPLOMA	5	45.5
B.ED	2	18.2
Total	11	100.0

As shown in Figure 4.3, the findings indicated that a majority of the headteachers had attained higher qualifications such as diploma and Bachelors degree. This implied that most of the school heads were well informed on academic matters and were more competent to head their respective institutions .The teachers were asked to indicate their academic qualification. The findings were as tabulated in Table 4.6

Table 4.4 Academic qualifications of teachers

Academic level	Frequency	Percent %
P1	53	63.1
DIPLOMA	22	26.2
B.ED	8	9.5
MASTERS	1	1.2
Total	84	100.0

Data in Table 4.4, indicates that majority (63.1%) of the teachers were P1 certificate holders, out of which 27.4% are ATS teachers. These findings are an indication that majority of teachers had minimum professional requirement to teach in public primary schools. The ATS teachers' undergoes a teacher proficiency course that has been put in place to enable experienced teachers to move up in the rank. This has to some extent motivated teachers in their job performance. However, the Bachelors degree holders and masters teachers may be unsatisfied if motivation is not available.

4.3.4 Headteachers and teachers work experience

The researcher investigated teachers' work experience since it increases chances of improved productivity; promotion and job opportunities. These are factors which are connected to teachers' job performance. The researcher asked headteachers and teachers to indicate their teaching experience in years. The responses are presented in Table 4.5

Table 4.5 Headteachers distribution by Teaching Experience

Academic level	Frequency	Percent %
1-10	-	-
11-20	1	9.1
21-30	8	72.7
31-40	2	18.2
Total	11	100.0

Data in Table 4.5, reveals that majority (72.7 %) of the headteachers have worked for long time and have gained experience over years. Ellickson and Logsdon (2001) contend that years of experience at work is one of the work place factors which affect teachers' job performance. The teachers were asked to indicate their job experience. The results of the findings are as tabulated in Table 4.6

Table 4.6 Teachers work experience

Number of years	Frequency	Percent %
P1	53	63.1
DIPLOMA	22	26.2
B.ED	8	9.5
MASTERS	1	1.2
Total	84	100.0

The findings presented in Table 4.6, shows that majority of teachers (52.4 percent) had a teaching experienced of 10 years. This findings indicate that majority of teachers had a teaching experience that can be said to be enough to ensure that pupils were helped to improve their performance coupled with strategies of motivating them.

4.3.5 Total subject scores at the end of last term in their previous year.

The study sought to establish the total subject score of the pupils at the end of last term. The pupils’ performance would depict the motivation aspect among the teachers that is geared towards enhancing their job performance, which would be translated to better performance of the learners. Pupils were therefore asked to indicate their total subject scores at the end of year in their previous class. The results of the findings are presented in Table 4.7

Table 4.7 Pupils total subject scores at end of year in the previous class.

Marks	Frequency	Percent %
Below 200	4	7.4
200-250	15	27.8
250-300	23	42.6
Above300	12	22.2
Total	54	100.0

Regarding the total scores of the pupils shown in Table 4.7, most (42.6%) of pupils indicated that they had scored between 250 and 300. These findings imply that pupil's performance can be attributed to teachers' improvement in their job performance as noted by Chen and Luo (2002) that teachers' commitment to their work leads to improved pupils achievements.

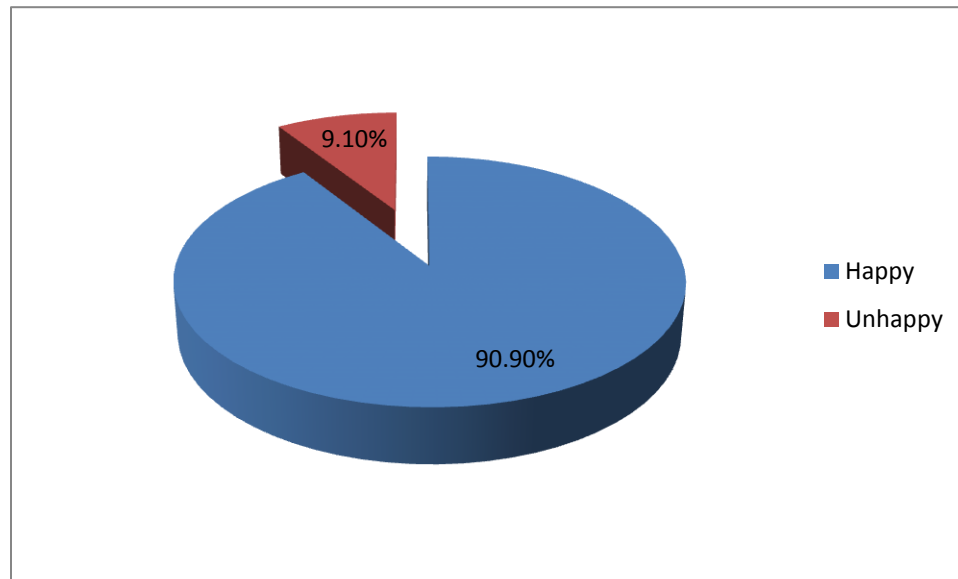
4.4 Influence of physical facilities on teachers job performance

This section presents the research objective that sought to determine how the school provision of physical facilities affect teachers' motivational levels on their job performance. The study investigated the teachers teaching and learning materials; classrooms; staff houses and staffroom space to establish their effects on teachers' job performance. The school heads and the teachers were asked how the four factors affected their job performance.

4.4.1 Effects of teaching and learning materials on teachers job performance

In determining how physical facilities affect teachers motivational levels, the headteachers and teachers were asked to rate the extent to which teaching and learning materials affected their job performance by indicating very happy with job and happy with job when teaching and learning materials are adequate, unhappy with job and very unhappy with job when they are inadequate. Their responses are presented in the Figure 4.4

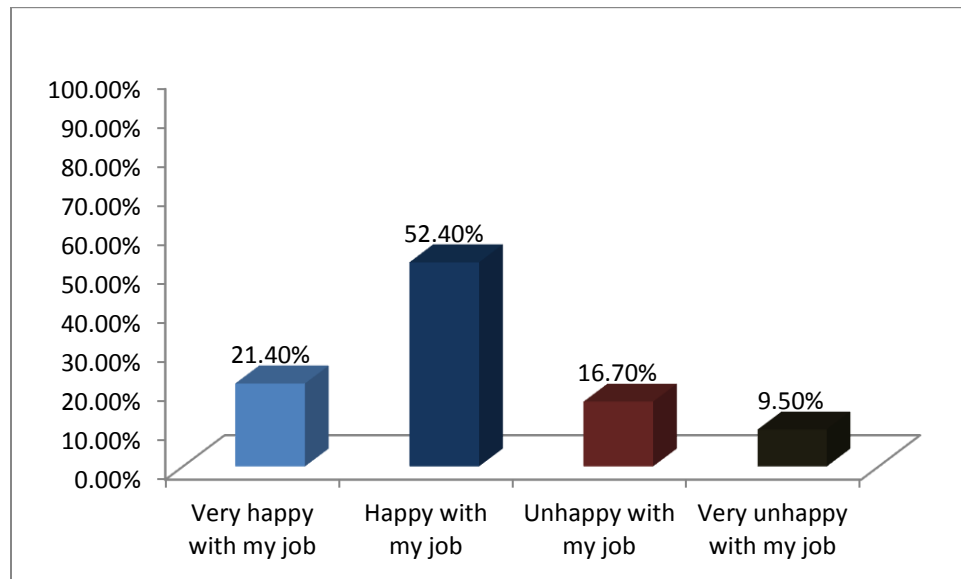
Figure 4.4 Headteachers response on effects of teaching and learning materials on teachers' job performance



The findings showed that majority, (90.9 percent) of the headteachers were happy with the job since teaching and learning materials were adequate. This could be attributed to the fact that the government had a full support on the provision of teaching and learning materials in all public primary schools. These finding's concurs with Kageha (2000) that teaching materials were available in Vihiga district schools through government funding. The teachers were asked to rate the extent to which teaching and learning affected their job performance.

The teachers' responses are as presented in Figure 4.5

Figure 4.5 Teachers response on effects of teaching and learning material on their job performance



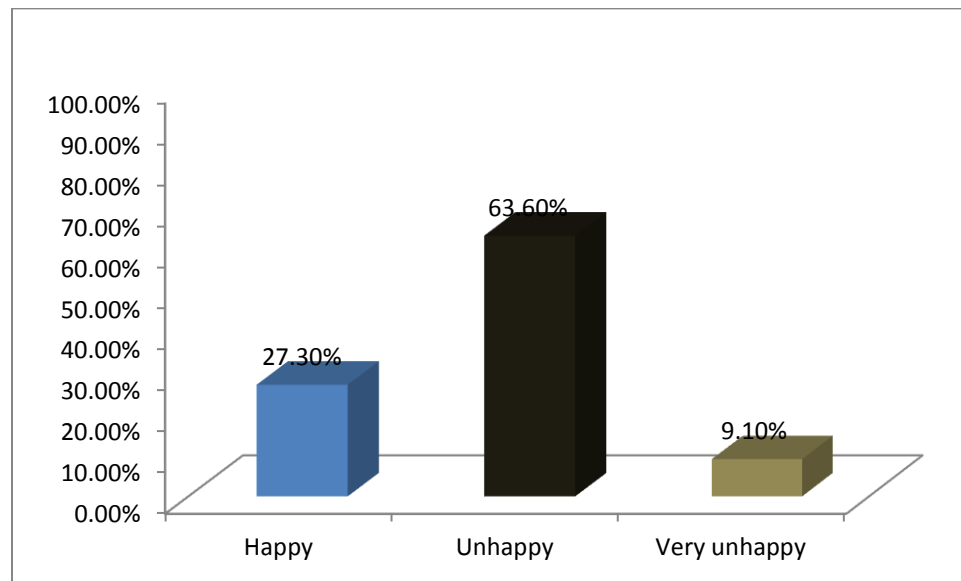
From the Figure 4.5, the study findings reveal that majority (52.4%) of the teachers confirmed that they were happy with their job and 21.4% were very happy with their job as teaching and learning materials enabled them to execute their duties efficiently and effectively. This implies that majority (73.8%) of teachers were happy with their job performance due to adequacy of teaching and learning materials.

4.4.2 Effects of the classroom environment on teachers' job performance

To answer the research question on how physical facilities affected their levels of motivation on job performance, headteachers and teachers were asked to rate the extent to which the classroom facilities affected their job performance by indicating very happy with job and happy with job when classroom facilities are

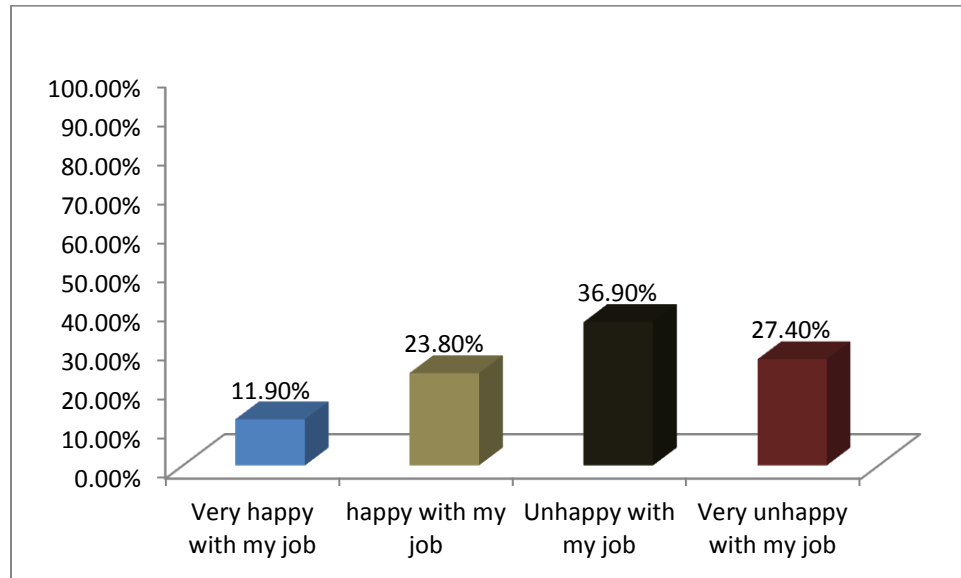
adequate, very unhappy and very unhappy with job when classroom facilities are inadequate. The headteacher and teachers responses are presented in Figure 4.6 and 4.7 respectively.

Figure 4.6 Headteachers response on classroom facilities



From the Figure 4.6, the findings indicated that majority, (63.6 %) of the headteachers were unhappy with their job and 9.1% were very unhappy with their job due to overcrowding in the classrooms and having few desks. These findings imply that increased enrolment have resulted to overstretching the existing facilities such as classroom and desks which they felt that teachers could not perform well their duties due to overcrowding, inadequate desks and the fact that the classroom space was too limited that hindered teachers movement in the class. The teachers' responses are presented in Figure 4.7

Figure 4.7 Teachers responses on classroom facilities



The findings in the Figure 4.7, shows that (36.9%) and (27.4%) of the teachers were unhappy and very unhappy respectively. From the findings, majority (64.3%) of the teachers confirmed that they were unhappy with their job since classroom facilities were inadequate. This can be attributed to the fact that the responsibility of putting up school facilities (classrooms, desks, chairs) belong to parents. Parents from rural areas set up usually lack stable financial basis for which to fund project in the school.

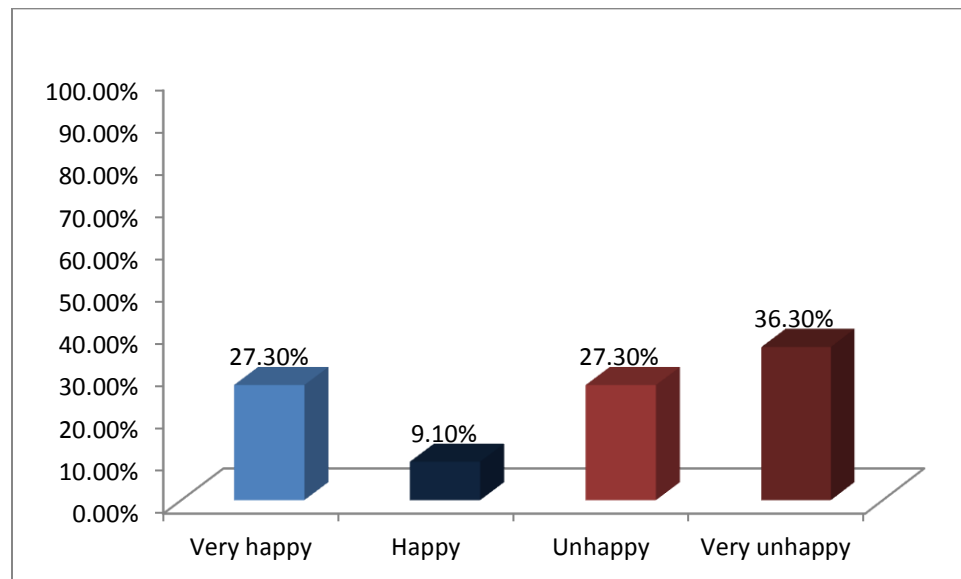
4.4.3 Effects of staff houses on teachers' job performance

To answer the research question on how physical facilities influence teachers' motivation on job performance, the heads and teachers were asked to rate the extent to which the availability of staff houses affects teachers' job performance by indicating very happy and happy with job performance when staff houses are

available, very unhappy and unhappy with job when staff houses are unavailable.

The findings are presented in the Figure 4.8

Figure 4.8 Headteachers response on staff houses on teachers' job performance.



The findings in Figure 4.8, indicate that (36.3%) of the headteachers were very unhappy with their job and 27.3% of the head teachers were unhappy with their job since their schools lacked staff houses. Conversely, 27.3% of the headteachers confirmed that they are happy with staff houses where as 9.1% indicated being happy with staff houses. These findings indicate that few of the sampled schools have staff houses as confirmed by 27.3% of headteachers while majority of the schools did not have houses. The teachers were asked to rate the extent to which staff houses affected their job performance. Their responses are tabulated in Table 4.8

Table 4.8 Teachers response on staff houses on their job performance

Category	Frequency	percent %
Very happy	26	30.9
Happy	9	10.7
Unhappy	21	25.1
Very unhappy	28	33.3
Total	84	100.0

Similarly, 33.3 % of the teachers felt very unhappy to perform their job and 25% of the teachers were unhappy with their job since their schools did not have staff houses while the rest 41.6% of the teachers were happy with their job as their schools provided staff houses. These findings imply that teachers who are housed are motivated than those from without since teachers who are housed in the school had enough time to attend to learners with individual differences and to prepare adequately for the next days work. Ramachadran and Jain (2005) noted that teachers who are housed in school had a greater impact on teacher's motivation whereas teachers who are not housed by the school felt demoralized in performing their duties while their counter parts in other schools are housed.

4.4.4 Effects of staffroom space on teacher’s motivation on their job performance.

To answer the research question on physical facilities on teacher’s motivation on their job performance, the researcher asked the headteacher and teachers to rate the extent staff room space affects their job performance by indicating very happy with job and happy with job when the staffroom space is spacious, very unhappy and unhappy with job when the staff space is not spacious. The results of the findings are tabulated in Tables 4.9 and Table 4.10 respectively.

Table 4.9 Headteachers’ response on influence of Staffroom space on teachers’ job performance.

Category	Frequency	percent
Very happy	3	27.3
Happy	1	9.1
Unhappy	3	27.3
Very unhappy	4	36.3
Total	11	100.0

Findings in Table 4.9, shows that 36.3% of headteachers were very unhappy with their job and 27.3% of headteachers were unhappy with their job. These imply that majority (63.6%) of the head teachers were unhappy with their job due to lack of enough space that teachers can use to attend weak learners during their free time. The teachers’ responses are as tabulated in the Table 4.10

Table 4.10 Teachers response on staffroom space on teachers job performance

Category	Frequency	Percent%
Very happy	10	11.9
Happy	22	26.2
Unhappy	34	40.5
Very unhappy	18	21.4
Total	84	100.0

As shown from the Table 4.10, majority (61.9%) of the teachers confirmed that they were unhappy with their job. These findings imply that those teachers from schools with staffroom space would be more motivated to their job than their counterparts since they had enough space for assisting the weak learners in their free time. From the findings the teachers were generally not motivated with the physical facilities in their respective schools.

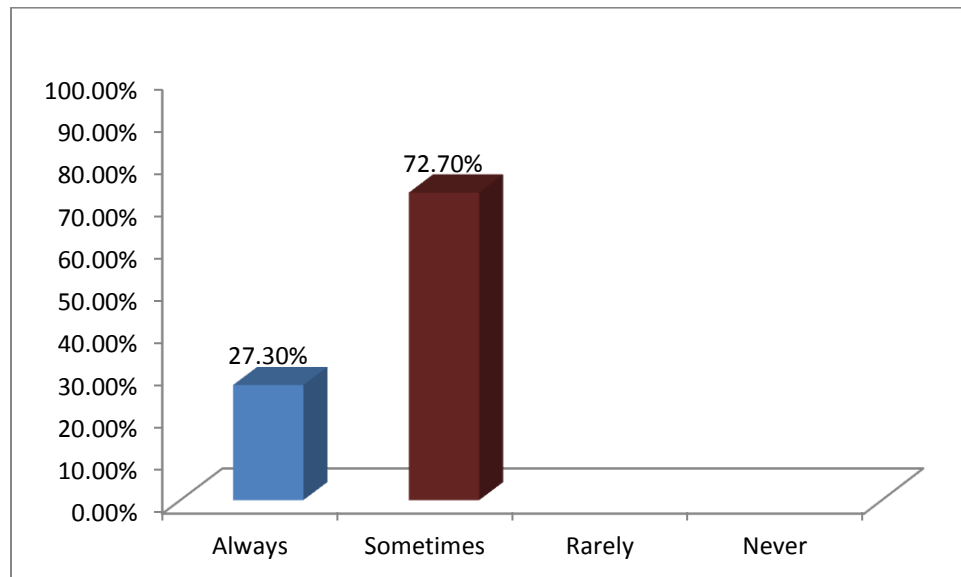
4.5 Influence of recognition for work done on teachers' motivation on their job performance

This section presents research objective that sought to examine how the headteachers' recognition of teachers work done motivates the teachers in their job performance. The study investigates teachers' involvement in choosing the kind of incentives; teacher's appreciation on their good work ; provision for special services such as tea, lunch and attendance to seminar.

4.5.1 Involvement of teachers in choosing the kind of incentives

The researcher asked the headteachers to indicate how often they involved their teachers in choosing the kind of incentives. Results of the findings are presented in Figure 4.9

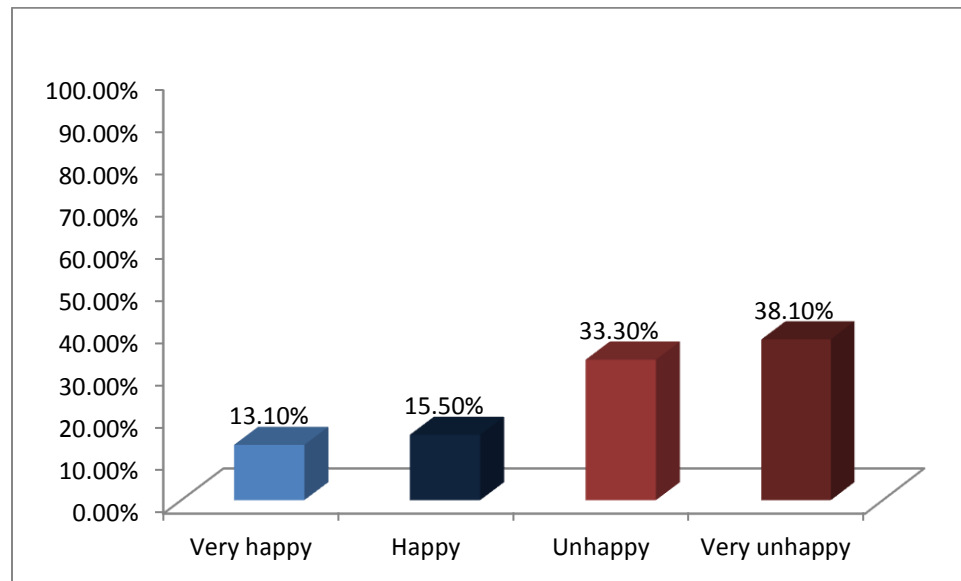
Figure 4.9 Headteachers response to involvement of teachers in choosing incentives



This study found that majority (72.7%) of the headteachers sometimes involved their teachers in choosing incentives. This finding concurs with Kivaze (2000) who found that teachers in Marakwet district were involved in determining the kind of incentives in rewarding teacher's in order to make the reward to have an impact on job performance. The study further concluded that headteacher's were highly motivated in performing their duties as a result of involving teachers in choice of their incentives. The teachers were asked to rate the extent to which headteachers involved them in choosing the incentives by indicating very happy

or happy with job when involved and unhappy or very unhappy with job when not involved. Their responses are presented as shown in Figure 4.10

Figure 4.10 Involvement in choosing the kind of incentives

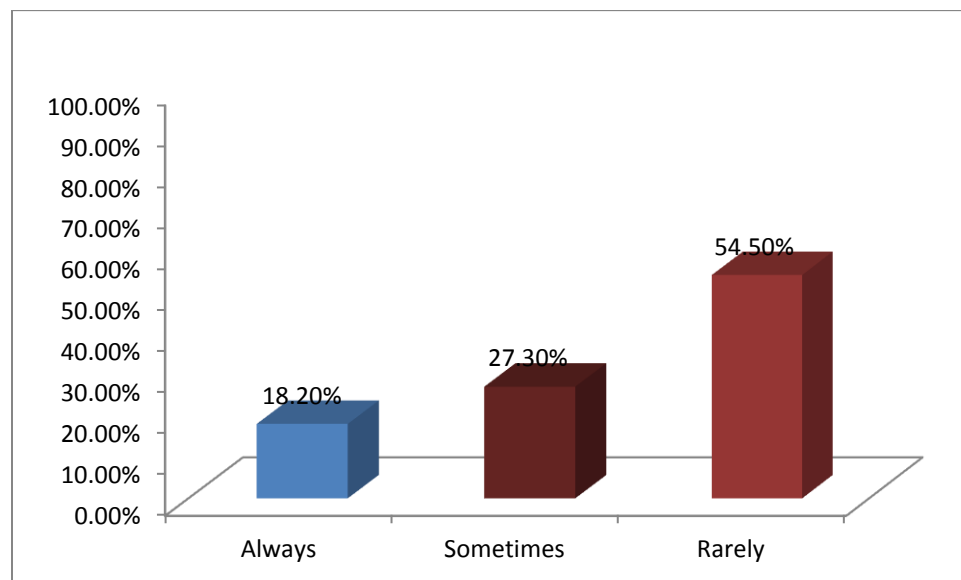


The study found that, majority (71.4%) of the teachers was unhappy and very unhappy with job for their involvement in choice of incentives. These findings imply that majority of the teachers were not happy with their job since they were not involved on the choice of incentives. Kivaze (2000) found out that teachers in Marakwet district were involved in deciding on the kind of incentives to be given to them. He further found out that the schools that gave incentives to teachers had good performance.

4.5.2 Influence of special services on teachers job performance

To answer the research question on the extent to which headteacher recognition of teachers work done motivates teachers in their job performance, the headteachers were asked to rate how often they provide special services to their teachers. The study findings were presented in Figure 4.11

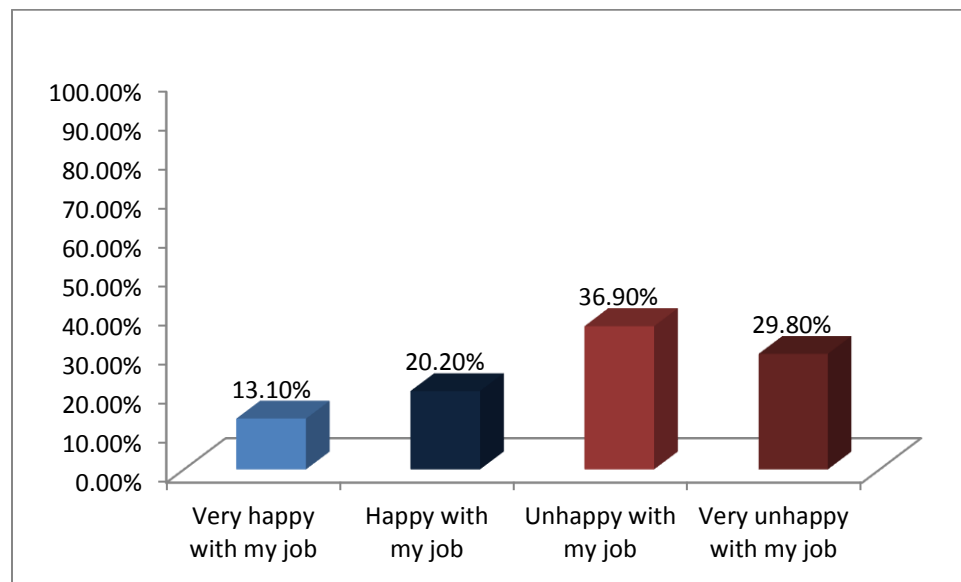
Figure 4.11 Headteachers response to the provision of special services to teachers



Findings indicated that majority (54.5%) of the headteachers rarely provided special service. This imply that headteachers are unhappy with their job performance since they had scarce resources to fetch money to provide the special services to teachers. Kahega (2004), on motivational practices among headteachers found that most headteachers motivated their staff through provision of better services such as breakfast, tea breaks and lunch through the generous contribution of the sponsorship of parent teachers association. This has been noted

to have given teachers time to teach extra lessons and give personal attention to the students. The teachers' were asked to rate the extent to which special services influenced their job performance by indicating very happy or happy with job when special services are provided, and very unhappy or unhappy when special services are not provided for. The teachers' responses on the provision of special services are as indicated in the Figure 4.12

Figure 4.12 Teachers' response on provision of special services on their job performance.

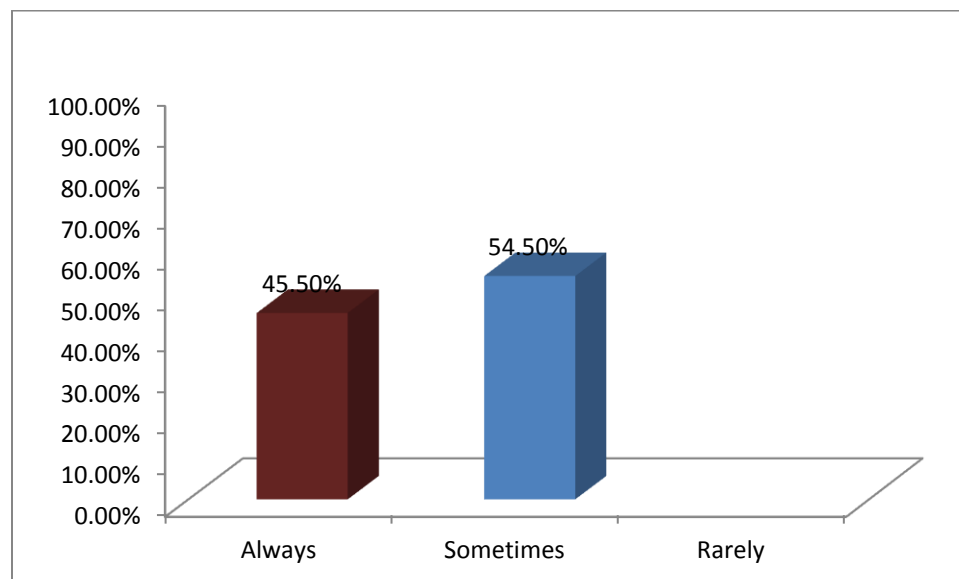


Regarding whether teachers were provided with special services, majority (66.7%) of the teachers felt unhappy with their job performance. These findings imply that majority of the teachers were not provided with special services indicating that teachers were demotivated in performing their duties.

4.5.3 Effects of appreciating teachers' on their job performance.

To answer the research question on how headteachers' recognition of teachers work done motivates teachers job performance, headteachers were asked to indicate; always, sometimes or rarely on whether the school appreciated teachers who performed well and the teachers were asked to rate the extent to which headteachers appreciation of their work motivates them in carrying out their duties by indicating very happy or happy with job when headteachers appreciate their work ,and very unhappy or unhappy with job when not appreciated at all. The results of the findings are presented in Figure 4.13 and 4.14 respectively.

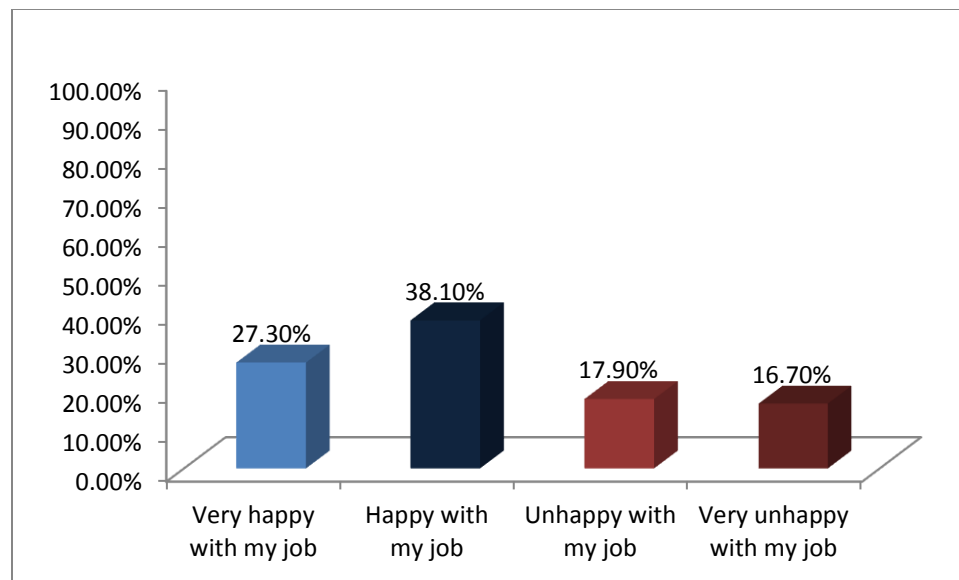
Figure 4.13 Headteachers response to whether the school appreciated teachers for their work.



Finding indicated that majority (54.5%) of the headteachers sometimes appreciated teachers who perform well. This finding indicate that majority of the headteachers appreciated their teachers for their work. According to Stency

(2002) noted that recognition and feedback for a good job makes teacher feel appreciated and acknowledged. The teacher's responses on how their job performance was appreciated are presented in the Figure 4.14

Figure 4.14 Teachers response on how appreciation of their work affected their job performance

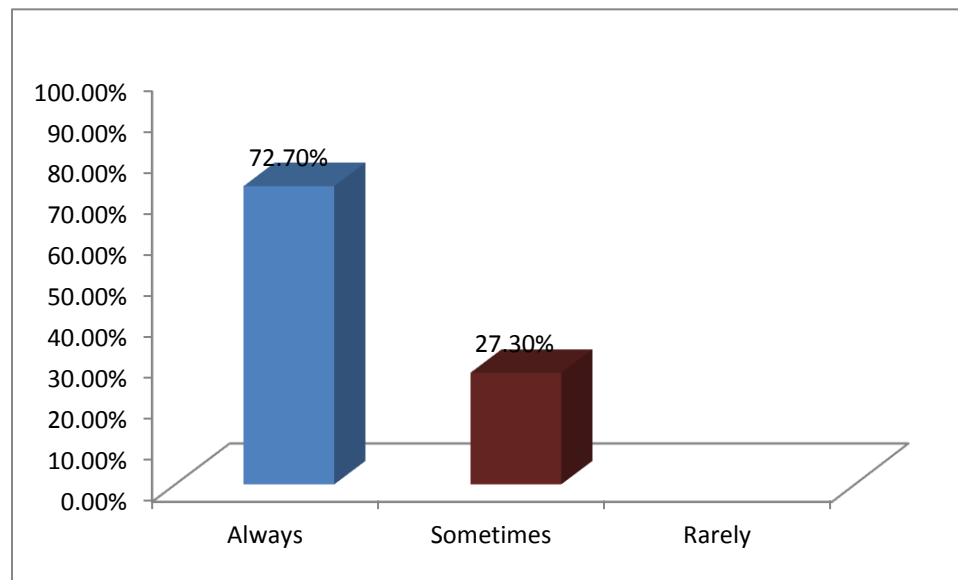


From the findings in Figure, majority (65.4%) of the teachers confirmed that they are happy or very happy with job. These findings indicates that majority of the teachers were happy with their job since the headteachers appreciated their work well done. These findings are in line with Masengo (2010), who found that teachers were happy by the way their job performance was acknowledged. In her study teachers revealed that they were given tokens, verbal praise and thanking teachers in staff meetings. This motivated teachers in their job thus improved performance among the learners.

4.5.4 Effects of allowing teachers to attend seminars on their job performance

To answer the research question on head teachers' recognition for work well done, the researcher asked the headteachers to indicate how often they allow teachers to attend seminars by indicating always, sometimes or rarely. The findings are presented in Figure 4.15

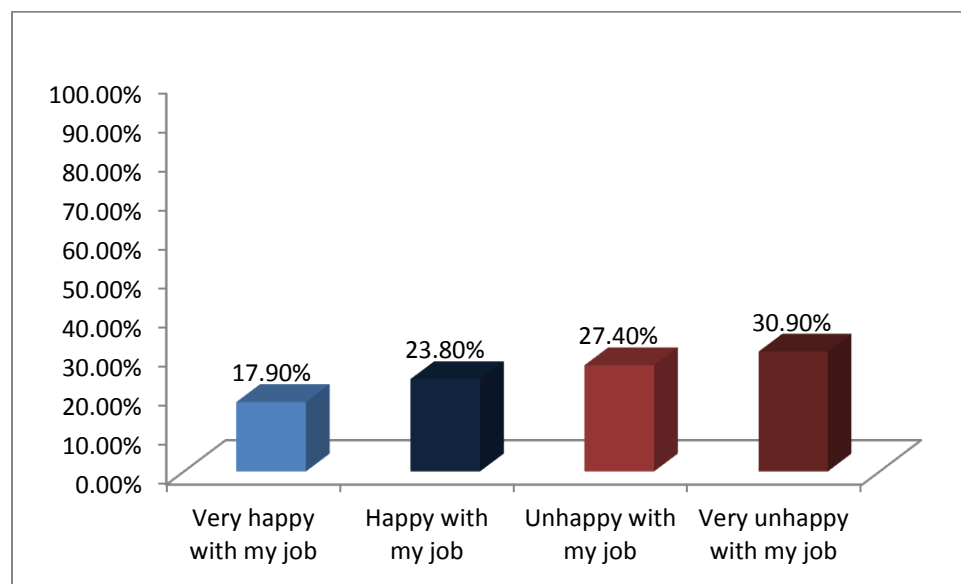
Figure 4.15 Headteachers response on allowing teachers to attend seminars/workshop



The findings in Figure 4.15, shows that majority (72.7%) of headteachers always allows teachers to attend seminars and workshop. These findings implied that headteachers allowed teachers to attend seminars. This has enabled teachers to acquire skills and improve their teaching methods hence more productive in their

job performance. The teachers were asked to rate the extent to which headteachers' choice on those to attend the seminar affect their job performance by indicating very happy or happy with job when choice is based on agreed school procedures, and very unhappy or unhappy with job when the choices not based on agreed school procedures. The findings are presented in Figure 4.16

Figure 4.16 Teachers response to the way they are chosen to attend seminar/workshop



The findings of the study in Figure 4.16, shows that majority (58.3%) of the teachers are very unhappy or unhappy with their job. These findings imply that majority of the teachers were unhappy by how the head teachers choose teachers to attend seminars/workshops related to their job hence demoralizing the teachers in their capacity to perform their job.

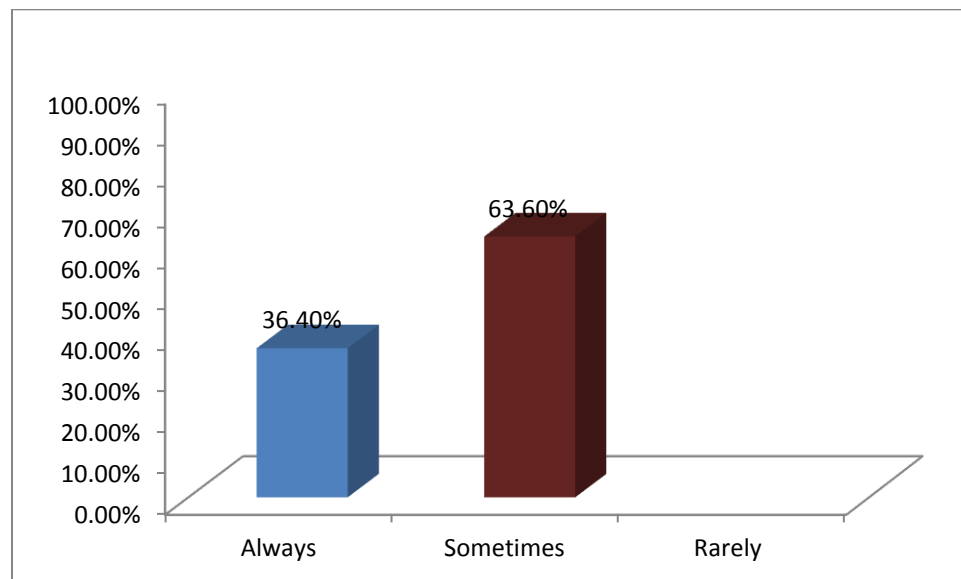
4.6 Influence of head teachers' supervision on teachers' job performance

This section presents the research objective that sought to determine how headteachers' supervision motivates teachers in job performance. The study investigates the role of headteacher in giving feedback; checking class work; evaluating teachers work and how headteachers allow teachers to make independent decision.

4.6.1 Headteachers' provision of feedback on teachers' job performance

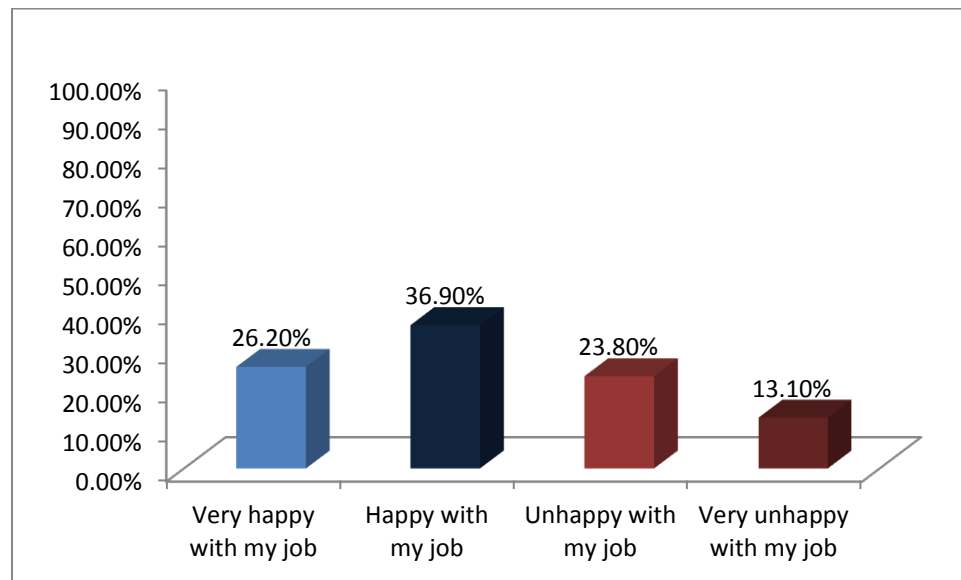
To answer the research question on how headteachers' supervision motivates teachers job performance, the researcher asked the head teachers to indicate how often they provide feedback on teachers' job performance. The findings are indicated on Figure 4.17

Figure 4.17 Headteachers' response to provision of feedback on teachers' job performance.



The findings in the Figure 4.17, shows that majority (63.6%) of the head teachers sometimes provide feedback on teachers' job performance. These findings imply that most of the headteachers provided feedback hence improving the relationship between teachers and administration through frequent interactions and consultations. This was seen to have an impact on teachers' job performance. The teachers were asked to indicate how their job performance was affected by the type of feedback they received from their headteachers by indicating very happy or happy with job on a positive feedback, and very unhappy or unhappy with job on a negative feedback. Results of the findings are in Figure 4.18

Figure 4.18 Teachers response on feedback given by the headteachers

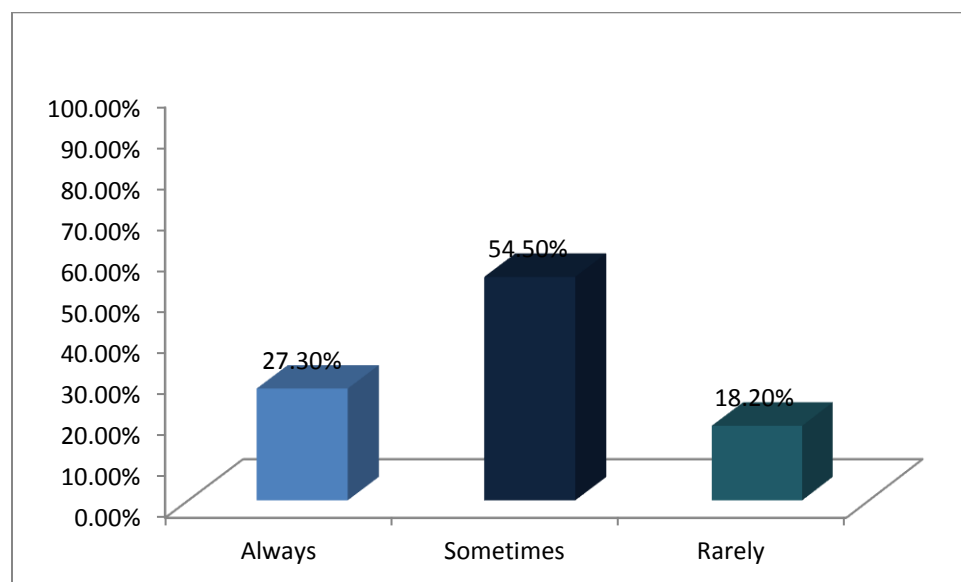


The findings in the Figure 4.18, shows that majority (63.1%) of the teachers were very happy or happy with job. These findings indicate that teachers were happy with job since their head teachers provided them with positive feedback which motivated them to work.

4.6.2 The effects of headteachers role of checking class work of teachers on their job performance.

The researcher sought to investigate the effect of headteachers role of checking class work of teachers affect their job performance. The head teachers were asked to indicate how often they checked teachers' classwork. Results of the findings are in Figure 4.19

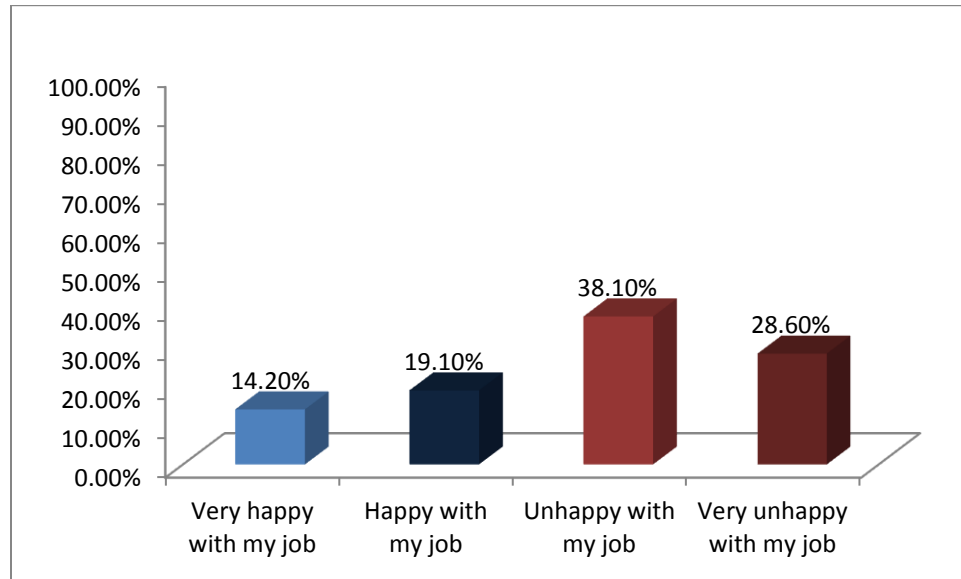
Figure 4.19 Headteachers responses on role of checking class work on teachers' job performance.



The findings in Figure 4.19, shows that majority (54.5%) of the head teachers sometimes checked class work. These findings imply that majority of the headteachers checked teachers class work. The headteachers reported that though some teachers were not happy with job due to headteachers' classwork supervision, it increased job performance since things were done according to the laid out policies. This finding concurs Muriithi (2011) study on the role of headteacher in Kabarnet and Salawa division in Baringo, who found out that most headteachers do not perform their classroom observation, checking students notes and teaching notes frequently which results to poor job performance which contributed to inadequate learning outcome.

The teachers were asked to indicate the extent to which headteachers role of checking class work affected their job performance by indicating very happy or happy with job when class work supervision was done sometimes, and very unhappy or unhappy with job when classwork supervision was done sometimes. Results of the findings are presented in Figure 4.20

Figure 4.20 Teachers response on how checking of class work affected their job performance.

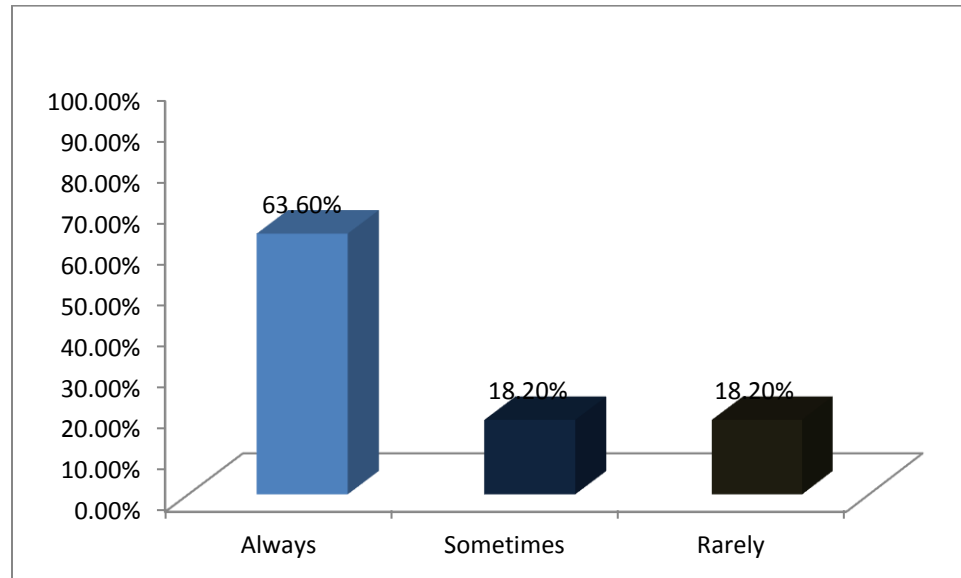


The findings in Figure 4.20, shows that majority (66.7%) of the teachers were very unhappy or unhappy with the job when headteacher's checks their class work sometimes. These findings imply that majority of the teachers were unhappy with the headteachers role of checking class work in enhancing their performance.

4.6.3 Effects of headteachers' role of evaluating teachers' work

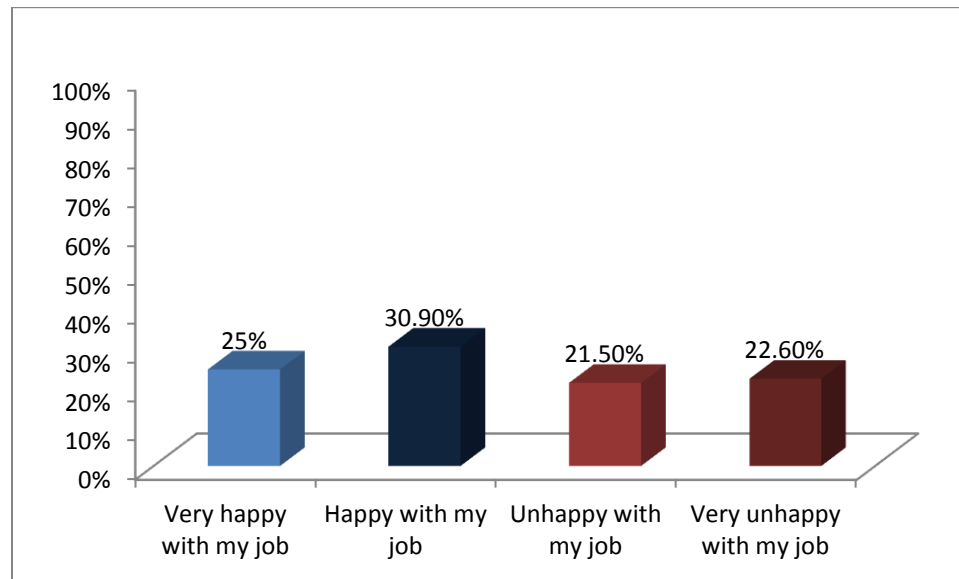
Study sought to establish the effect of evaluating teachers' work on their job performance. The headteachers were therefore asked to indicate how often they evaluated teachers work. Results of the findings are presented in Figure 4.21

Figure 4.21 Headteachers response on the role of evaluating teachers work.



The findings in Figure 4.21, shows that majority (63.6%) of the headteachers evaluated teachers work always. The findings indicated that headteachers supervised teacher's work which could keep teachers focused to their duties. The teachers were asked to indicate how their job performance was affected by procedures used by headteachers to evaluate their work by indicating very happy or happy with the job when procedures were favourable, and very unhappy or unhappy with the job when procedures are unfavourable. Results of the findings are indicated in Figure 4.22

Figure 4.22 Teachers response on how headteachers' evaluation of their work affected their job performance.



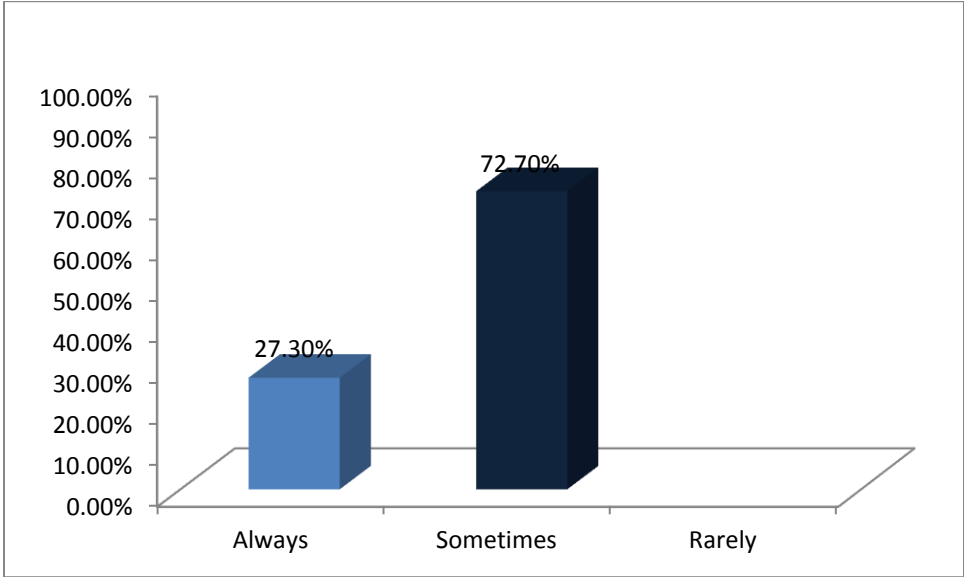
The findings of the study in Figure 4.22, shows that majority (55.9%) of teachers were very happy or happy with their job. These finding indicated that majority of the teachers were happy with their job since their head teachers role of evaluating them through performance analysis motivated their efforts in performing duties.

4.6.4 Effects of allowing teachers to make independent decision related to their work on their job performance.

The researcher sought to establish the effects of allowing teachers to make independent decision affected their job performance. The headteachers were asked to indicate how often they allowed teachers to make independent decision.

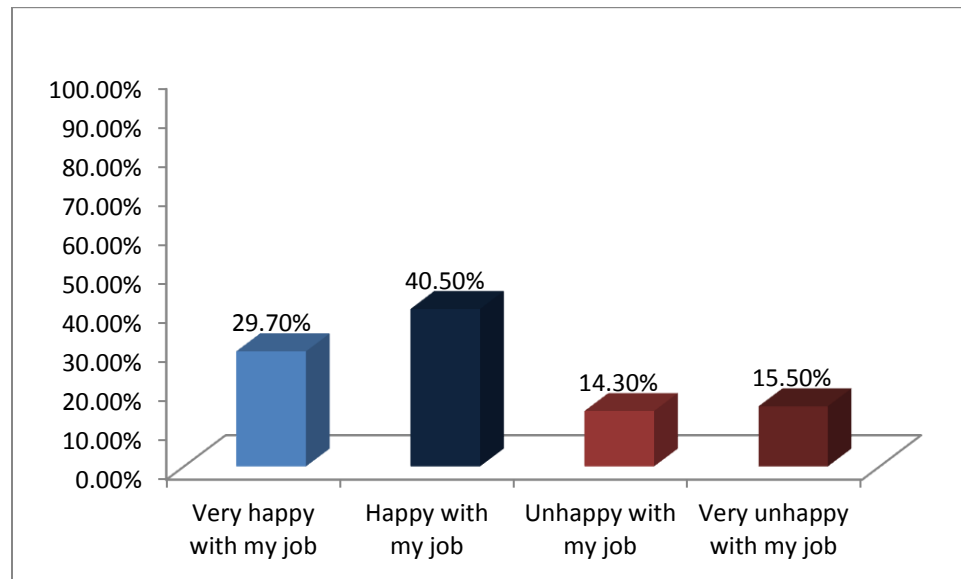
The results of the findings are presented in Figure 4.23

Figure 4.23 Headteachers' response on how often they allow teachers to make independent decision.



The study findings in Figure 4.23 , shows that majority (72.7%) of headteachers sometimes allowed teachers to make independent decision The study findings imply that majority of the head teachers allows their teachers to make independent decision on their work making them feel satisfied to their work performance. The teachers were asked to indicate how their job performance was affected by being allowed to make independent decision on their job by the headteacher by indicating very happy or happy with job when allowed to make independent decision, and very unhappy or unhappy with job when not allowed to make independent decision. Results of the findings are indicated in Figure 4.24

Figure 4.24 Teachers' response on how independent decision making allowed by headteacher affected their job performance.



Findings in the Figure 4.24, show that majority (70.2%) of teachers were very happy or happy with job performance. These findings imply that majority of teachers were motivated by how their head teachers allowed them to make independent decisions relating to their work which could improve their job performance. This concurs with Kageha (2004) who found out that teachers who are entrusted with decision making were highly motivated as they felt in control of their classes.

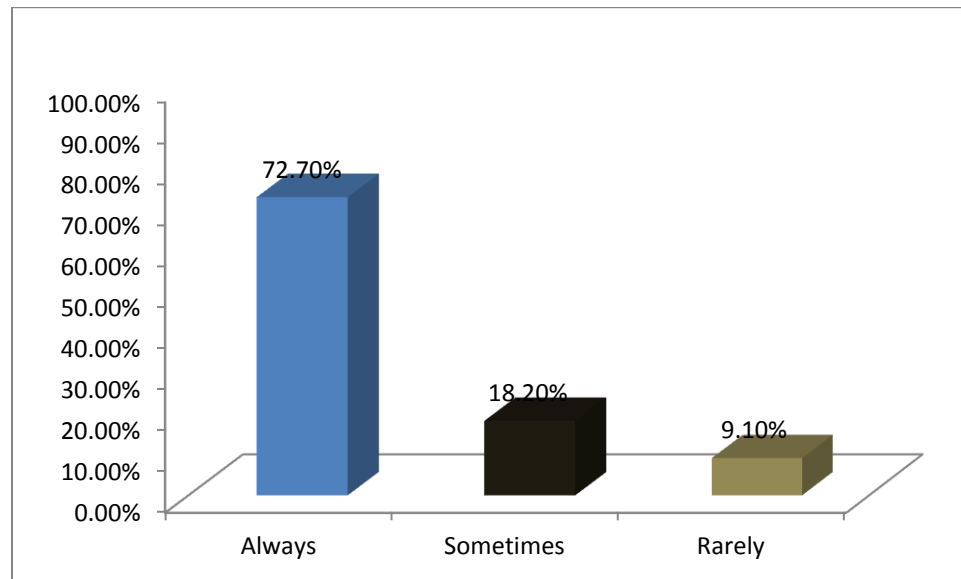
4.7 Influence of responsibility (shared leadership) on teachers job performance.

This section presents research objective that sought to establish headteachers allocation of responsibility in shared leadership motivates teachers in job performance. The study investigate how teacher involvement in major decision making; responsibilities given to teachers and the freedom given to teachers in making job related decisions affects their job performance.

4.7.1 Effects of teachers involvement in major decision making on their job performance.

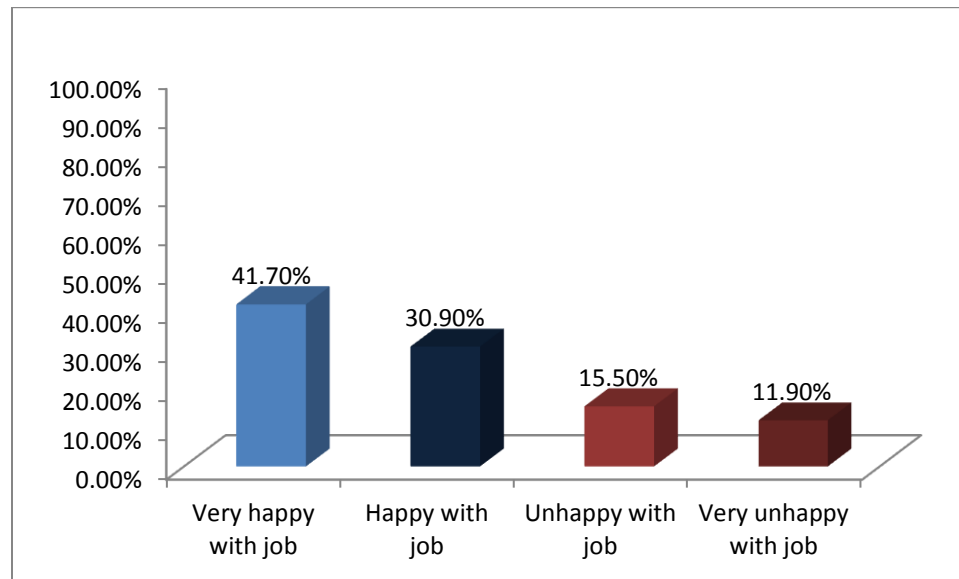
To answer the research question on how headteachers' allocation of responsibilities in shared leadership motivates teachers in their job performance, the headteachers were asked to indicate how often they involved teachers in major decision making. The researcher also asked teachers to indicate how their involvement in major decision making affects their job performance by indicating very happy or happy with job when involved in major decision making, and very unhappy or unhappy with job when not involved. Results of the findings are presented in Figure 4.25 and Figure 4.26 respectively.

Figure 4.25 Headteacher's response to teachers' involvement in major decision making.



The findings in Figure 4.25, shows that majority (72.7%) of the headteachers always involved their teachers in major decision making. These finding imply that majority of headteachers regularly involved their teachers when making major decision concerning the school which could enhance team work as a result of interactions between administration and teachers. Teachers were asked to indicate how their involvement in major decision making affects their job performance using the scale above. The results of the findings are presented in Figure 4.26

Figure 4.26 Teachers' response to their involvement in major decision making.

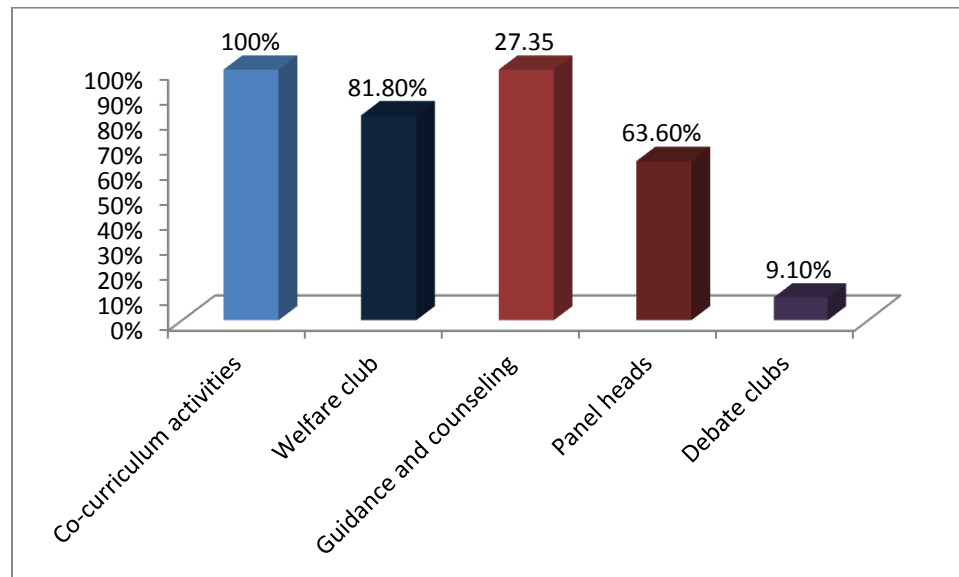


The finding in the Figure 4.26, shows that majority, (72.6%) of the teachers were very happy or happy with the job. These findings imply that majority of the teachers were happy with job which means that they were motivated with the trust endowed to them for being responsible in major decision making of their school. The teachers felt honored and part and parcel of the school. This could result to increased job performance due to heads consultation with the subordinate staff and asking their suggestion before making decisions. Gannon (1982) noted that a more participative style of leadership characterized by genuine consultation with subordinates would result in many incidents of job satisfaction and motivation.

4.7.2 Effects of added responsibilities on teachers job performance.

To answer the research question on how headteachers allocation of responsibilities affects teachers in their job performance, the headteachers were asked to list other responsibilities they give to their teachers. The results of the findings are presented in Figure 4.27

Figure 4.27 Headteachers response on added responsibilities



From the Figure 4.27, the findings shows that, 100% of headteachers listed co-curriculum activities ; 81.8% of headteachers listed welfare club; 27.3% of headteachers listed guidance and counseling; 63.6% of headteachers listed panel heads and 9.1% of headteachers listed debate clubs. The findings have shown that majority of the headteachers allocated teachers other duties apart from teaching to make them feel as part of administration. The teachers were asked to indicate the extent to which added responsibilities affected their job performance

by indicating very happy or happy with job when added any responsibility, and very unhappy or unhappy with job when added any responsibility. Results of the findings are tabulated in Table 4.11

Table 4.11 Teachers response on the effects of added responsibility on their job performance.

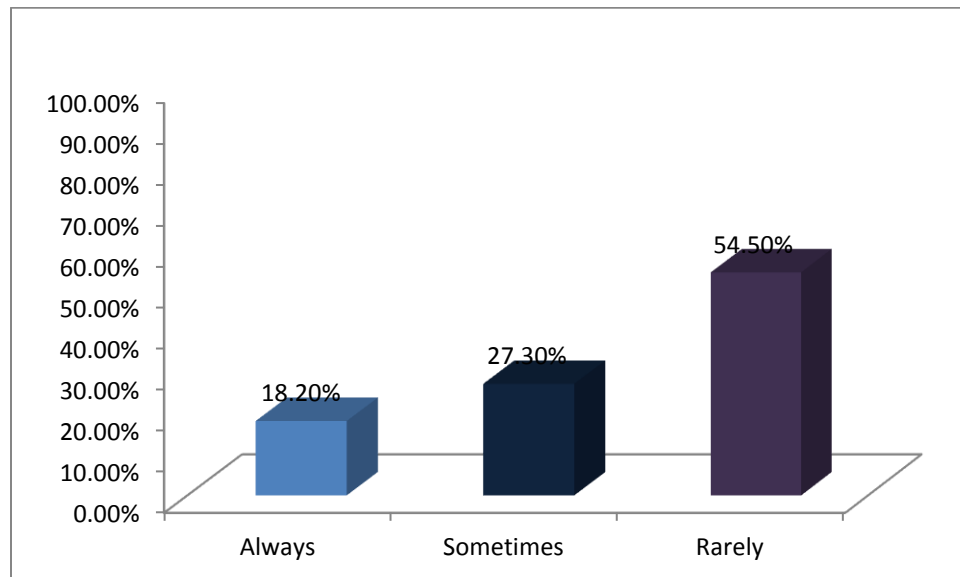
Category	Frequency	Percent %
Very happy with job	22	26.2
Happy with job	36	42.9
Unhappy with job	14	16.7
Very unhappy with job	12	14.2
Total	84	100.0

Findings in Table 4.11, reveals that majority (69.1%), of teachers were very happy or happy with job, when added any responsibility. These findings indicates that majority of the teachers were happy with the added responsibilities. These imply that allocation of some responsibilities can make teachers feel part of administration since it is a source of job motivation for most teachers which is a sign of job recognition.

4.7.3 Effects on how headteachers' taking teachers 'view on job related decision's affects their job performance.

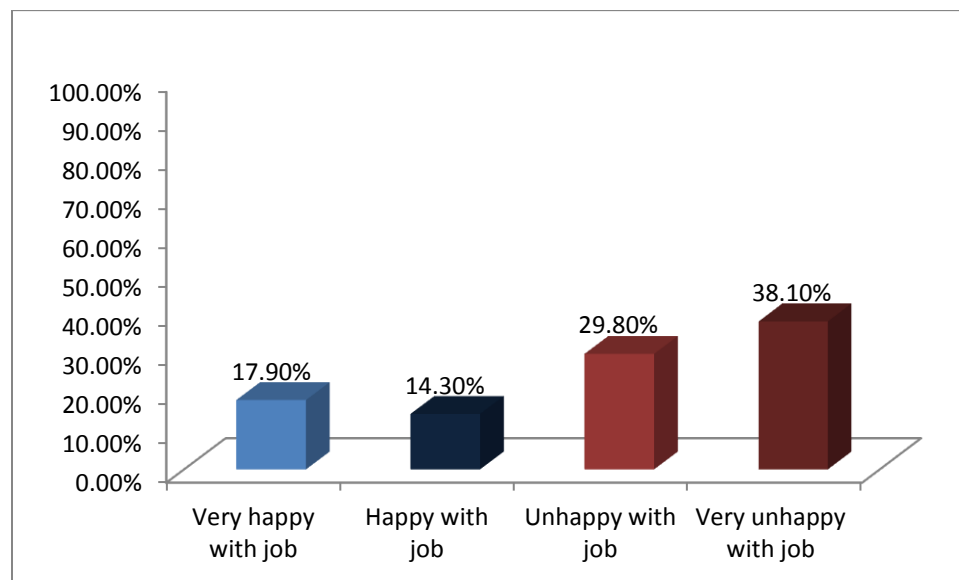
To answer the research question on how headteachers allocation of responsibilities in shared leadership motivates teachers in job performance, headteachers were asked to indicate how often they listened to their teachers view on job related decisions. The teachers were also asked to rate the extent to which their views on job related decisions affects their job performance by indicating very happy or happy with job when their views are taken, and very unhappy or unhappy with job when their views are not taken. Results of the findings are indicated in Figure 4.28 and Figure 4.29 respectively.

Figure 4.28 Headteachers response on how often they take teachers views on job related decision.



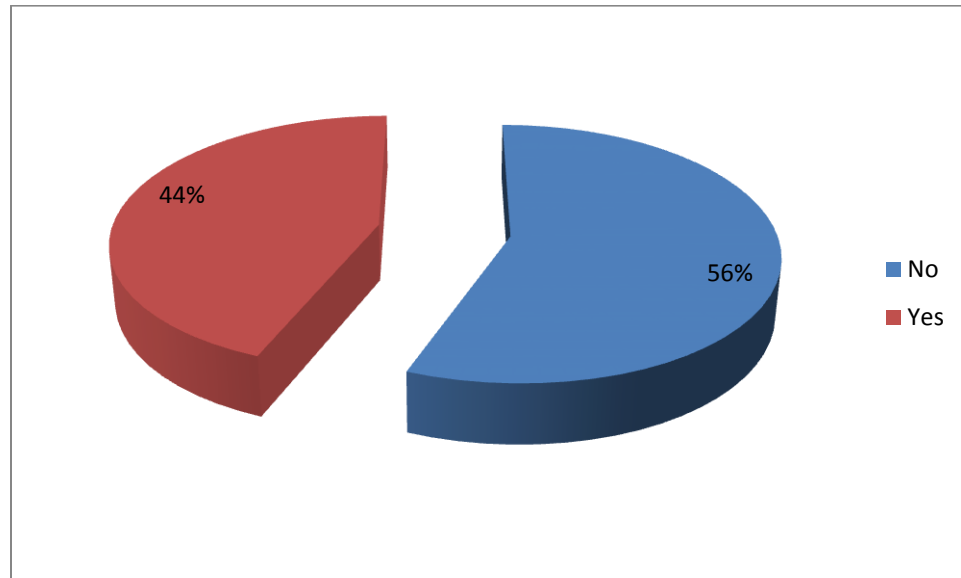
The findings in Figure 4.28, shows that majority (54.5%) of headteachers rarely takes teachers views into considerations which can be detrimental on job performance among teachers. The teachers' responses to the way their job related decisions affected their job performance are presented in Figure 4.29

Figure 4.29 Teachers response to the way their job related decisions affected their job performance



The findings in Figure 4.29 shows that majority (67.9%) of teachers were very unhappy and unhappy with job. These findings indicate that majority of the teachers are unhappy with the way their views were taken by their headteachers. This demoralizes teachers' effort in performing their job hence poor job performance. Teachers were asked to state if they had in the course of their duties experienced unsupportive supervisor. The findings were presented in Figure 4.30

Figure 4.30 Teachers' response on unsupportive supervisor

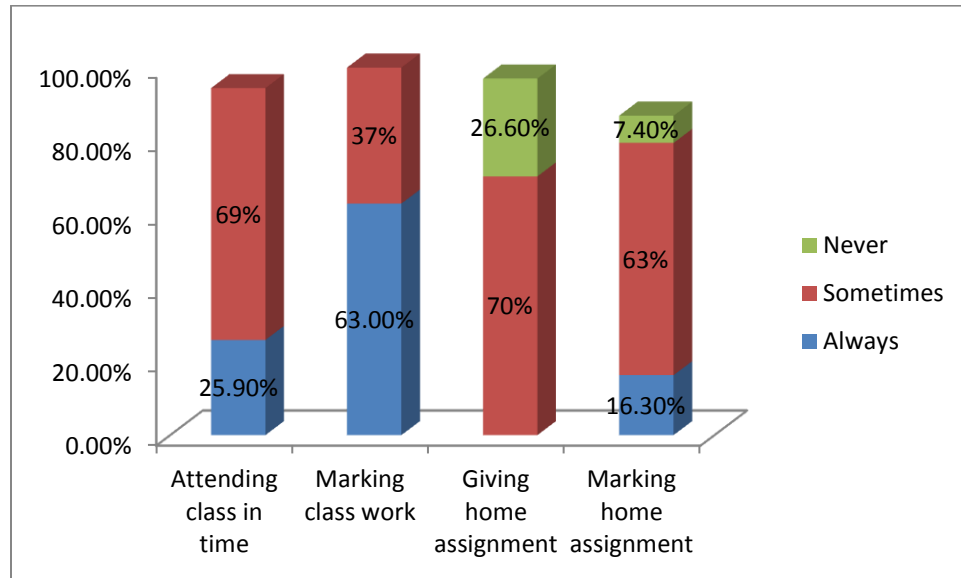


Findings in figure 4.30, shown that majority (56%) of the teachers had not experienced unsupportive supervisor. Thus, it emerges that some teachers in Kongoni division in Naivasha district are motivated in their places of work due to presence of supportive headteachers.

4.8 Pupils responses on teachers 'job performance indicators in schools

The study sought to investigate teachers' motivational level in their job performance. Pupils were asked to indicate how often their teachers attend to class lessons and mark their exercise books and how often they carry home assignments. The results of the findings are presented in the Figure 4.31

Figure 4.31 Pupils’ response on their teachers’ job performance indicators



From the Figure 4.31 above, majority (69%) of the pupils indicated that teachers sometimes attended classes in time. This indicates that teachers in Kongoni division in Naivasha district attend their classes in time. The findings further shows that majority (63%) of the pupils confirmed that teachers marked pupils books always. In giving home assignments, majority (70%) of the teachers gave pupils homework. Pupils were further asked to indicate whether teachers marked the home assignments and majority (63%) of them confirmed that teacher sometimes marked their homework. These imply that despite the classes having larger numbers of pupils, teachers are committed to attending pupils. This is a sign that to some extent teachers are motivated to their job.

4.9 Challenges faced by headteachers in enhancing teachers' job performance.

The researcher asked head teachers to indicate challenges faced in enhancing teachers motivation in their job performance. They cited several challenges including inadequate funds from the government, overcrowded classes, parents' inability to motivate teachers and poor community relationship. Results of the findings are tabulated in Table 4.12

Table 4.12 Headteachers response on challenges they face in enhancing teachers job performance.

Factors	Frequency	Percent %
Overcrowded classes	10	90.9
Inadequate government funds	11	100.0
Parents' poverty levels	9	81.8
Poor community relationship	8	72.7

From the Table 4.12, the findings shows that majority (90.9%) of headteachers confirmed having problems with overcrowding in classes. Also the findings indicated that the government did not provide enough funds which were confirmed by all headteachers. These findings, further shows that parents are not in a position to support school projects as confirmed by 81.8% of the headteachers and finally, findings indicate that there is poor community relationship as indicated by 72.7% of the headteachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations of the study based on the research objectives. The study focused on the institutional factors that influence motivation among primary school teachers in their job performance in Kongoni division in Naivasha district, Kenya.

5.2 Summary of the study

The purpose of the study was to investigate institutional factors influencing motivation among teachers in job performance in public primary schools in Kongoni division, Naivasha district, Kenya. Four research questions were formulated to guide the study; to explore how provision of physical facilities affected teachers motivational levels; to examine how headteachers recognition of teachers work done motivated them in their job performance; to determine how head teachers' supervision motivated teachers in their job performance; to establish how headteachers allocation of responsibilities in shared leadership motivates teachers' in their job performance. The independent variables in the study are physical facilities, recognition, supervision and responsibility in shared leadership while the dependent variable is motivation. The conceptual framework of the study is based on Herzberg's two factor theory of hygiene factors and motivator factors which are important ingredients for a teaching force.

The study employed descriptive survey design. The target population of this study was 21 public primary schools in kongoni division in Naivasha district. The population of the respondents included 21 headteachers, 212 teachers and 132 pupils. Stratified random sampling and simple random sampling technique were used to sample teacher respondents while headteachers, pupils and schools were sampled using random sampling technique. The sample of respondents consisted of 11 headteachers, 106 teachers and 66 pupil's and the sampled schools were 11. To achieve the purpose of the study, headteachers', teachers' and pupils' questionnaires were utilized. The data is analyzed using SPSS inform of percentages which are presented in tables, charts and graphs.

5.3 Summary of the study findings

On the objective which is to determine how school provision of physical facilities affects teachers motivational levels in job performance in public primary schools in Kongoni division in Naivasha district, the study has revealed that the headteacher and teachers had adequate teaching and learning materials which made teachers job performance very easy as confirmed by 90.9% of the heads of schools (figure 4.4.) and 52.4% of the teachers (figure 4.5). This could have been attributed by the fact that Government's Free Primary Education Programme supplied teaching and learning materials to all schools in the division.

The study further revealed that the teachers were not able to execute their duties due to the fact that classrooms were overcrowded, lacked enough desks and had

limited space as confirmed by 72.7% of the school heads and 64.3% of the teachers (figure 4.6 and 4.5 respectively). This could be due to increased enrolments as a result of FPE whereby the Government did not put up new classrooms in the division which overstretched the learning facilities and the fact that the parents are financially unstable to sustain school projects. The study found out that there was lack of motivation as a result of overcrowded classrooms that hindered the movement of the teachers making it difficult to attend to pupils individually.

The study further established that staff housing was an issue within the division as 63.6% of headteachers (figure 4.8) and 58.4% of the teachers (table 4.8) confirmed that lack of staff houses within the school compound affected teachers' job performance since teachers might not have enough time to finish marking piles of pupils' books. The teachers who are housed in the school had enough time to attend learners with individual differences and to prepare adequately for the next day's work. Notably, 41.6% of teachers in Kongoni division revealed that they were motivated by the school houses as they were able to attend their classes in time unlike their counterparts within the division who had to travel for a distance. The study further revealed that teachers had an obstacle in trying to assist weak learners during their free time due to congested staffrooms as confirmed by 72.8% of headteachers and 61.9% of teachers (table 4.9 and 4.10 respectively).

On the research objective which is to examine how headteachers' recognition of teachers work done motivates teachers in their job performance, the study has revealed that 71.4% of teachers (figure 4.10) were not involved in choice of incentives. The study further revealed that provision of special service in school had a great impact in job performance. The study has revealed that provision of special services were not provided to teachers as confirmed by 54.5% of headteachers (figure 4.11) who rarely provided and 66.7% of teachers who confirmed lack of motivation in their job due to lack of special services (figure 4.12).

The study further established that 65.4% of teachers (figure 4.14) were appreciated by the school management in one way or the other for their outstanding performance. This findings concurs with Masengo (2010) who found out that teachers in Starehe district, Nairobi were given tokens, verbal praise and thanks during the staff meetings. The study has further found out that by allowing teachers to attend seminars can have a great impact on teachers job performance as confirmed by 58.3% of teachers (figure 4.16) that they were unhappy with their job performance due to the choice made on seminar attendance by the headteachers.

On the research objective which is to determine how headteachers' supervision motivates teachers in their job performance, the study has revealed that headteachers' feedback motivates teachers in their job performance as confirmed

by 63.1% of teachers (figure 4.18). The study found out that checking of class work by the headteachers is not highly welcomed as confirmed by 64.7% of teachers (figure 4.20). The study has found out that headteachers role of evaluating teachers work was always conducted as confirmed by 63.6% of the headteachers (figure 4.21). The study has established that teachers are motivated by headteachers role of evaluating their work as confirmed by 55.9% of teachers (figure 4.22). The study further has found out that when headteachers allows teachers to make independent decision on their job, there will be improved job performance as confirmed by 70.2% of the teachers (figure 4.24).

On the research objective which was to establish how headteachers' allocation of responsibilities in shared leadership motivates teachers in their job performance, the study has revealed that 72.7% of the headteachers (figure 4.25) involved teachers in major decision making which motivated them for the trust endowed to them on being responsible in major decision about their schools as confirmed by 72.6% of the teachers (figure 4.26).

The study has further established that 69.1% of teachers (table 4.11) felt motivated to their work since the head teachers gave them added responsibilities which makes them feel part of the administration. The study has further revealed that 77.9% of the teachers (figure 4.29) felt left out by the school administration in the way their job related decisions were taken by headteachers and this demoralized their efforts.

The study has further established that teachers were committed to their duties as confirmed by 68.5% of pupils who indicated teachers class attendance, 63.0% of the pupils confirmed marking of their class work (figure 4.31).

5.4 Conclusions

On the research objectives on how the school provision of physical facilities affects teachers in their job performance, the study has found out that the division had adequate teaching and learning materials which made teachers' job performance easy. However, teachers were not able to execute their duties for having overcrowded classrooms. The study further established that staff houses is an issue within the division and congested staffroom space hindered teachers assistance to weak learners.

On the research objective on how headteachers' recognition of teachers' work done motivates them in job performance, the study has revealed that teachers were not involved in choice of incentives, and special services were not catered for by the school. The study further has established that headteacher appreciated teachers and biasness in choosing who to attend seminars can demoralized teachers efforts in job performance.

On the research objectives on how headteachers' supervision motivates teachers in job performance, the study has revealed that headteachers' feedback motivated teachers in their job performance. The study has further found that when teachers

are allowed to make independent decisions on their jobs, performance can be improved. However, headteachers role of checking class work was not highly welcomed by majority of the teachers.

On the research objective which was on how headteachers allocation of responsibilities in shared leadership motivates teachers' in job performance, the study has revealed that teachers were involved in major decision making and their added responsibilities made them feel honored and part and parcel of the school which could improve their job performance. However, 77.9% of the teachers felt left out by school administration in the ways their job related decisions were taken.

5.5 Recommendations

In line with the findings and conclusions of the study, the researcher makes the following recommendations:

The study recommends that the Government should provide budgetary allocation to build additional classrooms to resolve the issue of overcrowding.

The study recommends that the school management committee, PTA and headteachers should formulate and implement internal policies on motivation of teachers which could enhance job performance which ultimately could lead to better grades in KCPE.

5.6 Suggestions for further research

1. A study was confined to headteachers, teachers and pupils leaving out parents and PTA members who are equally involved in the day to day running of the public schools. A related study should be carried out involving them.
2. A study need to be conducted on other factors influencing teachers' motivation in their job performance other than institutional factors.
3. A replica of the same study should be undertaken to improve on the findings and recommendations arising from this study to facilitate better understanding of the issues that affects teachers' job performance in their neighbouring divisions, district and private schools.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

University of Nairobi,
Department of Educational
Administration and Planning,
P. o Box 92, Kikuyu.

The Headteacher
_____ School.

Dear sir/madam;

REF: RESEARCH

I am a post graduate student pursuing a master of education degree in Educational Administration at the University of Nairobi. I am conducting a research on **institutional factors influencing motivation among primary school teachers in job performance in Kongoni division, Naivasha district**. Kindly spare your 10 minutes to participate in this research by completing the questionnaire. The information obtained will be used for the purpose of study while your identity will be treated with utmost confidentiality.

Thank you in advance for your cooperation and assistance.

Yours faithfully

Lucy N. Karega

APPENDIX II

HEADTEACHERS QUESTIONNAIRES

You are kindly requested to fill this questionnaire.

Kindly answer all the questions as honestly as possible. Put a tick (√) in the spaces provide.

SECTION A: Demographic information.

1) What is your age gender

Male [] female []

2) What is your age bracket?

Below 25 [] 26-30 [] 36 – 40 [] 41-45 [] above 46 []

3) What is your educational qualification?

Approved teacher (ATS) [] Diploma []

Bachelor of education [] Masters []

Any other (specify).....

4 How many years of teaching experience

1 – 10 [] 11 – 20 [] 21 – 30 [] 31 – 40 []

SECTION B: Headteachers’ motivation instruction survey.

Physical facilities

In the items 1 to 5 below please indicate the extent to which the facilities in your school affects teacher’s job performance using the following scale by putting a tick (√) next to the correct option.

1. Makes me very happy with job performance
2. Makes me happy with job performance
3. Makes me unhappy with job performance
4. Makes me very unhappy with jobs performance

	1	2	3	4
1. Availability of teaching and learning materials				
2. Availability of staff houses in the school				
3. Available staffroom space				
4. Conducive classroom environment				

In the following section please tick (√) the frequency the following items occurs.

Recognition	always	sometimes	rarely
5 Your involvement of teachers in choosing incentives			
6 Provision for special service such as lunch, tea			
7 Appreciating of teachers work			
8 Allowing teachers to attend seminars/ workshops			

In the item 9 – 12 below please indicate by a tick (√) the frequency in which you perform the following duties.

Supervision	always	sometimes	rarely
9 Provide feedback on teachers' job performance			
10 Conduct classroom work			
11 Allows teachers to air their views/ opinions			
12 Allow teachers to make independent decisions			

13 Evaluating teachers work

Responsibility

For items 13- 16 please answer these open ended questions in the spaces provided

13 How do you acknowledge teachers job performance in your school?

.....

14 To what extent do you provide freedom to teachers to make job related decision?.....

15 What other responsibility apart from teaching do you give to teachers.....

16 What challenges do you face when enhancing teachers job performance.....

17 What suggestions would you give to enhance job performance in public primary schools.....

APPENDIX III

TEACHERS' QUESTIONNAIRE

Please respond to the questions as accurately completely and honest as possible.

Put a tick (√) for one response as appropriate or fill the space provided

SECTION A: Demographic information

1. What is you gender male [] female []

2. What is your age in brackets

Below 25 [] 26- 30 [] 31 – 35 [] 36 – 40 []

41 – 45 [] 46 and above []

3. Indicate your educational level

Approved teachers [] Diploma []

Bachelor's degree [] Masters []

Any other specify

42 How many years of teaching experience

1 -10 [] 11- 20 [] 21 – 30 [] 31 – 40 []

SECTION B: Teacher's motivation instruction survey.

In the items 1 to 16 below please indicates the extent to which the current conditions of various organizational aspects such as physical facilities, recognition, supervision and responsibility in your school affects your job performance using the following scale.

1= makes me very happy with my job performance

2= makes me happy with my job performance

3= makes me unhappy with the job performance

4= makes me very unhappy with my job performance

Physical facilities	1	2	3	4
1. Staff houses in school				
2. Teaching materials and equipments				
3. Classroom facilities such as table, windows, doors				
4. Staffroom space				

Recognition	1	2	3	4
5>Your involvement in choosing the kind of incentive				
6.The way your job performance is acknowledged				
7.Special services provided to you e.g free lunch, tea				
8.The way you are chosen to attend seminars				

Supervision	1	2	3	4
9 The extent which you are allowed to make independent decision related to your work				
10 The procedures used by head teacher to evaluate your work				
11 Nature of feedback you receive from head teacher				
12 Approachability of your head teacher				
13 Checking classroom work				

Responsibility	1	2	3	4
14 Your involvement in major decision making about our school				
15 The way your views are taken by the head teacher				
16 Your added responsibility about your school				

17 Have you in the course of your duties experienced unsupportive supervisor?
 Yes [] No []

If yes, please explain what it was

18 In your opinion what factors makes you feel motivated to your job

a)

b).....

c).....

19 State measures which should be put in place to enhance teachers' job performance in your school.

.....

Thank you for your cooperation.

APPENDIX IV

PUPILS QUESTIONNAIRE

Please respond to the questions as accurately and honest as possible. Put a tick (✓) for one response as appropriate or fill in spaces provided.

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

2. What was your total subject score at the end of third term last year?

Below 200 []

200-250 []

250-300 []

Above 300 []

3 Do teachers give you home assignments? Yes [] No []

If yes, how often do they mark the assignment?

Sometimes [] Always [] Never []

4. How regularly do teachers mark your classwork books?

Sometimes [] Always [] Never []

5. What are the main problems that you face while at school?

.....

APPENDIX V

RESEARCH PERMIT

PAGE 3

PAGE 2

Research Permit No. **NCST/RCD/14/013/614**

Date of issue **7th May 2013**

Fee received **KSH. 1,000**


THIS IS TO CERTIFY THAT:


Prof./Dr./Mr./Mrs./Miss/Institution
Lucy Nyathira Karega
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi
has been permitted to conduct research in

Location
Naivasha District
Rift Valley Province

on the topic: Institutional Factors Influencing
Motivation among Primary School Teachers
in Job Performance in Kongoni Division in
Naivasha District, Kenya.

for a period ending: 31st August, 2013.


Applicant's
Signature


Secretary
National Council for
Science & Technology

APPENDIX VI

RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

NCST/RCD/14/013/614

Date: 7th May 2013

Lucy Nyathira Karega
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated 25th April, 2013 for authority to carry out research on "*Institutional Factors Influencing Motivation among Primary School Teachers in Job Performance in Kongoni Division in Naivasha District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Naivasha District for a period ending 31st August, 2013.

You are advised to report to **the District commissioner and District Education Officer, Naivasha 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,
Naivasha District.