INFLUENCE OF HEAD TEACHERS' MANAGEMENT PRACTICES IN TEACHER MOTIVATION AND JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS IN KINANGO DISTRICT, KENYA.

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A Research Project Submitted in Partial Fulfillment for the Degree of Master of Education in Corporate Governance.

University of Nairobi

2013

DECLARATION

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

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DEDICATION

This work is dedicated to my wife Miriam, Daughters Dorcas and Ruth, and my lovely son Hosea Masani.

TABLE OF CONTENTS

Contents   **Page**

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

Figure   **page**

LIST OF ABBREVIATIONS AND ACRONYMS

EFA   Education for All

KEMI   Kenya Education Management Institute.

KNUT   Kenya National Union of Teachers.

MOE   Ministry of Education

NGO's   Non-Governmental Organizations.

SPSS   Statistical Package for Social Sciences

TSC   Teachers' Service Commission.

VSO   Voluntary Service Organization

SIMSC   School Instructional Material Selection Committee

ABSTRACT

The purpose of this study was to investigate the influence of head teacher's management practices in teacher motivation and job satisfaction in public primary schools in Kinango district. The motivational variables decision making , working conditions, supervision and recognition in relation to job satisfaction and pupils academic achievement were highlighted. The problem of pupils' low achievement in academic work was attributed to teacher motivation and job satisfaction.

The findings were aligned to the research objectives: establish the extent to which participation in decision making influences motivation and job satisfaction, determine how working conditions influences motivation and job satisfaction, determine the extent to which supervision influences motivation and job satisfaction and establish the extent to which recognition of teachers' effort influences motivation and job satisfaction. The study used the two factor theory of motivation which is suitable in that the head teacher has a challenging task in managing teacher motivation and job satisfaction.

The Descriptive survey design was used to investigate the influence of head teacher management practices in teacher motivation and job satisfaction in relation to pupils academic achievement. The targeted population included all the 98 primary school head teachers and 686 teachers in Kinango district. The sample size of the study was to cover 29 head teachers and 112 teachers. 26 out of 29 head teachers participated in the study. 3 complained that they were overloaded with other administrative work. On the other hand 102 out of 112 teachers filled in and returned the questionnaires. 10 teachers didn't return the instruments and could not be reached to ascertain their reaction due to shortage of time. A pilot study was conducted in five primary schools to ascertain the reliability of the main research instruments and also to familiarize with the research situation. The significance of the study was to provide information to stakeholders in the education sector such as the Ministry of Education, Teachers Service Commission, Head teachers, Parents and NGO's on issues influencing teachers motivation and job satisfaction in relation to pupils performance.

From the findings made head teachers and teachers dominated the research participation. Motivational practices for teachers were both extrinsic and intrinsic. In very few schools, teachers were rated to be highly and moderately satisfied with the school motivation practices. In these schools, the performance in K.C.P.E was rated average to good. On the other hand more than a half of the teacher respondents generally indicated that they were slightly satisfied and moderately dissatisfied with the motivation practices in their schools. The KCPE performance trend in these schools was rated average to poor. The researcher reached the conclusion that, where teacher motivation practices were provided for adequately, the teachers were satisfied with their job and they posted high pupil academic

performance and vice-versa. The study recommends that there is need for head teachers in Kinango district to be equipped with motivational management knowledge and skills, which when applied in the schools will lead to conducive working environment hence improved pupils performance.

Lastly the study suggested that further research studies to be done on teachers' involvement in decision making, the relationship between teacher motivation and pupils' academic achievement as well as the reasons behind so many teachers still holding P1 qualification in the district despite the many chances of academic advancement.

CHAPTER ONE

INTRODUCTION

1.1   Background to the study

According to Armstrong (2006), motivation is concerned with the factors that influence people behave in certain ways. He further points out that motivating people is about getting them to move in the direction you want them to go in order to achieve a result. Motivation is described as a goal directed behavior. Cole (2005) argues that motivation is an important aspect of management that requires human behavior manipulated in order to harmonize individuals' goals with those of the organization. He says it is an important tool of management in practice.

The relevance of job motivation and satisfaction are very crucial to the long term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competences educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003)

The above factors are closely similar to efficacy, and of course it is well known that many teachers lose or fail to develop self efficacy with educational setting (Direck, 1999) In addition, needs satisfaction and

motivation to work are very essential and form the fundamental reasons for working in life. While almost every teacher works in order to satisfy his or her needs in life he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

A study by the United States Education Department in 1997 found out that teacher's job satisfaction is strongly associated with participation and influence over school policy (Bolger, 1999). According to international Institute for Educational Planning (IIEP) (2004), teacher motivation is a global problem. The problem exists in developed countries such as United Kingdom and United States of America. The status of teachers in these countries has declined greatly during the last fifty years. This is due to limited incentives provided to them to improve their practice and develop as professionals, not being involved in decision making and little teacher compensation. Studies carried out in Pakistan noted that teacher motivation was a "colossal problem" which was seriously compounded by political interferences in appointment of educational and school administrators (IIEP, 2004).

Teacher's motivation in the developing countries has not been addressed significantly. According to a study done by Fry and Tweedie (2003) in conjunction with the Voluntary Service Organization (VSO), teachers in Malawi, Papua, New Guinea and Zambia were poorly paid, this did not get adequate professional support and were shown less respect by the wider

society. This affected their morale resulting to low academic achievement of pupils. A study in Zimbabwe found that self-appraisals and role clarity factors emerged as the major predictors of overall job satisfaction among teachers in Zimbabwe. An important finding was that self-appraisals were a better predictor of overall job satisfaction than the appraisals by the teachers' supervisors. This could indicate that supervisors are not well informed about the inner feelings, experiences and perceptions of an employee as they assume (Nhundu, 1994). Another study done in Lesotho found that factors such as compensation, recognition, institutional policies and practices, working conditions, supervision and human relations were significantly associated with job dissatisfaction. (Pii, 2003)

In South Africa, Steinberg (1993) discovered that management styles of the principals was one of the major determinants of teachers' job satisfaction. Significant indicators of job satisfaction which emerged from a study done by Mwamwenda (1995) in Transkei include the relationship between teachers and principals, colleagues, learners and parents, learner results and achievement and the fact that teaching is culturally considered to be a fine and challenging profession. Furnharm (1992) categorizes factors that can have an influence on job satisfaction into these groups namely institutional aspects like supervision and decision making practices and the perception of the quality of supervision, aspects of total workload, like variety of skills applied autonomy, feedback and then finally the personal aspects such as self-image, ability to deal with stress and general satisfaction with life. Furnharm (1992), explained that, increment in

remuneration packages would make teachers become more satisfied with their job while their involvement in supervision motivates them more since they feel being part of the school management.

In Kenya a study on motivation and job satisfaction among teachers in public secondary schools in Machakos District indicates that the main issues of concern for teachers as; head teachers' administrative styles, work load, status and recognition in society, available promotional opportunities and relationship with employer (Matheka, 2005). In this regard, the problem of high turnover of teachers in Kenyan public schools can largely be attributed to low morale or lack of satisfaction at work and the issue has been debated in numerous forums such as trade union meetings, seminars, conferences and public commissions.

The teacher being an instrument of success requires the physical, psychological, economical and social comfort. Okemwa (2003), asserts that every organization if it has to succeed, must have contented workers. According to Olando (2003), one of the signs of deteriorating conditions in an organization is low job motivation and job satisfaction. It leads to strikes slow downs, absenteeism and high employees turn over. It may lead to low productivity, disciplinary and organizational difficulties. The working conditions and environment in which the teacher works may be a source of dissatisfaction. Okemwa (2003), notes that teachers working in rural centers are more disadvantaged compared to their urban counterparts due to the underdevelopment in schools.

According to Wasonga, (2004), working conditions include teaching materials and equipment. Head teachers should therefore ensure that there is adequate provision of teaching materials such as textbooks and writing material for teachers to easily perform their core duty of teaching. Various motivational programmes motivate different teachers and motivation leads to job satisfaction. The ideal incentives are those tailored for the specific individual and are flexible over time hence the needs of employees should be well understood so that appropriate stimuli may be used to gradually achieve job satisfaction. Incentives like provision of organized transport for teachers for easier accessibility of schools that are situated a distance from the main road and provision of tea and lunch may go a long way in motivating teachers leading to improved job satisfaction. Teachers' involvement in decision making improves the internal efficiency of the education system. Involving teachers in decision making is an incentive used by head teachers to induce teachers to identify with as well as put their efforts towards achieving the schools' objectives.

In Kinango District there are many teachers who have many signs of jobs dissatisfaction. These included signs of stress, absence from work, alcoholism and truancy (DEO, 2011). There have also been a few suicide cases of primary school teachers in the District (DEO 2011). In the year 2011, 64 teachers were transferred to other schools and some of the main reasons for the transfers were absenteeism, negligence of duty, alcohol abuse, insubordination, incitement among others (DEO 2011). All these are

signs of job dissatisfaction. Studies on motivation have not been exhaustively done. Andiva,(2007)Wasonga, (2004) and Osibwoga, (2008), recommended for studies on motivation of teachers and its influence on performance in KCPE. This study will therefore assess motivation variables such as decision making, recognition, supervision and working conditions and their influence on teachers' job satisfaction and K.C.P.E performance..

1.2   Statement of the   problem

Public primary schools in Kinango District, Kwale County, have been performing below average for the last five years. According to the District Education Office Kinango, data indicates that performance of K.C.P.E in the year 2008 to 2012 has been poor in comparison with other districts in the county.

Table 1.1 K.C.P.E district performance analysis for Kwale County 2008-2012 in mean scores.

District	2008	2009	2010	2011	2012
Kinango	231.44	211.92	225.58	225.35	223.17
Kwale	237.11	245.24	230.39	231.79	236.80
Msambweni	240.56	245.78	230.58	218.18	226.11

In comparison with other districts within the county as shown above Kinango has been performing poorly since 2008. It has been observed that all teachers are trained and most of them are P1 teachers. The schools also

have adequate teaching and learning resources provided by the ministry of education and given maximum support by school management committees. It was even noted that the last school nationally in KCPE performance in 2011 was Makamini primary school with a mean score of 131.56 from Kinango District. The poor performance in Kinango is probably related to job dissatisfaction among teachers. Njonary (2010) reported that, lack of job satisfaction among teachers in Nyahururu District led to poor KCPE performance. Studies have been done in other areas especially in secondary schools but not particularly in primary schools on teacher motivation and job satisfaction. This study attempts to fill that gap.

1.3   Purpose of the study

The purpose of this study was to establish the influence of head teachers' management practices in teacher motivation and job satisfaction in public primary schools in Kinango district, Kenya.

1.4   Objectives of the study

The study sought to achieve the following objectives:

i.   To establish the extent to which participation in decision making influences motivation and Job satisfaction among teachers in public primary schools in Kinango District.

ii.   To determine how working conditions influences motivation and Job satisfaction among teachers' in public primary schools Kinango District.

iii. To determine the extent to which supervision influences motivation and Job satisfaction among primary school teachers' in Kinango District.

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iv. To establish the extent to which recognition of teachers' effort influences motivation and Job satisfaction in primary schools in Kinango District.

1.5 Research questions

The study sought to answer the following questions:

i. To what extent does participation in decision making influence motivation and Job satisfaction among teachers' in public primary schools in Kinango district?

ii. To what extent does working conditions influence motivation and Job satisfaction among teachers' in public primary schools Kinango district?

iii. To what extent does supervision influence motivation and Job satisfaction among primary teachers' in Kinango district?

iv. To what extent does recognition of teachers'' effort influence their motivation and Job satisfaction in public primary schools in Kinango district?

1.6 Significance of the study

This study may be beneficial to several stakeholders in the education sector. It may give insight to the Ministry of Education, TSC, school managers, parents, NGOs on issues influencing Job satisfaction among teachers in the country. The Kenya Education Management Institute (KEMI), may use the findings in designing training courses suitable in addressing Job satisfaction among teachers in Kenya. The findings may also benefit future researchers by providing data on which further studies may be done.

1.7   Limitations of the study

Limitation is an aspect of research that may influence the results negatively but over which the researcher has no control (Mugenda and Mugenda, 2003). Firstly the study relied on respondents perceptions and views hence the quality of the data depended on them. There was a possibility of some head teachers giving minimal cooperation, fearing that the study would detect their administrative incompetence. It was also possible that some teachers will not give honest information for fear that they would be exposing negative qualities of their head teachers. To avoid this researcher assured them of confidentiality of their identity and held a discussion with them before the exercise.

1.8   Delimitations of the study

The study confined itself to public primary schools in Kinango District. The data was collected from head teachers and teachers only leaving out other stake holders like pupils, deputy head teachers and parents. The study did not include private primary schools, as they have a different setting.

1.9   Assumptions of the study

The study was based on the following assumptions;

i.   That each head teacher in a public primary school is applying a specific motivation variable.

ii. That motivated teachers have a high morale at work leading to high academic achievement.

iii. The instruments used in the study are valid and reliable enough to produce credible information.

iv. There will be a relationship between head teachers' management role and levels of teacher motivation and job satisfaction.

1.10 Definition of significant terms

The following were significant terms used in the study:

Head teacher the chief executive in primary schools who spearheads all school programmes in order to achieve the desired goals in the schools.

Job dissatisfaction refers to a state of discontent with one's job.

Job satisfaction refers to all those factors considered pleasant by teachers in relation to their work in schools.

Motivation refers to a cyclical process affecting the inner needs and drivers that energize channel and sustain behaviour.

Performance refers to the action or achievement in a particular task.

Recognition refers to the state of acknowledging teachers efforts.

Supervision refers to management by overseeing the performance or operation of teachers by primary school head teacher.

Working conditions refers to the working environment and to the non-pay aspects of a teacher's job.

1.11   Organization of the study

This study was organized into five chapters. Chapter one consists of the introduction of the study. It captures the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study and finally definition of terms. Chapter two outlines the literature of the previous studies by other researchers on motivation and job satisfaction, theoretical and conceptual frame works.

Chapter three consists of research methodology. The researcher indicated the research design, target population, sample size and sampling procedure, research instruments, validity and reliability, data collection procedures and data   analysis. Chapter four presents data analysis and discussion of research findings. Chapter five focuses on the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter discusses a review of literature related to motivation and job satisfaction. It is subdivided into the following themes; the concept of motivation, the concept of job satisfaction and relationship between motivation and certain variables namely decision making, working conditions, recognition and supervision.

2.2   The concept of motivation

The term motivation is derived from the Latin word "Movere" meaning to move, (Luthans. 1999). It's a process that starts with a physiological or psychological deficiency or need that activates behaviour or drive that is aimed at a goal or incentive. It is thus the individual internal process that energizes, directs and sustains behaviour. It can be defined as willingness to exert high levels of efforts to achieve organizational goals, conditioned by the ability to satisfy some individuals need (Nzuve 1999).

The source of motivation is both intrinsic and extrinsic. According to Hacket (1998), intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in the activity since they know the results they will get will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers perform tasks.

Nzuve (1999) opined money as the most obvious example of an extrinsic reward and that for money to motivate; it has to assume relationship between performance and rewards. Organizations should therefore be careful about the use of money as a motivator. Motivation is the key to performance improvement. The Accel team (2006) appreciate an old saying that 'you can take a horse to the water but you cannot not force it to drink; it will drink only if it's thirsty and so are people.' People will do what they want to do or are motivated to do either by themselves or through external stimulus. Performance is a function of ability and motivation.

Okumbe, (1998) noted that ability is enhanced by education, intelligence, experience, training and skills and that its improvement is a slow and long process. It is therefore important to note that employees' productivity will depend on the investment done. Herzberg (1965) in the Accel team (2006) carried an elaborate motivation study on 31,000 men and 13,000 women in Minneapolis Gas Company from 1945 to 1965. The study sought to determine the potential desires of a job from the employees. The results revealed that both groups considered security as the most important desire. The others were advancement, the type of work, company (pride of working in it). Pay benefits and working conditions were given low rating by both groups. This was contrary to the common belief of perceiving money as a prime motivator. Hacket (1998) note that if money is to motivate it should be felt to be fair in relation to both work done and other people doing the

same work. The absence of fairness may lead to low output resulting from employees' absenteeism or withdrawal of their labour.

A study done in the United Kingdom by the Accel team (2006) on A level pupils taking physical education, revealed that performance is dependent on the level of arousal and motivation. It was noted that novices in sports did not perform well under pressure due to ill-learnt techniques and unacceptable habits in sports. Experienced athletes performed better under pressure due to their superior skills and the use of stress management techniques. Tangible rewards (medals and money) were given sparingly to avoid a situation where winning a price would be important than competing well. Intangible rewards (praise and recognition) encouraged the athletes to repeat the behavior which earned them the reward.

Chapman (1983) in Andiva (2007) noted that in Jamaica elementary schools whose performance was high had satisfied teachers who felt that their school was held in high regard by the community and received appreciation and support from parents. The same teachers also assigned more importance to recognition by administrators and supervisors. Kitogo (2009) observed that in Tanzania standard seven final examinations were poorly done due to lack of motivation of teachers and poor teaching and learning environment. It was also noted that teachers leaving in rural areas led a pathetic life, a factor which demoralized then despite their professional qualification. The classrooms were also overcrowded which made it difficult for teachers to attend to pupils academic needs.

2.3 The concept of job satisfaction

One major reason why people join and work in organizations is to satisfy their personal needs. The most important information to have regarding an employee is a validated measure of his or her job satisfaction Beder, (1990). In order to understand job satisfaction, Postanjee (1991) say that one should consider the factors related to job satisfaction. Leadership is considered as one of the individual characteristics factored into job satisfaction (Flippo, 1984). In their studies, (Brown, 1967 in Choon, 2001) they indicate that leadership styles of principals do exist and that they are related to teachers' morale and performance.

Weathyersby, (1999) in Luthans (2002) stresses that the drastic changes noted in a work environment will result due to a visionary leader. The leader encourages and persuades rather than commanding followers towards common goals. (Bush & Bell, 2003) emphasize that head teachers are directly involved in influencing the activities of the school towards goals setting and goal attainment. Jonnes (1998) noted that the leadership style is said to affect the school climate, learning situations, levels and professionalism and job satisfaction among teachers.

Job satisfaction can be defined as a pleasurable or positive emotional state resulting from the approval of ones job or experience, (Locke 1976 in Okumbe, 1998). Firstly job satisfaction is an emotional response to job situation. It can only be informed and not seen. Secondly it is usually determined by how well outcomes meet or exceed expectations if   for

instance physics teachers feel that they are working much harder than others with similar qualifications in other sectors of the economy but are receiving fewer rewards they will most likely be dissatisfied with their job. However if the physics teachers perceives their rewards as equitable then they will feel satisfied with their job. These attitudes are important characteristics of the job like work itself, pay, recognition, participation in decision making, working conditions and supervision.

2.4   Working conditions and its influence on motivation and job satisfaction

Working conditions in a school set up may also be referred to as teaching environment. Teachers' job satisfaction is influenced by working conditions such as administrative support, school atmosphere and students' behavior. 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 the hygiene factors. In schools these factors include good toilets, subsidized meals, comfortable furnitures, television sets and newspapers. It also includes psychological environment with supported members of staff and cooperative students. Andiva (2007) in her study on the effects of motivation on teachers' performance and its impact on K.C.S.E results in Tiriki district, Kenya noted that 10 percent of her respondents were happy with the working conditions, while Osibwoga (2008), on his study on the factors that affect mathematics teachers' motivation level in public secondary schools in Nyamusi Division

Nyamira District Kenya, observed that 50 percent of the teachers were dissatisfied with various school facilities leading to low morale towards work. Sogomo (1993) in Kimeli (2002) noted that the working environment and quality of life of the Kenyan school administrator need to be improved. He stated that this can be done by directing efforts to reduce causes of de-motivation at work, such as school facilities, lack of recognition and stagnation in the some job group for a long time.

2.5 Supervision and its impact on motivation and job satisfaction.

Supervision is a term used to describe a variety of behavior carried out by a diverse group of people within the context of school system. It is generally conceptualized in two ways; overseeing and helping (Wanga, 1984). The 'overseeing aspect is task oriented and involves directing, controlling, reporting and coordinating. The 'helping' aspects are person oriented. It involves supporting staff and students to grow academically, professionally and ethically. This function is more directly related to the line function in administrative and management practices and involves activities of the generalists (teachers)

Chiemela (1982) defines instructional supervision as those activities concerned with maintaining and increasing effectiveness in teaching by working with teachers. Dull (1981) in talking about supervision in the school says that supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Supervision is therefore concerned with the stimulation of

professional growth and development of teachers, the selection and revision of educational programmes, material for instruction and methods of teaching in addition to the evaluation of instruction. The head teacher is responsible for all school programmes and promotion of teachers' growth and effectiveness. The head teacher effectiveness in supervision practices always influences the teachers' attitude towards the job practices hence improving job satisfaction amongst the teacher.

Olembo, Wanga and Karagu (1992) identified major functions of school teachers to establish problems and need of students, building strong group morale and securing effective teamwork among teachers. Head teachers' as managers should therefore posses specialized skill in supervisory management to enable them play their role satisfactorily. Koech report (Republic of Kenya, 1999) pointed out that it is the head teachers and their skills that set out the benchmark, direction, tone and tempo of schools; learning environment and level of teacher's professionalism. Studies carried out observe that Kenya primary school head teachers are lacking supervisory skills hence demotivating the teachers leading to job dissatisfaction.

2.6 Decision making and its influence on motivation and job satisfaction.

Rue and Byars (1992) first make a distinction between decision making and problem solving. They see problem solving as the process of determining the appropriate responses or actions necessary to alleviate a problem.

Decision making on the other hand is the process of choosing among various alternatives. They further argue that problem solving involves decision making since all problems can be attacked in numerous ways and the problem solver must decide which is best. On the other hand all decisions do not involve problem solving, for example a person sorting out fruits in the market.

Okumbe, (1998) defines decision making as the process of specifying the nature of a particular problem and selecting among variables alternatives in order to solve it. Just like Rue and Byars (1992), he sees decision making as the process of choosing between competing alternatives. Okumbe notes that making decision is one of the prime functions of educational management. Decisions are made in such important areas as the allocation of scarce teaching and learning resources, the enrolment of students, employing of teaching and non-teaching staff, student and staff discipline, staff training and methods of improving pedagogy and educational research.

Okumbe (1998) identifies three main models in the individual decision making process namely restropective decision model, the bounded rationality model and the econological (rational and classical) model. Group or participatory decision making is recommended for a number of reasons. A lot of knowledge and facts can be gathered very easily since groups have a broader perspective and can collectively consider more alternative solutions. Individuals who participate are usually more satisfied with the decision they have collectively made and will enthusiastically support it.

Participatory decision making also helps the teacher to communicate freely on matters concerning their profession. Bulinda (1999) notes that involvement of teachers in participatory leadership is a moral right because of the nature of their commitment in effort and time with the school organization. This helps in reduction of their feeling alienated in school organizational life. The depth, scope and content of participation should reflect relative to position in the school organizational hierarchy.

Commenting on head's policy in staff relationship, Griffin (1994) notes that the foundation of good staff attitudes must start with the head being strict and fair. He must have no favourites. The teachers must be confident that good efforts on their part will be dully commented. Griffins gives an example of teachers making important decisions in Starehe Boys Centre. For example when the 8.4.4 curriculum came in, teachers in Starehe decided to have additional teaching time. They requested for additional Saturday teaching time- a request that the administration was glad to grant. Griffins recommended that at all time the dignity, trust and commitment of teachers must be captured.

2.7   Recognition and its influence on motivation and job satisfaction.

Cherrington (1989) defines recognition as non-financial rewards. Praise and recognition are effective in motivation of employees, hence production of job satisfaction. Flippo (1984) indicated that employees' have a need for recognition which contribute a state of meaningful job. This entail credit for work done, support by management through verbal praise for excellent work

and public recognition through awards. Flippo however includes monetary rewards as a form of recognition.

Nzuve (1999) proposes that a manager can motivate his employees by recognizing achievement through praising and communicating individuals and teams success and also by regularly holding meetings to monitor and counsel individual and the organization's progress. Praise and recognition have been used extensively to influence job performance (Cherrington 1989). Some of the recognition awards are; certificates, plaques and sometimes accompanied by gifts and cash rewards. The effects of recognition rewards on motivation depend primarily on whether it was based on performance. Although in a study done by Okumbe (1992) recognition was ranked the last job satisfaction factor, teachers expect to be recognized for work done by their supervisors.

Job recognition is a major determinant of job satisfaction among workers. According to McCormick and Ilgen (1987), recognition is praise and credit for work done. Workers would like to be respected and appreciated in whatever task they undertake in their jobs. According to Randolph and Blackburn (1989), employees like to feel that their supervisors respect them as competent people. The two authors explain further that when employees see their supervisors or managers as competent, honest and fair their satisfaction tends to be higher. Gilmer and Deci (1977) explain that so long as the desire for respect and approval of workers by co-workers, employees, managers, supervisors and other members of the society is attained one's

feeling of satisfaction is attained. The head teacher should on this note formulate clear policies of recognizing the teachers' effort.

Karanja (1984) pointed out that lack of promotion and recognition for work performed as well as lack of chances for advancement among teachers caused dissatisfaction making some of them to resign. Halliday (1999) noted that teachers still seek public recognition of their professional status, indicating that teachers were not given an opportunity to contribute to the policies and practices of the teaching profession therefore they felt dissatisfied. Teachers' would like to be respected and appreciated in whatever task they undertake in their jobs. Murage (2000) noted that recognizing the teachers' efforts through promotions and other incentives which are comparable to workers in other professions can help reduce teachers' dissatisfaction.

2.8   Summary of the literature review

Review has been done on the concepts of motivation and job satisfaction. A detailed discussion has been done on selected motivation variables which can be employed by head teachers to enhance levels of job satisfaction among teachers. Although research has shown that involvement in decision making enhances job satisfaction, Okumbe (1998) cites the following shortcomings; group decisions take too long deliberations before a consensus is reached. Sometimes groups are dominated by one individual or a small clique. In groups a lot of compromise is involved and this may lead

to decisions which are not optional. Group decision making impedes the speed at which some important urgent decisions can be implemented.

Dull (1981) in talking about supervision as a motivation strategy to teachers for performance improvement also quotes that teachers have different perceptions of supervision, where a supervisor may see it as a positive force for programme improvement, one teacher may see it as a threat to their individuality while another teacher may see it a source of assistance and support. To ensure quality working environment as well as recognition of teachers' efforts, the head teacher has to be financially empowered. Provision of furniture, news papers, subsidized meals e.t.c needs to be financed a factor which is still a nightmare to many schools. However, this study is on head teachers' management role in teacher motivation and its impact on job satisfaction.

2.9   Theoretical framework.

This study was be guided by the Two Factor Theory advanced by Fredrick Herzberg (1965) on motivation and hygiene factors at work, which highlights the differences in levels of productivity among workers in various organizations. The two-factor theory categorized motivators as the intrinsic factors of a job. These factors were noted to enhance performance at work, Sergiovanni (1995) in Andiva (2001) identified Herzberg's hygienic factors as: interpersonal relationships, supervision, working conditions, personal life, policy and administration of the organization. Hygiene factors give satisfaction but may not enhance performance in work. This study was

therefore be governed by the hygienic and motivational variables, participation in decision making, working conditions, recognition and supervision.

2.10   Conceptual framework.

Figure 1.1:   The influence of head teachers' management practices in teacher motivation and job satisfaction in public primary schools in Kinango district, Kenya.

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                    │  Head teachers' management│
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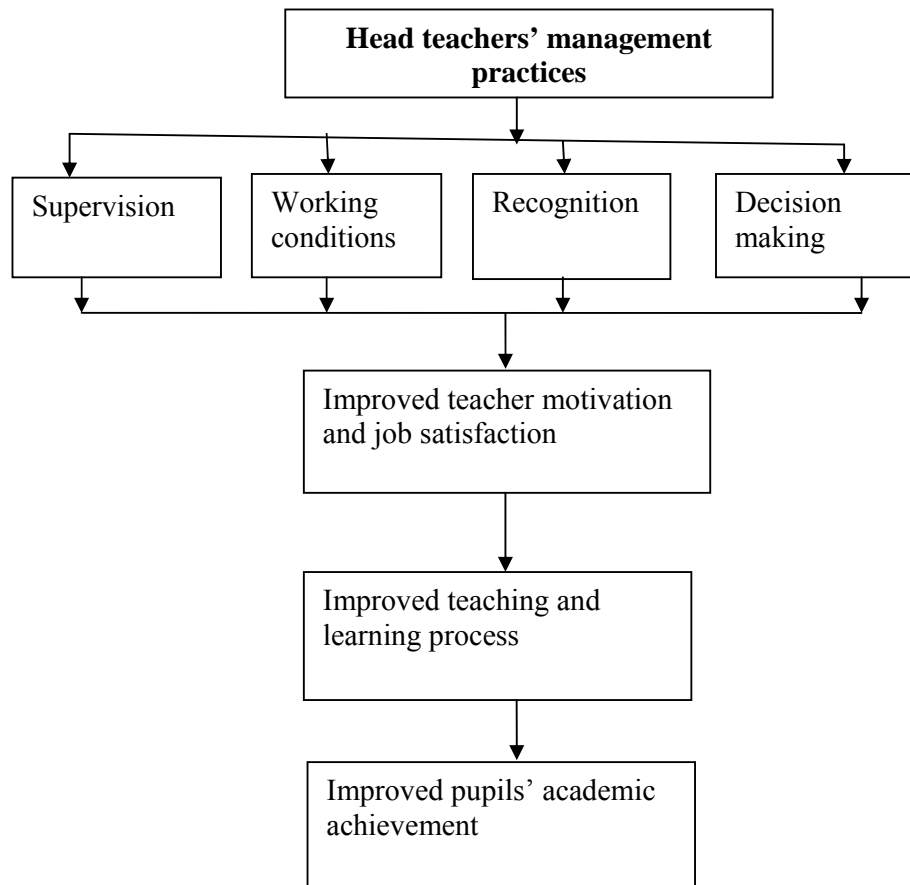
In the conceptual framework figure 1.1 it is perceived that if the teacher is subjected to the head teachers' management practices, his/her levels of

motivation and job satisfaction will be influenced positively leading to improved teaching and learning process hence postering high academic achievement among the pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents the research methodology of the study. It is organized under the following sub-headings, research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and finally data analysis techniques.

3.2   Research design

Research design refers to the process of creating an empirical test to support or refute knowledge claims (Borg and Gall, 1989).   The study used the Descriptive survey research design. Mugenda and Mugenda (2003) defined survey as an attempt to collect data from members of the population in order to determine the status of that population with respect to one or more variables. The study seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior or values.

3.3   Target population

The target population of this study was all public primary schools in Kinango District which take KCPE. According to the District Education Office (2012) there were 98 public primary schools in Kinango district which take KCPE with a total population of 686 teachers.

Table: 1.2: Kinango district target population

Zone	Head teachers	Teachers
Mazeras	20	140
Kinango	21	147
Gandini	17	119
Ndavaya	19	133
Samburu	21	147
Total	**98**	**686**

3.4   Sample size and sampling procedures

According to Mugenda and Mugenda (2003) sampling is a careful selection of sub group from the accessible population so as to be a representative of the whole population with relevant characteristics. By selecting some of the elements in the population, conclusion about the entire population can be drawn. According to Mugenda and Mugenda (2003) about 10 percent of the accessible population is enough for a descriptive study but according to Best and Kahn, (1993), the best sample population is that which covers at least 30 percent of the total population.

The research therefore targeted 29 (30%) head teachers and 116 (17%) teachers since the larger the sample the higher the reliability. Stratified sampling technique was used to select the types of respondents in schools.

The target group was stratified into two categories that is, head teachers and teachers. The method was aimed at ensuring the researcher obtains opinion about teacher motivation and its impact on job satisfaction from both head teachers and teachers within the five zones in the district.

Table 1.3   **A study sample on the influence of head teachers' management practices in teacher motivation and job satisfaction in public primary schools in Kinango district, Kenya.**

Zone	Head teachers	Teacher
Mazeras	6	23
Kinango	6	26
Gandini	5	20
Ndavaya	6	21
Samburu	6	26
Total	**29**	**116**

3.5 Research instruments

A questionnaire formed the major data collecting tool. Orodho (2004) notes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Two sets of questionnaires were used, one meant for the head teachers and the other for the teachers. The head teachers' questionnaire was divided into two parts. Part one contained questions focusing on head teachers' demographic background information.

Part two contained six questions, each with some sub sections and focused on roles played by a head teacher to promote teachers' motivation in the school.

The teachers' questionnaire was divided into three parts. Part one contained the teachers' demographic background information; Part two contained three sections with statements indicating head teachers' management roles to enhance teacher motivation in the school. Teachers were required to indicate their level of satisfaction or dissatisfaction with specific statements in the first three sections of part two using a five point rating scale. Section four of part two drew the teacher's opinion on the level of involvement in decision making in the school by the head teacher on different management tasks. Part three consisted of six open ended questions for the respondent to give their views

3.6   Instrument validity

A questionnaire is said to be valid when it actually measures what it claims to measure Borg and Gall (1989), for this instruments, content validity will be established. Mugenda and Mugenda (2003), notes that validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. The validity of an instrument represents the degree to which a test measures what it purports to measure Best and Kahn, (2002). To enhance content validity, the research instrument was appraised by two lecturers who are experts in the field of Educational Administration and Planning. The comments which were made were strictly

put into consideration and the supervisors of this study who are also experts were closely consulted to enhance validity of the instrument. A pilot study was conducted prior to the actual research to improve face validity and content of the instruments. The item(s) found to be ambiguous were discarded all together or improved to meet the standards.

3.7   Instrument reliability

Mbwesa (2006) defines reliability as the degree to which an instrument gives consistent results. It is therefore the level or degree of consistency, stability and dependability of the measuring instrument over time. Bryman and Gorard (2001), suggest that there is need to conduct a pilot study before the actual research in order to ensure that all the research instruments function well. The pilot study was thus undertaken to ascertain the reliability of the main research instruments, the questionnaire, and also to familiarize with the research situation. This was done by administering the questionnaires twice to ten teachers from the target population; that is, two teachers from one school in the five zones of Kinango district. Pearson's product moment formula of the test-retest was employed to compute correlation coefficient. Then a retest was done after two weeks.

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

Where;

NX=the number of scores in X distribution (pre-test)

NY= the number of scores in Y distribution (re-test)

$\sum X^2$ = the sum of squared scores in x^2 distribution

$\sum Y^2$ = the sum of squared scores in y^2 distribution

$\sum XY$ = the sum of products of paired x and y scores

The correlation coefficient obtained was 0.78 and hence the instrument was accepted as suitable for the study

3.8 Data collection procedures

After the appraisal of the research, a researcher permit was obtained from the National Council of Science and Technology and the researcher report to Kinango District Commissioner, DEO's office for clearance. The researcher headed to the sampled schools, got permission from the head teachers, informed the respondents about the study and held a discussion with them on how to fill in the questionnaires and the collection date after five days.

3.9 Data analysis techniques

Data analysis is the process of bringing order and meaning to raw data collected (Mugenda and Mugenda 1999). Kerlinger (1973) as quoted by Kimeu (2010) , defines data analysis as categorizing, ordering, ordering manipulating and summarizing questions. Both qualitative and quantitative data was analyzed. The data collected was edited to convert error and questions. Coding was done by assigning numerals to the responses to limit number of categories. The results were tabulated to facilitate the summary

of items and detection of errors and omissions. After each table a summary of the findings was shown. The quantitative data was analyzed using descriptive statistics formulae using the statistical package for social science (SPSS). The information was presented in form of frequencies, percentages, bar graphs and pie charts. Qualitative data was coded and organized into themes and then assigned for each team and then the frequencies of occurrence computed.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0   Introduction

The main focus of this chapter is the analysis, interpretation and discussion of the results of the research. Data obtained was analyzed to establish the head teachers managements practices in teacher motivation and its influence on job satisfaction in public primary schools in Kinango district Kenya. Data was collected from 26 head teachers and 102 teachers. Descriptive statistics such as frequencies, tables, graphs, percentages and pie charts were used to analyze responses to various items in the questionnaire. The chapter provides the questionnaire return rate for respondents, demographic information of respondents and findings based on answers provided on the questions of the research.

4.1   Questionnaire return rate

The researcher had targeted 29 head teachers for the study out of which 26 participated forming 90% return rate. In the case of the teachers, the researcher targeted 116, where by 102 participated making 88% return rate. Hartman and Head born (1979) state that 50% is adequate, 60% is good and 70% or more is very good. This means that respondents rate of participation was adequate for the study.

Figure 1.2: Questionnaire return rate.
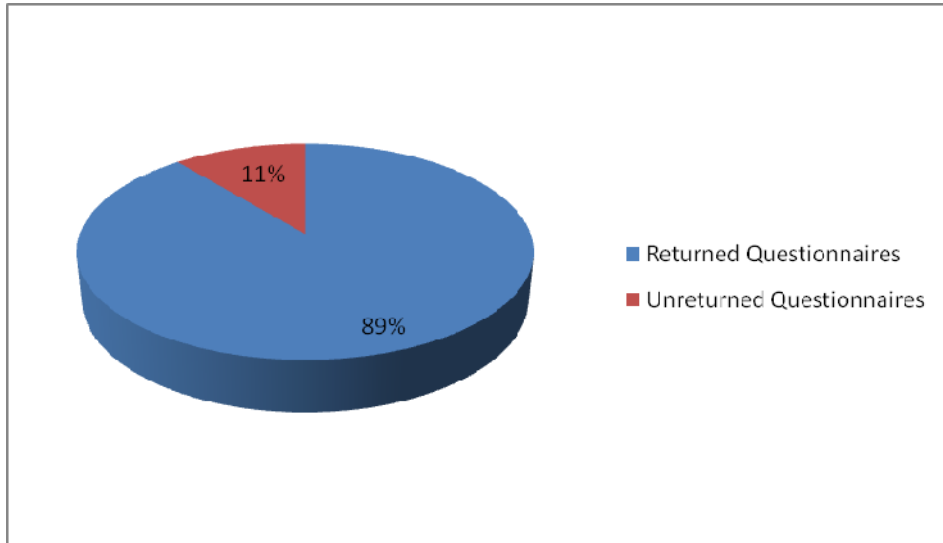
4.2   Demographic characteristics of the respondents

4.2.1   Gender of the respondents

With development and modernization, gender balance has turned out to be an important consideration in almost all spheres of life. As a result it was necessary for the study to establish the gender balance in the teaching fraternity in the district. This was guided by the logic that many psychologists argue that males and females perceive and interpret things differently even though they may be exposed to the same kind of environment. Of importance to the researcher was to find out whether there was gender bias in the teaching staff in the area.

Table 1.4:   Gender representation for head teachers and teachers.

Gender	Head teachers'			Teachers
	Frequency	Percent	Frequency	Percent
Male	19	73	87	85
Female	7	27	15	15
Total	**26**	**100**	**102**	**100**

Table 1.4 shows that majority of the respondents   were male head teachers and teachers. Generally the male head teachers and teachers dominate the primary schools in Kinango district. This is a clear indication that gender sensitivity has not been put into consideration in the district. Gender of the head teacher may affect job satisfaction because teachers of one gender may feel more satisfied working under headship of the preferred gender. Female head teachers may influence on the motivation of the female teachers and the girl child as they would like to emulate their female head teachers in building confidence in them on seeing their fellow gender in leadership.

4.2.2   Age of teachers and head teachers

The issue of the respondents age was of importance since the researcher sought to establish whether the age of the teacher respondents had any influence in the job satisfaction levels. For the case of the head teachers, the researcher wanted to find out whether age had any influence in both

their teaching and school management roles. The age factor influences motivation and job satisfaction in one way or the other. Younger teachers have more conflicting issues and have more diverse aspirations than older teachers who may have settled in their jobs due to age. The older teachers may have a high job satisfaction than the younger ones; this is in line with Okumbe (1998), that younger employees give higher expectations and aspirations, which may not be met by the organization. After sometime in working the employees expectations are modified and the job is positively perceived. The data is presented below in table 1.5.

Table 1.5:   Respondents' age.

Age Group	Head teachers'		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Below 30 years	0	00	27	26
31-35	12	46	45	44
36-40	12	31	11	11
46 and above	6	23	2	2
Total	**26**	**100**	**102**	**100**

It emerged from the findings that most respondents head teachers were aged between 36-40 years. The data also indicated that none of the head teachers were below 30 years of age. The lowest number of head teachers was recorded in the 46 and above years age bracket. The table also indicated that

majority of the teachers in Kinango district public primary schools are between 31-35 years of age. The data indicated that the lowest percentages of the teachers are of age 46 and above. This is an indication that most of the head teachers and teachers are in their active years of their life hence can be entrusted in taking their professional duties

4.2.3   Distribution of head teachers and teachers marital status.

Table 1.6:   **Respondents' marital status.**

Status	Head teachers		Teachers	
	Frequency (f)	**Percent (%)**	**Frequency(f)**	**Percent (%)**
Married	26	100	90	88
Single	0	00	12	12
Total	**26**	**100**	**102**	**100**

Table 1.6 is a representation of the marital status of the responds where all the head teachers are married, 88% of the teachers are married and the rest are single. The fact that 96.00% of the respondents are married this indicates that most of them are stable in their job because marriage comes with its own responsibilities. There is an implication that married teachers are more stable and this could contribute to their motivation and enhanced job satisfaction.

4.2.4 Respondents present highest professional qualifications for head teachers and teachers

The study sought information on respondents professional qualifications. Level of education of teachers is imperative for the teachers to embrace the relevant roles reward and recognition, a factor that largely determines job satisfaction of teachers. This is in line with Okumbe (1992) in Nkirote (2012) that the professional variables showed some significant influence in workers motivation and job satisfaction. Figure 1.3 presents the findings;

Figure 1.3: Professional qualification for head teachers and teachers.
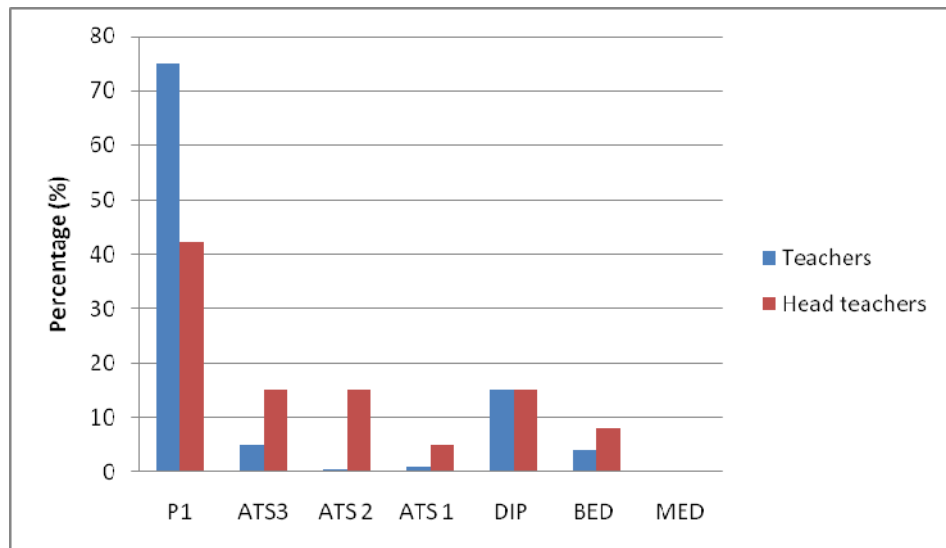
The data in the table show that majority of both the head teachers and teachers were P1 holders. This shows that majority of the public primary school teachers in Kinango district have only attained the minimum qualification in the teaching profession. Both groups should be encouraged to join colleges for the attainment of higher education qualifications.

Table 1.7: Head teachers and teachers' subject work load per week.

The researcher sought to find out the number of lessons taught by both head teachers and teachers in various schools. This would assist in assessing whether the subject load for the head teacher would affect their school managerial role. On the other hand, it was also meant to check whether subject load has any influence in teachers' motivation and job satisfaction in relation to pupils academic performance.

Table 1.7:   Head teachers and teachers' subject work load per week.

Number of lessons	Head teachers		Teachers	
	Frequency (f)	**Percent** (%)	**Frequency** (f)	**Percent** (%)
1-10	2	8	0	00
11-20	20	77	16	16
21-30	4	15	81	79
30 and above	0	00	5	5
Total	**26**	**100**	**102**	**100**

It emerged from the findings that most head teachers teach 11-20 lessons per week while most teachers teach 21-30 lessons per week. The subject work load for a head teacher can affect his/ her management duties either positively or negatively. On the other hand the work load can make a

teacher be motivated or demotivated by the teaching profession. 6 teachers out of 102 who participated in study expressed fear of leaving the job in future due to heavy work load and low remuneration. The TSC should employ more teachers and increase salaries to retain these teachers in the profession.

4.2.5   Teachers' teaching experience

In part 1 of the teachers' questionnaire, they were requested to indicate their teaching experience. Table 1.8 below indicates the findings.

Table 1.8:   Teaching experience.

Years of teaching	Frequency (f)	Percent (%)
10 years and below	48	47
11-20 years	36	35
21-30 years	10	10
Above 31 years	8	8
Total	**102**	**100**

Majority of the teachers forty-seven percent had a teaching experience of 10 years and below while thirty-five percent of them had experience of between 11-20 years. The remaining teachers representing eighteen percent had taught for twenty-one years and above. This is an indication that there is vast experience in the teaching fraternity in Kinango District.

4.2.6   Positions of responsibility.

The researcher sought to find out the distribution of teachers' positions of responsibility in the schools. This would assist in assessing those involved in managerial tasks. Table 1.9 represents the findings;

Table 1.9:   Positions of responsibility.

Responsibility	Frequency (f)	Percent (%)
Panel head	11	10.78
Class teacher	40	39.22
Classroom teacher	51	50.00
Total	**102**	**100.00**

The findings revealed that most of teachers in Kinango District are subject teachers and class teachers. There is a very small fraction who are panel heads. This is an implication that most of the teachers in the district are not involved in school management leading to low level of motivation and job satisfaction.

4.2.7   Distribution of head teacher's years of headship

The respondent head teachers were asked to indicate the number of years they had served in the position. Period of service demonstrates experience in

undertaking the duty. This data would assist in relating management performance of head teachers in relation to teacher motivation and level of job satisfaction in schools in the district. The findings were presented in table 1.10 below.

Table 1.10:   Distribution of head teacher's years of headship.

Years of headship Category	frequency (f)	percent (%)
0-2	1	3.8
3-4	4	15.38
5-6	2	7.69
7-8	11	42.38
9-10	3	11.53
11-12	3	11.53
13-14	0	00.0
15 and above	2	7.69
Total	**26**	**100.00**

From the table, data findings indicated, majority of the head teachers had been heading schools for a period of between seven and eight years. It further revealed that the lowest category had served as head teachers for

42

only one year. This implies that the district commands an experienced teachers management force. Experience has a direct link to management practices and job satisfaction due to mastered skills and competencies. This concurs with Reyes (1990) research findings that indicate work orientation is related to the degree of job satisfaction among teachers. Reyes concluded that teaching experience and organizational tenure were associated with teachers job satisfaction which increased with experience in teaching.

4.2.8   School Pupil population

The study sought to establish the school pupils enrolment in the schools sampled for the study. Table 1.11 presents the findings;

Table: 1.11 School population.

Enrolment	Frequency (f)	Percent (%)
Below 50	0	00.0
51-100	0	00.0
101-200	1	3.84
Over 250	25	96.1
Total	**26**	**100.00**

It was revealed that no school among the study sample had 100 pupils and below. One school had a population of between 101-200 pupils while twenty-five schools had a population of over 200 pupils.

Part two of the head teachers' questionnaire discussed the head teacher's management practices on teacher motivation and job satisfaction.

4.3   Head teacher management practices in teacher motivation and

job satisfaction

This section sought to establish head teacher management practices in teacher motivation and job satisfaction in the school. To accomplish this, the researcher asked the head teachers to respond to statements in part two of their questionnaire.

The findings revealed that head teachers consulted their teachers on decisions pertaining to the school on rare cases and especially on duties which required the teachers to take part in the implementation. This concurs with the teachers' opinion on decision making involvement. It also emerged that head teachers supervised their teachers' class work but the frequency varied from school to school. Instructional supervision is quite critical to educational institutions and indeed a useful vehicle which drives the education system towards the achievement of the desired goals with the need of obtaining useful outcomes. (MOEST, 2004). The researcher tends to think that what matters in Kinango District are the styles used by the head teachers because most of the teachers expressed slight satisfaction and dissatisfaction of the management of supervision in their schools. This means the situation is influencing teacher motivation and job satisfaction negatively and obviously resulting to the poor academic performance.

The study also revealed that schools have functional school instructional materials selection committees which are updated on their roles by the head teachers on termly basis. This concurs with table 1.16 which reveals that

teachers are involved in ordering instructional materials for their schools. This confirms that schools in Kinango have adequate teaching and learning materials making the failure in academic achievement in the district to be attributed to other factors. Further findings revealed that all the schools have rewarding systems for good performance to teachers which is organized by head teachers, teachers and parents. This is a confirmation that teachers' effort is recognized in Kinango but in a minimal degree. Nzuve (1999) states that a manager can motivate his employees by recognizing achievement through praise, material rewards and even holding meetings to monitor and counsel individuals in regard to the organization progress. Praise and recognition have been used extensively to influence job performance Cherrington, (1989).

KCPE performance trend over the last five years

Table 1.12 below presents the findings from the head teachers on KCPE performance trend over the last five years.

Table 1.12: KCPE Performance trend.

Performance Grid	Frequency (f)	Percent (%)
Excellent	1	3.84
Good	2	7.70
Average	16	61.54
Poor	7	26.92

Total	**26**	**100**

Majority of the head teachers indicated that the KCPE performance trend for the last five years was rated at average performance. A very small percentage was rated good to excellent. The rest of the findings indicated poor performance.

4.4   Teachers' levels of job satisfaction with specific head teachers' motivational management practices

In this section, the study sought to identify head teachers' management practices employed and the relationship between them and teacher motivation and levels of job satisfaction.

4.4.1   Recognition as a determinant of teachers' motivation and job satisfaction

The research question sought information on recognition of teachers' effort on duties performed. The researcher asked the respondent teachers to indicate how satisfied they were with the recognition of their performance using three items that is, recognition of teachers whose subjects performs best, recognition of teachers who perform well in extra curricula activities and recognition of most committed teachers. The findings are presented on table 1.13 below;

Table: 1.13 Satisfaction with recognition by teacher respondents.

Levels of satisfaction/ statement	HS		MS		SS		MD		HD	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Recognition of teachers whose subject perform best.					41	40.19	49	48.03	12	11.78
Recognition of the most committed teachers.					38	37.25	54	52.94	10	9.81
Recognition of teachers who perform well in extracurricular activities.					41	40.19	58	57.85	1	0.98

It emerged from the study that, general recognition of teachers' effort in Kinango district is below average. This is because over fifty percent of the teacher respondents expressed dissatisfaction with all the three variables used in the study. Although most of the head teachers when responding to their questionnaire had indicated that they have rewarding systems for good performance in their schools it is evident that the expectations of the teachers in the district are yet to be addressed. Wasonga (2004) stated that with ideal incentives tailored to the specific individuals and flexible over time leads to well understood working relation that is appropriate to stimulate gradual achievement of job satisfaction.

Lack of recognition for work done can lead to negative repercussion in teachers' motivation and job satisfaction levels leading to low performance in schools. This could be the case of Kinango district KCPE performance! The study had a clear indication that teachers work in Kinango district is not appreciated to the maximum making them demotivated. Muthui, (2012) notes that right from independence up to the 1970's teachers in Kenya were

accorded utmost respect and teaching was viewed as a noble profession. The education system was teacher-oriented as they outlined the intellectual paths to be followed. They were never publicly criticized. This treatment left them a motivated and highly satisfied lot.

4.4.2 Working conditions as a determinant of teacher motivation and job satisfaction

Another aspect of teacher motivation and job satisfaction which the head teacher has a role to play is working conditions. The research question sought information on the extent to which working conditions in the school influenced teacher motivation and job satisfaction. The findings were presented in table 1.14 below

Table1.14: Satisfaction with working conditions by teacher respondents

Level of satisfaction/ statement	H S		M S		S S		M D		H D	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Staffroom facilities in the school.			10	9.81	78	76.47	11	10.78	3	2.94
Tea break.			10	3.72	62	60.78	10	9.81	16	15.69
Availability of teaching and learning materials.	16	15.69	78	76.41	8	7.84				
Classrooms in the school	8	7.84	81	79.41	13	12.75				
General cleanliness of the school.	4	3.8	89	87.25	9	8.95				
The school surroundings.	5	4.90	77	75.49	16	15.68	4	3.93		

Maintenance of school facilities.	12	11.76	87	85.29	3 2.95

Majority of the teachers expressed slight satisfaction with the staffroom facilities in the schools. However, no respondent expressed high satisfaction on the same. A very small fraction of the teachers in the district expressed high satisfaction with teaching and learning materials, classrooms in the school, general cleanliness of the school and the school surroundings. The findings also indicated that there was no any teacher who expressed high satisfaction in tea break and maintenance of school facilities. Most teachers expressed moderate satisfaction with teaching and learning materials, classrooms in the schools, general cleanliness of the schools and the school surroundings. The satisfaction of the availability of the teaching and learning materials concurs with the fact that most head teachers had indicated they have functional SIMSC'S which are updated on their roles on termly basis. A fraction of the teachers also expressed dissatisfaction with staffroom facilities, tea break, school surroundings and maintenance of school facilities. Generally the descriptive data on working conditions rated satisfaction of the teachers at 44.83% against dissatisfaction at 55.17%. This level of job satisfaction among the teachers might be affecting the KCPE

performance negatively. Musila (2010) quoted that once teachers are satisfied with the working conditions, they get motivated and consequently pupils' achievement in KCPE improves.

4.4.3 Supervision as a determinant of teacher motivation and job satisfaction

As one of the aspects of teacher motivation and job satisfaction, the research question sought information on supervision of teachers' duties in the school. The researcher asked the respondent teachers to indicate their level of satisfaction with the management of teacher supervision by their head teachers. The findings were presented in table 1.15

Table1.15: Satisfaction with supervision by teachers' respondents

Level of satisfaction/ Statement	H S		M S		S S		M D		H D	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Relationship with head teacher			2	1.96	46	45.9	52	50.9	2	1.96
Duties assigned everyday			4	3.93	42	41.18	46	45.09	10	9.80
Style of supervision			2	1.96	28	27.45	63	61.77	9	8.82
Classroom instruction			4	3.93	52	50.99	39	38.23	7	6.85
Pupils discipline			2	1.96	45	44.11	33	32.35	22	21.58

Satisfaction with the above variable was assessed using the five items on table 1.15. The findings revealed that most teachers were slightly satisfied

and dissatisfied with most aspects of supervision management. This is because the outcome of the items assessed portrays well that 45.90% of the teachers were slightly satisfied with the teacher-head teacher relationship against 50.90% who were moderately dissatisfied with the same aspect. The rest of the teachers were rated at highly and moderately dissatisfied. Generally the study portrays a general dissatisfaction with teacher-head teachers relationship. On the supervision of the duties assigned everyday by the head teacher, the same trend was observed. That is, the outcome deviated to dissatisfaction. Only 4% were rated to be moderately satisfied with the management of the variables. Generally, satisfaction level in all items assessed was below average hence a call for improvement.

According to Luthans (1992) and Robins (1998) in their research work, the quality of the supervisor –subordinate relationship influences the employees overall job satisfaction. Cordial relationship in the work place is important as it enhances good work climate. This brings the openness and trust in the work place as one is able to express their ideas freely and comparison can be made to come up with the best ideologies for implementation.

4.4.5 Decision making as a determinant of teacher motivation and job satisfaction

It was important to find out how satisfied the respondents were with their involvement in decision making. The research question sought information on teacher participation in decision making in the school on matters pertaining the management of the school. To establish whether involvement

of teachers in decision making had any influence in their motivation and levels of job satisfaction, the researcher asked the teacher respondents to indicate their opinion on the frequency of involvement by their head teachers. Data findings were presented in table 1.16

Table 1.16 teachers view with their involvement in decision making in the school.

Decision /Managerial Task		A	F	O	R	N
Teachers' involvement in school						
budgeting.	f			2	24	76
	%			1.96	23.53	74.51
Teachers' involvement in school						
purchases.	f				86	16
	%				84.37	15.63
Teachers' involvement in						
drawing school programmes.	f				78	24
	%				76.47	23.53
Teachers involvement in						
pupils admission.	f			1	94	7
	%			0.98	92.16	6.86
Teachers' involvement in support						
Staff recruitment.	f				24	78
	%				23.53	76.47
teachers' involvement in pupils						
discipline cases.	f	2	22	54	17	7

	%	1.96	21.57	52.94	16.67	6.86
Teachers' involvement in subject allocation.	f	91	11			
	%	89.22	10.78			
Teachers' involvement in ordering of school instructional materials.	f	2	12	87	3	
	%	1.96	9.81	85.29	2.94	

The findings from the study indicate that teacher involvement in school budgeting, school purchases, drawing of school programmes, admission of new pupils and recruitment of support staff is below average. More than fifty percent of the teachers indicated that they were never involved in school budgeting. This is also evidenced in recruitment of support staff where seventy six percent also indicated they were not involved. Involvement in decision making is important in job satisfaction because teachers are able to give out their views, interact and share ideas.

Okumbe (1998) notes that making decisions is one of the prime functions of educational management. Generally more than half of the involvement items in decision making are below fifty percent satisfaction apart from subject allocation and ordering of school instructional materials. This is an indication that most teachers are dissatisfied with the level of involvement in decision making in Kinango district. Mbiti (1979), quotes that a school as an organization must make quality and acceptable decisions in order to achieve its prescribed goals and objectives. Acceptability of school

decisions can only be achieved through shared decision making especially by involving teachers in formulating operational decisions since they are the main implementers of such decisions. Therefore, the researcher concluded that teachers of Kinango District are not adequately involved in decision making by their head teachers leading to low job satisfaction levels and this could be the cause of the low academic achievement in the district.

4.4.6   Personal assessment on change of job as a determinant of teacher motivation and job satisfaction

Having established   the teacher respondents levels   of satisfaction with various   motivation   variables, the study   sought   to know from   the respondents whether they would be ready to change their current job as teachers.

Figure1.4: Teachers opinion on change of their job.
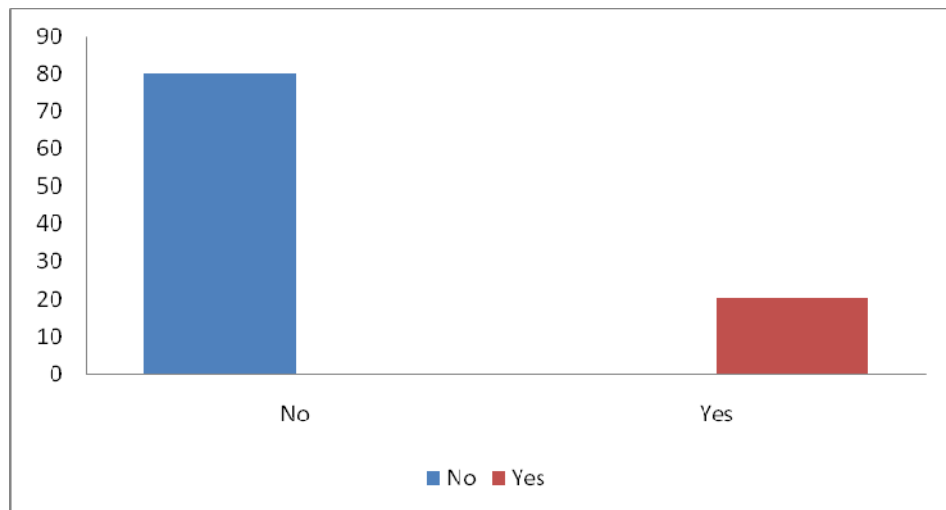
According to the findings it emerged that majority of the respondents were not ready to change their current job against twenty one percent who were ready to change to another job. The study sought to further establish the reasons as to why the respondent teachers would be ready to forgo their current job as teachers for other jobs. According to the findings, majority of the respondents were of the opinion that teaching has poor terms of payment compared to other professions of similar qualification leading to a lot of dissatisfaction among the teachers.

4.5 Aspects of the teaching job that led to the respondents dissatisfaction at their schools

The study sought to establish the aspect of the teaching job which made the teachers dissatisfied in their schools. Table 1.17 presents the findings.

Table: 1.17 Aspects of the teaching job leading to teacher dissatisfaction in their schools.

Aspects	frequency (f)	Percent (%)
Blame for poor academic performance	63	61.76
Head teacher's dictatorship	54	52.94
Too much work load	47	46.07
Pupils indiscipline	42	41.17
Pupils dropping out of school	61	59.80

Monotonous routine	17	59.80
Non involvement in decision making	84	82.35
Lack of parents support	54	52.94
Lack of decent rental houses	71	69.61

As per the findings, a significant majority of the respondents were dissatisfied with not being involvement in decision making in the school, with seventy percent citing lack of rental houses as a source of dissatisfaction, level of parent support, pupils drop out, blame for poor academic performance and head teachers dictatorship were also condemned for teacher dissatisfaction. This shows that a significant majority of the teacher respondents are not happy with the working conditions in their schools in Kinango district.

4.6 Improving levels of job satisfaction in Kinango district public primary schools

The study sought to establish the best possible ways the head teachers could employ to improve levels of job satisfaction at school level. Table 1.18 presents the findings.

Table1.18: Ways of improving levels of job satisfaction at school level.

How to improve job satisfaction	Frequency (f)	Percent (%)
Motivate teachers for work done	97	92.40

Improve working environment	69	65.70
Involve teachers in decision making	89	84.40
Employ more PTA teachers	69	65.70
Improve pupils discipline	60	57.00
Head teacher to accept criticism	38	36.20
Provide teachers with meals	97	92.40
Improve team work spirit	63	60.00
Provide adequate teaching learning materials	67	63.80

Table 1.18 indicates that the most preferred way of improving levels of job satisfaction in the schools is motivate teachers for work done, followed by involving teachers in decision making. Both employment of PTA teachers and improving working environment came third while the least preferred way is head teachers acceptance to criticism. This reveals that head teachers have a lot to do in improving teacher motivation at school level in Kinango district.

4.7   Teachers' overall assessment of job satisfaction

The study sought to establish the overall assessment of teachers' job satisfaction. Table 1.19 presents the findings;

Table 1.19: Teachers' overall assessment of job satisfaction

	Frequency (f)	percent (%)
Non respondents	5	4.80
Highly satisfied		

Moderately satisfied	12	12.80
Slightly satisfied	51	50.00
Moderately dissatisfied	34	32.40
Highly dissatisfied		
Total	**102**	**100**

From the table above fifty percent of the respondents were slightly satisfied with their job, while thirty four percent were slightly dissatisfied with their job. This shows that though the teachers are performing their duties of teaching they are not convinced that is the best they could offer.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1   Introduction

This chapter contains a summary of the areas covered, a summary of research findings and conclusions of the research study. It also gives recommendations and suggestions for further research.

5.2   Summary of the study

The objective of the study was to investigate the head teachers' management practices in teacher motivation and its influence on job satisfaction in public primary schools in Kinango district. The study was aimed at achieving the following specific objectives; to establish the extent to which participation in decision making influences motivation and satisfaction, to determine how working conditions influences motivation and job satisfaction, to determine the extent to which supervision influences motivation and job satisfaction and to establish the extent to which recognition of teachers' effort influences motivation and their levels of job satisfaction in public primary schools in Kinango district. The variables of the study were recognition, working conditions, supervision and decision making. The literature review was organized under the following sub headings; introduction, the concept of motivation, the concept of job satisfaction, working conditions and its influence on motivation and job satisfaction, supervision and its influence on motivation and job satisfaction, decision making and its influence on motivation and job

satisfaction, recognition   and its influence on motivation   and job satisfaction, summary of the literature review, theoretical framework and conceptual framework. The conceptual framework of the study was based on Hertzberg's two factors theory of hygienic factors and motivators which are an important ingredient in the motivation of workers.

The study used a descriptive survey design and the target population consisted of 98 head teachers and 686 teachers. The sampled respondents were 29 head teachers and 116 teachers. From the sample, 26 head teachers and 102 teachers participated in the study. To achieve the purpose of the study, two different sets of questionnaires for head teachers and teachers were used as instruments to collect data. To determine the reliability of the instruments, a test-re-test method was used. This assisted the researcher in making corrections where necessary for example, increase space especially on the head teachers questionnaires, deleting question items which are not useful in achieving the stated objectives and use of large prints for respondents to read without difficulties.   Chapter four entailed data analysis, presentation and interpretation. The raw data from the field was edited and coded. The coded data was analyzed using SPSS where descriptive statistics such as percentages and frequencies were used to describe data. The findings of the study were interpreted and discussed in relation to the findings from relevant empirical literature.

The head teachers pointed out that their managerial work had clearly spelt tasks, more than 40% consulted their teachers on decision making in the school as well as supervising the work of their teachers. The study also

indicated that the head teachers rewarded their teachers for good performance, got feedback from their teachers on delegated duties and also confirmed that their relationship with their teachers was cordial. The research findings also confirmed that head teachers hold staff meetings mostly on monthly and termly basis. The schools also have active SIMSCS and the KCPE performance trend from the last five years was mainly rated at slightly below average performance with a very small fraction deviating to good.

Findings on the first research question on teachers' participation in decision making revealed that teacher involvement in budgeting, purchases, drawing school programmes, admission of new pupils and recruitment of support staff was below average. For example teachers' opinion on school budgeting non involvement was rated at seventy four percent while recruitment of support staff was at seventy six percent. It was only in subject allocation where teachers' felt that they were adequately involved in decision making. The study also indicated that there was average involvement in making decisions regarding subject allocation, pupils discipline and ordering of school instructional materials.

Findings on the second research question on the extent to which working conditions influenced teacher motivation and job satisfaction levels revealed that majority of the teachers in the district expressed dissatisfaction with the working conditions (55.17%) against a minority of (44.83%) who expressed satisfaction it is in this context the study concludes that with more

improvement on the working conditions for teachers in the district, teachers motivation may be improved leading to high level of satisfaction.

Findings on the third research question that sought to establish the extent to which supervision influences teacher motivation and job satisfaction revealed that teachers in the district were slightly satisfied and dissatisfied with the supervision management in the schools. The study generally portrayed a general slight satisfaction with the head teacher- teacher relationship. Masika (2010), quotes that although excessive supervision of people at work could indicate an attitude of lack of trust for workers, lack of supervision would mean that the teacher leaves everything to the workers which is a poor management practice. It is for this reasons, the researcher concludes that head teachers should employ better supervision styles to improve motivation as well as job satisfaction among the teachers.

Findings on the fourth research question which sought to establish the extent to which recognition of teachers' effort influences motivation and their level of job satisfaction indicated that most of the teacher respondents were moderately dissatisfied with recognition of teachers whose subjects performs best. Fifty three percent which formed more than half of the respondents also expressed dissatisfaction with the recognition of most committed in the school. Karanja (1984) pointed that lack of recognition for work performed well among teachers caused dissatisfaction making some of them to resign. This is likely to be the reason behind teacher dissatisfaction leading to low levels of job satisfaction hence affecting the pupils academic

achievement negatively as it is portrayed in the KCPE performance analysis (2008-2012)

5.3   Conclusions

Based on the findings through research questions, the researcher concluded that minimal motivation practices are available for teachers in Kinango district. This include involvement of teachers in making decision affecting the school as evidenced in issues like subject allocation, pupils discipline and acquisition of instructional materials. In those schools where teachers were adequately involved in any of the managerial tasks, they felt motivated and satisfied leading to improved results in pupil academic work. Generally from the study it can be concluded that teacher motivation is essential when it comes to effective performance of not only teachers but also the excellence of pupils and learning institutions as a whole. The study also established that by providing effective working conditions, involvement of teachers in decision making by the head teachers has immense benefits and to ignore it is detrimental in the management and achievement of teachers' job satisfaction and pupils' academic achievement.

The study did also conclude that the school management through the head teachers' in Kinango district need to work towards embracing guidelines and policies that promote teacher motivation in their daily management, supervision and running of the teaching profession. It has largely confirmed Herzberg theory on satisfaction that satisfaction levels are largely and squarely related to performance of teachers in their work.

5.4   Recommendations

In reference to the findings and conclusion of the study the researcher would like to make the following recommendations.

i). Among several other factors, teacher motivation should be included as part of working resources in the education system. Given the importance teachers play in moulding learners' character, values and morals, it is important to see teachers as skilled workers rather than 'cheap' labour to achieve educational objectives.

ii). Apart from extrinsic motivators, intrinsic motivators should be, embraced by school head teachers on teachers, as they are long term motivators.

iii). The working conditions of teachers need improvement by parents, school management committees and the government.

iv). Recognition and support of teachers by the head teachers as managers of the schools should be enhanced so as to motivate and encourage them to put more effort in their job.

5.4.1   Suggestions for further research

Further research needs to be conducted on the following areas;

i). Reasons as to why stakeholders in the education sector (TSC, MOE, principals and head teachers) do not fully involve teachers in decision making.

ii). The influence of teacher motivation should be further studied in relation to pupils academic performance especially in Kinango district.

iii). Thirdly, a study to investigate the reasons as to why there are so many teachers in Kinango still holding P1 qualifications while the opportunities for higher education are now at the county level in every part of the country.

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APPENDICES

APPENDIX 1: LETTER TO THE RESPONDENTS.

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

Dear sir/ madam,

RE: PARTICIPATION IN MY RESEARCH PROJECT STUDY.

I am a post graduate student in the College of Education and External Studies, Department of Educational Administration and Planning, University of Nairobi. As part of my Masters of Education course, I am currently carrying out a research on the *"The influence of head teachers' management practices in teacher motivation and job satisfaction in public primary schools in Kinango district, Kenya."* This is to kindly request you to allow me to undertake this study in your school.

Thanking you for your cooperation.

Yours faithfully,

Mwei Julius Muinde

M.Ed Student

APPENDIX II

QUESTIONNAIRE FOR THE HEAD TEACHERS

Please indicate by ticking [√] on the correct option, or fill in appropriately

blank(s) provided as applicable to you.

Part I

1. What is your gender   a)Male   [ ]   b) Female [   ]

2. What is your age category?

    i). Below 30 years   [ ]   iv). 41-45   [ ]

    ii). 31-35   [ ]   v). 46 and above   [ ]

    iii). 36-40   [ ]

3.   What is your marital status?

    a) Married   [ ]   b) Single   [ ]

4. Please indicate your present highest professional qualification

        i). P1   [ ]   v). Diploma   [ ]

        ii). ATS3   [ ]   vi). B.Ed   [ ]

        iii). ATS 2   [ ]   vii). M.Ed   [ ]

        iv). ATS 1   [ ]

5. How many years have you served as a head teacher? _____

6. How many lessons do you teach per week?_____

7. What is your school enrolment?

    a) Below 50   [   ]   c) 101-200   [   ]

    b) 50-100   [   ]   d) Over 200   [   ]

72

Part II

Below is a list of possible roles played by a head teacher in a school to promote teachers motivation in the school in order to improve job satisfaction. Please tick [√] the correct option or fill information where required.

1. How often do you consult your teachers while making school decisions?

    i).   Always   [   ]   iii). Not at all [   ]

    ii).   Some of the time [   ]

2. a) Do you ever supervise your teachers' class work?

    i). Yes [   ]   ii). No [   ]

b) If yes, how often?

    i). Once per year   [   ]   ii). Once per term   [   ]

    iii). More than twice a term   [   ]

    iv). Others specify ……………………………………

c) Does your school have a rewarding system for good performance to teachers?

            i). Yes [   ]   ii). No [   ]

    d) If yes, who organizes for the rewards?
    i).   Head teacher   [   ]   ii).   Teachers [   ]
    iii).   Head teachers and teachers   [   ]
    iv).   Head teachers, teachers, parents   [   ]

3.   a) Do you get feedback from your teachers on delegated duties promptly?

    i). Yes   [   ]   ii). No   [   ]

   b) How is the relationship between you and your teachers?

    i). Excellent [   ]   iii). Fair   [   ]

    ii). Good   [   ]   iv). Poor   [   ]

   a) Do you hold staff meetings?

    i). Yes   [   ]   ii). No   [   ]

   b) If yes, how frequent?

    i). Termly [   ]   ii). Yearly [   ]

    iii). Monthly   [   ]

  4. How can you rate the trend in your K.C.P.E performance over the last five yeas?

    i). Excellent [   ]   iii). Average [   ]

    ii). Good   [   ]

                                                 iv). Poor   [   ]

 Thank you for your cooperation and participation.

QUESTIONNAIRE FOR THE TEACHERS

Please indicate by putting a tick [√] on the correct option, or fill in appropriately blank(s) provided as applicable to you.

Part I

1. What is your gender?

   a) Male   [   ]

    b) Female   [   ]

2. What is your age category?

   i). Below 30 years   [   ]

   ii). 31-35   [   ]

   iii).36-40   [   ]

   iv).41-45   [   ]

   v). 46 and above   [   ]

2.   What is your marital status?

   a) Married   [   ]

   b) Single   [   ]

3. What is your present highest professional qualification?

   i). P1   [   ]

   ii). ATS3   [   ]

   iii).ATS 2   [   ]

   iv). ATS 1   [   ]

   v). Diploma   [   ]

vi). B.E.d   [ ]

vii). M.E.d   [ ]

4. How many years have you served as a teacher? _____ Years

5. What position do you hold in your current school?

     i). Teacher   [ ]

     ii). Class teacher   [ ]

     iii).Panel head   [ ]

     iv). Senior teacher   [ ]

     v). Deputy head teacher   [ ]

6. How many lessons do you teach per week? _____ .

7. a) Are you ready to change your job?

        i). Yes   [ ]

        ii). No   [ ]

    b) If yes, give three reasons

     _____

     _____

     _____

Part II

In this part you are provided with different statements indicating head teachers' management roles. Kindly indicate your level of satisfaction with each of the following statements in each variable by means of a tick. ($\sqrt{}$)

Level	Score
Highly satisfied (HS)	5
Moderately satisfied (MS)	4
Slightly Satisfied (SS)	3
Moderately dissatisfied (MD)	2
Highly dissatisfied (HD)	1

NO	VARIABLE/ STATEMENT	H S	M S	SS	MD	HD
1.	**RECOGNITION**					
a).	Recognition of teachers whose subjects performs best.					
b).	Recognition of the most committed teachers					
c)	Recognition of teachers who perform well in extra curricula activities					
2.	**WORKING CONDITIONS**					
a).	Staffroom facilities in your school					
b).	Tea break					
c).	Availability of teaching and learning materials					

d).	Classrooms in your school					
e).	General cleanliness of your school					
f).	The school surroundings					
g).	Maintenance of school facilities					
3.	**SUPERVISION**					
a)	Relation with head teacher					
b)	Duties assigned every day					
c)	Style of supervision					
d)	Classroom instruction					
e)	Pupils discipline					

Use the key below to indicate your opinion. Put a tick (√) in the column that best describes your opinion.

Key

AL- Always

F- Frequently

OC- Occasionally

R- Rarely

N- Never

4. DECISION MAKING

NO	Management tasks	OPINION				
		AL	F	OC	R	N
i.	Head teacher consults teachers in preparation of the school budget					

ii.	Head teacher involves teachers in school purchases					
iii.	Head teacher involves teacher in drawing school programmes					
iv.	Head teacher involves teachers in admitting new pupils					
v.	Head teacher involves teachers in recruitment of support staff.					
vi.	Head teacher involves teachers when dealing with discipline cases.					
vii.	Head teacher involves teachers in subject allocation					
viii.	Head teacher involves teachers in ordering for school instructional materials					

PART III

Please write your responses in the spaces provided.

1. Should teachers be involved in decision making?_____

2. What gives you dissatisfaction in your job most at your school?_____

    _____

3. Suggest two specific ways in which your school head teacher can

    employ to improve levels of job satisfaction in your school

    i)_____

    ii)_____

4. Please indicate your overall level of satisfaction in your job by ticking in

    the appropriate place.

i.	Highly satisfied	[	]
ii.	Moderately satisfied	[	]
iii.	Slightly satisfied	[	]
iv.	Moderately dissatisfied	[	]
v.	Highly dissatisfied	[	]

Thank you for your cooperation

APPENDIX VI

LETTER OF RESEARCH AUTHORIZATION.

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

Our Ref: **NCST/RCD/14/013/576**

Date **6th May 2013**

Julius Muinde Mwei
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **23rd April, 2013** for authority to carry out research on "*Head Teachers' Management Role in Teacher Motivation and Its Impact on Job Satisfaction in Public Primary Schools in Kinango District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kinango District** for a period ending **31st December 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Kinango 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
Kinango District

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

81

APPENDIX VII

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
 Julius Muinde Mwei
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi

has been permitted to conduct research in

	Location
Kinango	District
Coast	Province

on the topic: Head Teachers' Management
Role in Teacher Motivation and Its
Impact on Job Satisfaction in Public Primary
Schools in Kinango District, Kenya.

for a period ending: 31st December, 2013.

PAGE 3
Research Permit No. NCST/RCD/14/013/576
Date of issue   6th May, 2013
Fee received   KSH. 1,000

Applicant's
Signature

Secretary
National Council for
Science &Technology

82