

**INSTITUTIONAL FACTORS INFLUENCING TEACHERS'
MOTIVATIONAL LEVELS IN PUBLIC PRIMARY SCHOOLS IN
LIKONI DIVISION, MOMBASA COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicated this research study to my dear wife Diane C. Mkame, son Geoffry Mwambito and My daughter Esther Mwikali for their patience and understanding throughout my study. It has been a long but a worthy investment. Lastly, I dedicate this research study to all mankind and to the almighty God.

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TABLE OF CONTENTS

Contents	Page
Title page.....	i
Declaration.....	ii
Dedication	iii
Acknowledgement.....	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	x
Abbreviation and acronyms.....	xi
Abstract.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.....	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study.....	6
1.4 Objectives of the study.....	6
1.5 Research questions.....	7
1.6 Significance of the study.....	7
1.7 Limitations of the study.....	8
1.8 Delimitation of the study.....	8

1.9 Basic assumptions of the study.....	8
1.10. Definition of significant terms.....	9
1.11. Organization of the study.....	10

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	12
2.2 Concept of corporate governance in education.....	12
2.3 State of corporate governance research	13
2.4 School governance and motivation.....	14
2.5 Teachers motivation and working conditions.....	15
2.6 Teacher workload and motivation	16
2.7 Teacher supervision and motivation	17
2.8 Teacher motivation and career progression.....	18
2.9 Summary of literature review.....	20
2.10 Theoretical framework.....	21
2.11 Conceptual framework.....	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	23
3.2 Research design.....	23
3.3 Target population.....	23

3.4 Sample size and sampling procedure.....	24
3.5 Research instruments.....	24
3.6 Instrument validity.....	25
3.7 Instrument reliability.....	26
3.8 Data collection procedures.....	26
3.9 Data analysis techniques.....	27

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction	28
4.2 Questionnaire return rate.....	28
4.3 Distribution of respondents by gender.....	28
4.4 Age of respondents	30
4.5 Highest professional qualification	33
4.6 Teaching experience	35
4.7 Lessons taught per week.....	37
4.8 Manager's role on improving working conditions.....	38
4.9 Allocated workload and teacher motivation.....	43
4.10 Headteachers' supervision practices and teachers motivation	45
4.11 Teacher's career progression and teachers motivation.....	47
4.12 Factors that keep teachers in teaching profession	49
4.13 Working conditions and teacher motivation.....	52
4.14 Workload and teacher motivation.....	53

4.15 Headteacher’s supervision and teachers’ motivation.....	53
4.16 Career prospects and teachers’ motivation.....	54

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	55
5.2 Summary of the study.....	55
5.3.1 Managers role in improving teacher’s working conditions.....	57
5.3.2 Allocated workload and teacher motivation.....	57
5.3.3 Headteachers’ supervision practices and motivation.....	58
5.3.4 Teachers’ career progression prospects and motivation.....	58
5.4 Discussion of the study findings.....	59
5.5 Conclusion of the study	61
5.6 Suggestions for further investigations	62
REFERENCES.....	64

APPENDICES

Appendix I: Letter to the respondents.....	68
Appendix II: Questionnaire for head teachers.....	69
Appendix III: Questionnaire for the teachers.....	73
Appendix IV: Research authorization NACOSTI.....	78
Appendix V: Research authorization DEO.....	79
Appendix VI Research permit	80

LIST OF TABLES

Table	Page
Table: 4.1 Distribution of respondents by gender (head teachers and teachers)	30
Table: 4.2 Age of respondents (headteachers and teachers)	32
Table 4.3 Managers' roles on improving working conditions	39
Table 4.4. Rewarding system in the school.....	41
Table 4.6. Teachers' satisfaction with workload allocated by headteahcers	44
Table 4.7 Responses on supervision by teachers	45
Table 4.8 Responses on career progression by teachers	48

LIST OF FIGURES

Figure	Page
Figure 4.1 Highest professional qualifications	34
Figure: 4.2 Teaching experience.....	35
Figure 4.3 teacher dissatisfaction in their job at school	50
Figure 4.4 Ways that can be adopted to motivate teachers to remain in teaching profession... ..	51
Figure 4.5 Motivation factors that has kept teachers in the teaching Profession.....	52

ABBREVIATION AND ACRONYMS

CDE: County Director of Education

CSR: Corporate Social Responsibility

DFID: Department for international Development.

EMIS: Education Management Information Systems

ESM: Experience Sampling Method

GCE: Global Campaign for Education

KCPE: Kenya Certificate of Primary Education

NACOSTI: National Council of Science, Technology and Innovation.

SMC: School Management Committee

SPSS: Statistical Package for Social Sciences.

TSC: Teachers' Service Commission

UPE: Universal Primary Education

VSO: Voluntary Service Overseas

ABSTRACT

The purpose of this study was to investigate institution factors influencing teachers motivation levels in public primary schools in Likoni Division, Mombasa county, Kenya. This study is significant because it is meant to mitigate low achievement of results in Likoni Division compared to other divisions in Mombasa county despite having enough teachers in the division. This study used a descriptive survey design with a target population of 17 headteachers and 278 teachers in public primary schools in Likoni division, Mombasa county. This research sampled eight headteachers and 80 teachers from the 17 public primary schools by stratified sampling method. The main instrument in this study was self-completion questionnaire that was used to collect data for both headteachers and teachers.

The data was analysed separately, the questionnaire for headteachers had two parts. Part one had six demographic questions where the responses for each question was analysed in percentages and presented in tables, and figures. Part two of the headteacher's questionnaire had also six questions on their role to improve motivation. These questions had Yes or No responses and headteachers' responses for each question was analysed in percentage in tabular form. The teachers questionnaire had three parts. Part one had seven demographic questions where responses of each question was analyzed and presented in tables and figures. Part two of teachers questionnaire were analysed using a five point Likert scale. Part three of the teachers questionnaire had five open ended questions which were analyzed using thematic discussions.

The initiative put in place by SMC and headteachers indicated that SMC allocated monies to improve working conditions in public primary schools in Likoni Division, Mombasa county. 75 percent of headteachers agreed that SMC allocate money to improve working conditions and as a result influenced motivation positively. The findings on the amount of workload allocated by headteachers was that 67 teachers in Likoni were extremely satisfied with the amount of workload allocated by headteachers but it was not clear whether this translated into high levels of motivation.

The findings on headteacher supervision practices showed that 56 teachers strongly agreed headteachers supervision was effective and study concluded that Likoni teachers are satisfied with headteachers supervision but it is not clear if this translates to high level of motivation.

The findings on career progression prospects was that 36 teachers strongly agreed with career progression prospects and this study concluded that teachers in Likoni strongly agreed that career progression prospects influence levels of motivation but it not clear whether this translates into high levels of motivation. This research study as made suggestions for further study to clarify the relationship between high workload and teachers motivation levels. It further suggests clarification of

relationship between poor head teachers relationship and motivational levels and finally the study made suggestion to clarify the relationship between meaningful and long career paths and teachers motivation levels.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Ramachandran (2005), defines motivation as those reasons that underlie behaviour that is characterized by willingness and volition. He further argues that it is the psychological feature that arouses an organism to action towards a desired goal and elicits, controls and sustains certain goal directed behaviours. It can be considered as a driving force; a psychological drive that compels or reinforces an action towards a desired goal. For example, hunger is a motivation that elicits a desire to eat. Motivation has been shown to have roots in physiological, behavior, cognitive and social areas.

Meek (2009), states that extrinsic motivation occurs when things are done to or for people to motivate them. These include rewards such as incentives, increased pay, praise or promotion; and punishment such as disciplinary action, withholding pay or criticism. He further states that extrinsic motivators can have an immediate and powerful, effect, but will not necessary last long.

Lai (2011), suggested that intrinsic motivation is motivation that is animated by personal enjoyment, interest or pleasure whereas extrinsic motivation is governed by reinforcement contingencies. According to Lai (2011), levels of motivation were measured by survey in a sample of 50 teachers. The sample of 50 teachers was then studied using experience sampling method (ESM). Teachers were

randomly beeped by special pagers five times a day for five days and completed surveys on motivation level and for each beep, resulting in 190 reports of teachers daily experiences. Surveyed data corresponded with ESM data. Motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience and activity for this group of teachers who work in a school with a selective student body. Overall motivation levels were high based upon the findings. It appears that gratification of higher-order levels is most important for motivation.

According to Hehiarachi (2010), a study exploring teacher motivation investigated the reasons why new teachers join the profession of teaching. The common reasons given by teachers for entering the profession can be categorized into three main groups; intrinsic, extrinsic and altruistic reasons. Working with children and doing the work that they love are the most intrinsic reasons that teachers often mention for entering the teaching profession and any reason that deals with external rewards of teaching are conceptualized as extrinsic. Reasons such as educating the next generation and sharing knowledge are altruistic reasons.

According to Dinham and Scott (2000), a common finding in teacher motivation research is that most teachers are driven by intrinsic reasons to join the profession. For instance Wadsworth (2001), in a study involving 664 school teachers and 250 private school teachers in the U.S.A, reports that 96 percent of her sample had

intrinsic reasons to join the profession. Also, 85 percent of her sample further said that they would choose teaching even if they were starting the career all over again. Dinham and Scott (2000), in a large quantitative study conducted in Australia, New Zealand and England also reported a similar finding. Their sample included 2000 teachers with 45 percent stating that they always wanted to become teachers. This was the most frequent reason stated by the participants for joining teaching. In their study involving 466 students teachers in Northern Ireland, Moran (2001), confirmed these findings when most of their participants had intrinsic and altruistic reasons for joining the profession.

Recent studies on teacher motivation are mostly reported from the developing countries of the world. Studies undertaken by organizations like the Department for International Development – (DFID 2007), Global Campaign for Education, (GCE 2005), and Voluntary Service Overseas (VSO 2002), reveal that there is a drastic decline in teacher motivation in those countries accounting for poor quality in Education. For instance, VSO (2002), based on a comprehensive study of teacher motivation in Zambia, Malawi and Papua New Guinea concludes that “in many developing countries the teaching is demoralized and fractured”. Through interviews, questionnaires and focus group discussions with stakeholders in education of these countries the study reported a variety of factors that impinge on teacher motivation in case study countries.

A country case study on teacher motivation in Sub-Saharan Africa and South-Asia was reported by Bennell and Akyeampong (2007). The study was conducted in 12 countries using a core set of 10-20 interviews with key education stakeholders, the collection of all relevant documentation and the analysis of statistical data relating to teacher motivation and incentives. In addition, extended case studies were completed in six countries, which entailed surveying 10-15 primary schools in two representative rural and urban cluster.

The findings revealed that very sizeable proportion of primary school teachers, in sub-Saharan Africa, have low levels of motivation. The conclusion is that most schooling systems are faced with what amounts to teacher motivation crisis, which has far reaching implication for Education Millennium Development Goals for basic education and for development. As a whole motivation levels appeared to be low in Ghana and Zambia.

In Tanzania, younger better qualified teachers are generally motivated with their jobs than the older generation of teachers. Motivation levels are generally higher among secondary teachers in most of the case study countries. This is evidenced by the fact that large proportions of primary school teachers in many countries (especially Ghana) want to upgrade their qualification so they can become secondary school teachers.

A recent survey in Ghana indicated that only 13 percent of respondents indicated that they did not enjoy teaching although nearly one-third stated that they did not intend to remain in teaching profession (Akyeampong 2003), Primary school teachers were interviewed in Sierra Leone, 80 percent said that they did not want to be teachers. Nonetheless, in a survey in Sierra Leone primary school head teachers indicated that if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell, 2004).

In Kenya, Mulemi (2004), studied levels of motivation among art-based graduate teachers in public secondary schools in Nairobi Province. She sampled 123 art-based graduate teachers and head teachers. Three head teachers were randomly selected from the nine for the pilot study using simple random sampling without replacement. The other six were interviewed and a questionnaire survey was administered to them. The finding of the study was that motivation of art-based graduate teachers in public secondary schools in Nairobi was a big policy issue in the Kenya education system that needs to be addressed. There was low motivation which had a far-reaching impact on the entire education system.

1.2 Statement of the problem

It is generally accepted that competence and commitment of teachers are two of the most important determiners of learning (Akyempong ,2007). However, public primary schools in Likoni Division, Mombasa County have been performing poorly for the last five years. It has been observed that there are enough teachers

in this Division and the schools have adequate teaching and learning resources. Records at the County Director of Education (CDE) office in charge of Teachers' Service Commission (TSC) show that the Division enrolment is 12,848 and the staffing level is 278 teachers which translates to teacher-pupil ratio of 1:46, while the pupil-book ratio is 1:1. The other variables causing poor performance in Likoni Division such as learning resources, school culture and syllabus coverage were already established as not determinants. Therefore, the poor performance in Likoni Division is probably related to low levels of motivation among teachers. This study therefore sought to investigate Institutional factors influencing teachers motivation in public primary schools in Likoni Division.

1.3 Purpose of the study

The purpose of this study was to investigate institutional factors influencing teachers' motivation levels in public primary schools in Likoni Division, Mombasa County, Kenya.

1.4 Objective of the study

The study sought to achieve the following objectives:-

- i) To establish the initiatives put in place by school management committees to enhance teachers' levels of motivation.
- ii) To examine the extent to which the amount of workload allocated by headteachers influences teachers' levels of motivation in public primary schools in Likoni Division Mombasa County.

- iii) To determine the extent to which head teachers' supervision practices influence teachers' motivation levels in primary public schools in Likoni Division, Mombasa County.
- iv) To determine the extent to which career progression prospects influence public primary schools teachers levels of motivation in Likoni Division, Mombasa County.

1.5 Research questions

- i. . To what extent do the initiatives put in place by school management to enhance teachers' levels of motivation levels in Likoni Division, Mombasa County?
- ii. To what extent does the amount of workload allocated by the head teachers' influence teachers' levels of motivation in public primary schools in Likoni Division, Mombasa County?
- iii. To what extent headteachers influence teachers' motivation levels in public primary schools in Likoni Division Mombasa County?
- iv. In what way do career progression prospect influence public primary school teacher's levels of motivation in Likoni Division, Mombasa County?

1.6 Significance of the study

The findings of this study can be a source of reference to scholars, County Directors , School management committees (SMC) and headteachers. The ideas

generated by the study may be used by County Directors, SMC and head teacher to motivate teachers in schools.

1.7 Limitation of the study

Teachers may give socially acceptable answers to avoid offending the researcher and others may give negative responses which may not allow generalization to the scope of the study. To minimize this a brief discussion with the respondents was held with a view to inform them that the research is for academic work only and that their identities will not be identified.

1.8 Delimitation of the study

This study was confined to teachers' in public primary schools within Likoni Division in Mombasa County and not private. The conditions could be different from other parts of the country allowing generalization to be made with caution. In addition, the study focused on primary school headteachers and teachers.

1.9 Basic assumptions of the study

The study was based on the following assumptions;

- i) The information given by the respondents was honest and truthful.
- ii) The respondents provided information without feeling intimidated.
- iii) The information given by the respondents was free from external influence.
- iv) Data collected about institutional factors reflected a true picture of the institutions.

1.10 Definitions of significant terms

Career progression refers to teachers personal improvement that one undertakes to achieve a personal career plan.

Demotivators refer to those factors that affect teachers' motivation negatively such as work itself.

Intrinsic motivation refers to non-tangible factors which could motivate teachers such as recognition, promotion and advancement prospects.

Extrinsic motivation refers to rewards given to teachers to motivate them such as monetary rewards, certificates or any tangible rewards.

Motivation refers to the process of steering a teacher inner drive towards a goal

Institution refers to a primary school in the Kenyan setting.

Promotion refers to upgrading of teachers along with pay increase, rights and responsibility

Salaries refer to compensation paid to primary school teacher or monthly basis for the teaching role.

School Management committee: Refers to management body which constitute of members who have children in a school whose role is to provide leadership of the school from time to time governs.

Supervision Headteacher's overseeing teachers performing their duties

Teachers refer to a person registered by Teachers Service Commission.

Working conditions refers to temperature, light, space, classroom, staffroom, toilets and other amenities.

Workload refers to the number of lessons taught per week by a primary school teacher.

1.11 Organization of the study

This study was divided into five chapters. Chapter one consists of the following sub-headings; background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitation of the study, delimitations of the study basic assumptions of the study, definition of significant terms and organization of the study. Chapter two consists of literature review, under the following sub-headings; Introduction, concept of corporate governance in the education, state of corporate governance, school and governance and motivation, teacher motivation and working conditions, teachers workload and motivation, teacher supervision and motivation, teacher motivation and career progression, summary of literature review, theoretical framework and conceptual framework. Chapter three describes the research methodology that was used. This includes the following sub-headings; introduction, research design, target population, sample size and sampling procedures, research instruments, instruments validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four consists of data analysis and interpretation under the following sub-headings; introduction, questionnaire return rate, distribution of respondents by gender, age of respondents, highest professional qualification, teaching experience, lesson taught per week, manager's role on improving working conditions, allocated

workload and teacher motivation, headteacher's supervision practices and teachers motivation, teacher's career profession and teachers motivation, factors that keep teachers in teaching profession, working condition and teacher motivation, workload and teacher motivation, headteachers' supervision and teachers motivation, career prospects and the teacher motivation.

Chapter five consists of introduction, summary of the study, managers' role in improving working conditions, allocated workload and teachers motivation, headteachers' supervision practices and motivation, teachers' career progression prospects and motivation, discussion of the study findings, conclusion of the study, suggestions for further investigations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers literature review for study. It was reviewed under the following headings: concept of corporate governance in education, state of corporate governance research, school governance and motivation, teacher motivation and working conditions, teachers workload and motivation, teachers supervision and motivation, and career progression, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of corporate governance in education

Kezar and Eckel (2004) define governance as a multi-level concept including several different bodies and processes with different decision-making functions. The concept of governance for Post-secondary predominantly refers to the internal structure, organization and management of autonomous institutions. The complexities of managing education in today's world prove true to all levels of private and public education from university to primary and elementary education. According to Maureen (2009) good governance in education systems promotes effective delivery of education services. Critical are appropriate standards, incentives, information and accountability which induce high performance from public providers. Sound provider performance in turn raises the level of education outputs and can contribute to improved outcomes.

2.3 State of corporate governance research

Padmini and Scrinivasan, (2011) stated that corporate governance has attained significance attention all over the world over the last two decades and has experienced maturation during this time. Two important factors have led to rapid developments in the field. Consequently, there has been an increasing effort around corporate governance structure and mechanics by born regulators and corporations. Understanding the state of corporate governance research in the Indian context is therefore of great academic interest.

Padmini and scrinivasan, (2011) conducted a research on corporate governance using online database. The sample consisted of 140 research papers in peer reviewed scholarly international journals which focused and India. The 140 papers were reviewed by a thematic analysis of the content and several procedures were followed to ensure reliability and validity of the themes in the same manner. This enhanced the quality of the analysis and also resulted in a theoretical convergence on the labeled variables.

The finding was that the number of papers on corporate governance on India published in international journals increased each year but the number of articles on corporate governance in India in the ten referred international articles is still limited. Out of 140 papers sixty nine papers were multi-country analysis and India was a part of their sample.

2.4 School governance and motivation

A research conducted by Naido (2005), focused on participation, representation and decision-making in school governance in South Africa based on a collective case study of six schools in Guateng and Kwazulu – Natal. Interviews were conducted with representatives from stakeholders groups on the school governing body, principals, parents representatives and learners representatives in each school. In addition, representatives from national, provincial and district education offices and from teachers bodies and governing body associations were interviewed. The transcripts of the interviews and field notes were analyzed using the ATLAS software package. The findings were that representations across the schools was clearly affected by the historical context, ideological constrains, as well as the balance of power that existed within these schools and their communities. It also emerged that across the schools, participatory decision – making and the empowerment of parents and teachers occurred within clearly defined operational parameters and is often sympolic. However, in almost all schools very few parents participated in election of school governing body which reduced teachers motivation levels and were in uninterested school governing body.

A research study conducted in Pwani and Morogoro, Tanzania by Mgimwa and Marie (2011), focused on school governance in secondary schools the research used questionnaires. The sample included 126 teachers, six schools were visited in Pwani and Morogoro districts. The findings were that most teachers had little

knowledge about the composition of school boards which implied that school boards in general fail to make themselves known in the school setting and hence contributed to low levels of motivation amongst teachers.

2.5 Teacher motivation and working conditions

Bhatti, Rawal and Hamid (2012), studied motivation among primary school teachers in Pakistan. One of their objective in the study was to examine the extend which primary school teachers in Pakistan perform their job at different working conditions. The majority of the sample was investigated through survey, focused group discussion and interviews. The respondents in the study were drawn from a larger sample from 30 primary schools in three Districts combined a sample of 300 respondents in all three Districts got the equal proportion in the study. The study findings were that the majority of primary school teachers' in Pakistan had very low level of motivation due to poor working conditions.

A study conducted by Adelabu (2005), focused on key determinants of motivation among teachers in Nigeria. It classified three main categories of factors namely job context, job content and reward system. Data for the study was collected from in-depth, semi-structured interviews with key stakeholders as well as secondary documentary sources. Interviews were conducted with Ministry of Education officials at both the state and federal level. Adelabu (2005), observed that the teacher's working environment in Nigeria has been described as the most impoverished of all the sector of the labour force. Facilities in most schools were

found to be dilapidated and inadequate. He further argued that despite the poor working conditions of most Nigeria teachers, the situation has been improving during the last four years.

2.6 Teacher motivation and workload

A research study conducted by Bastick (2000), to investigate the relationship between teacher motivation and workload in Jamaica. The research design was based on questionnaire assessing the variables of interest were completed by 132 Jamaican teachers and the findings were that some teachers quit teaching due to the increase of work compared to the low salary that they are paid.

A research report on teachers' motivation in public school Tanzania by Mkumbo (2011) revealed several motivating and demotivating factors associated with teaching were underscored during a focus group discussion. The finding in this study was that one reasons for low levels of motivation in public primary schools in Tanzania was due to the increase of work teachers are expected to do compared to the low salary that they receive.

Mulemi (2004), conducted a study on levels of motivating among art-based graduate teacher in public secondary school in Nairobi Province, this study utilized ex-post facio design and a sample size of 123 arts-based graduate teacher was sampler, nene deputy head-teachers and three head teachers were randomly selected. The research instrument was survey questionnaires. The findings were

that remuneration was the most important factor, while work itself was ranked third. The art-based graduate teachers felt that teaching should provide a substantial amount of work.

2.7 Teacher motivation and supervision

A study conducted in the state of Rajasthan by Ramachandran (2005) in India focused on teacher motivation and supervision. The study involved detailed interviews with 18 stakeholders, 33 teachers in 10 schools and focused group discussion guide was used in all the schools. The findings were that most teacher felt poor supervision was a concern in India.

A study conducted by Mulkeen (2005) on teacher motivation and supervision based on case studies done in conjunction with the world bank in Lesotho found out that while most African countries have inspection services, these are often limited both in the number of school they visit and the quality of the support and guidance they can provide. In Lesotho the study concluded that supervision is most unlikely to be contributing in any way to the quality of education provided in Lesotho schools.

Kandie (2002), conducted a study of the level of motivation among public secondary schools science teachers in Uasin-Gishu district this study was conducted under an ex-post facto design and the sample was drawn from all

secondary school science teachers in five randomly selected secondary schools in each of the five divisions in Uasin Gishu District. The total number of science teachers in the sample was seventy-eight (78) and the main instrument in the study was a questionnaire. The findings were that most science teachers were satisfied with their immediate supervisors and participated fully in decision making.

2.8 Teachers motivation and career progression

Bennell and Akyempong (2007) conducted an international research project on teacher motivation and incentive in sub-saharan African and south Asia. One of their objectives was teacher motivation and career progression. The main source of information for this project is the 12 country case studies. All the country case studies had interviews with key education stakeholders (10-20 interviews) and the analysis of statistical data. An extended case studies were completed by surveying 10-15 primary schools in both rural and Urban areas.

The findings was that the overwhelming consensus from stakeholders and teachers in India is that teachers are seriously underpaid and that is the key factor undermining teacher motivation.

A research conducted by Kadzamira (2006), in Malawi focused on motivation and career progression. The main focus of the study was to examine the extent to which low teacher motivation is a constraint to the attainment of Universal Primary Education (UPE) low-income developing countries.

The study reviewed the major determinants of teacher motivation in particular teachers career progression. Information was collected from Ministry of Education (MOE) archives as well as from published education statistics and Education Management Information System (EMIS). These were used to assess the level, trends and determinants of teacher motivation. In addition stakeholders interview were held with government officials, the teacher's union, NGO's and representative of donor agencies in order to obtain their views on the level, trends and determinants of teachers' motivation.

The findings in this study was that the major reason for low levels of motivation among public sector is the absence of any meaningful career path for most teachers. Teachers' motivation was low because career paths are not long enough. In addition not all teachers can be promoted to higher grades as there are limited posts.

A research study conducted by Macharia (2002), on motivational and job satisfaction needs of secondary school teachers in Murang'a District. One of the objectives of the study was to determine how professional qualification influence motivation and job satisfaction. The study used exp-post facto design and sampled 120 teachers from a target population of 162 teachers from 82 schools in Murang'a District. The main instrument was a questionnaire and document analysis. The study revealed that 50 percent of older teachers 50 years and above

in teaching career were more satisfied than the younger teachers below 30 years because they earn more.

2.9 Summary of literature review

The motivation theories studies agree that demotivation is created by factors which stem from extrinsic such as working conditions, security, salary and supervision. However, another motivation theory study notes that motivation is a hierarchical arrangement as well as attainment of needs. A study conducted by Mkumbo (2011) in Tanzania and that conducted by Bastick (2000) in Jamaica on relationship between motivation and workload reveal that increase in workload and low pay are demotivations in teaching profession. However, a study conducted by Mulkeen (2005) in Lesotho concluded that supervision do not contribute in any way to the quality of education in Lesotho rural areas whereas a study conducted by Kandie (2002) in Kenya on supervision found that, science teachers in Uasin gishu District were satisfied with their immediate supervisor. However, little study has been conducted on initiatives put in place by managers to improve working conditions in schools.

2.10 Theoretical framework

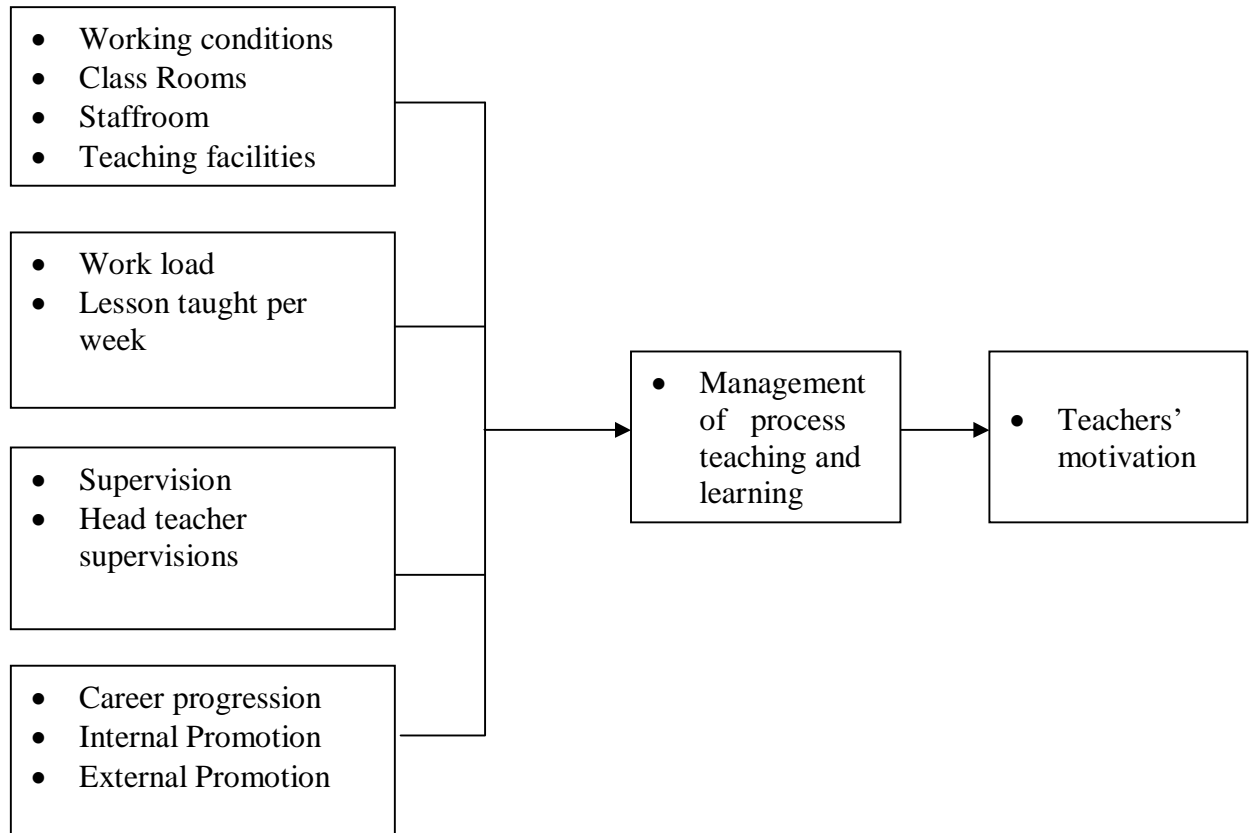
This study was based on Fredrick Herzberg's two-factor theory (1971, as found in Okumbe 1192) The theory developed two variables; one consists of the motivators (satisfiers) because they are seen to be effective in motivating the individual to superior performance and effort. The other consists of the

dissatisfies which essentially describe the environment and serve primarily to prevent job dissatisfaction while having little effect on positive job attitudes. The motivators include factors such as opportunity for personal growth, achievement, recognition, responsibility and work itself. The headteacher should provide a healthy atmosphere and be concerned with teacher personal welfare. Educational managers need to apply the two factor theory to manage teachers in institutions.

On the other hand demotivators stem from extrinsic job content like work conditions, security and salary. According to this theory workers can only be motivated by a challenging job which has room for achievements, recognition, advancement and growth. However, different researchers have different views on the two-factor theory Macharia (2004), argues that some intrinsic factors are both satisfiers and dissatisfiers. Similarly some extrinsic factors were found to be both satisfiers and dissatisfiers. Despite, this criticism the two factor theory has contributed greatly to the study of motivation and job enrichment, Njoka, 2002).

2.11 Conceptual framework

Factors influencing motivational levels



This study conceptualize that motivation is influenced by intrinsic factors which determine the degree of motivation related to the job content whereas extrinsic factors determine the degree of dissatisfaction related to job content. When facilities such a classrooms, staffroom and teaching facilities are inadequate and dilapidated motivation levels tend to be low and the opposite is true, motivation levels are increased. Similary high workload will reduce motivation levels of teachers. Poor supervision by headteachers will lead to low motivation and finally the absence of any meaningful teaching career path will demotivate teachers, while structured promotion to higher grade will increase motivation levels for teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology; It is organized under the following sub-headings: research design, target population, sample size and sampling procedures, research instrument, instrument validity, instrument reliability, data collection procedures and finally data analysis techniques.

3.2 Research design

This study was based on descriptive survey method of collecting data by a questionnaire (Wisker, 2008). The design is suitable for this study because this study is not only confined to data collection and description but also the study sought to establish the existence of certain relationships among the variables under study, such as working conditions, workload, supervision and career progression. Secondly, motivation levels are a qualitative study in nature rather than a quantitative study (Mugenda & Mugenda, 2003).

3.3 Target population

Sapsford (2007), defines population as the entire set which the researcher wishes to make generalization. He further observed that accessible population is an effective population sample that is accessible to the researcher. The target population of this study consisted of head teachers and teachers in public

primary schools. Records obtained by the researcher from the county Director of Education (CDE) office as at April 2013 show that there are 17 public primary schools in Likoni division with a total population of 278 teachers.

3.4 Sample size and sampling procedures

Kombo and Tromp (2006), define sampling as the act of selecting a suitable sample of a population for the purpose of determining parameters of the whole population. Likoni Division, Mombasa there are 278 teachers in 17 public primary schools. Eight headteachers and 80 teachers were sampled from the 17 public primary schools by stratified simple random sampling method where each stratum must have items which are proportional to the sizes of the strata. To know the items to be selected from each stratum, proportional allocation method was applied where the sizes of the samples from different strata are proportional to the sizes of the strata used, Macharia, 2002.

The rationale for the sample size stems from (Mugenda & Mugenda, 2003) who recommend 10 percent of the accessible population is enough for a descriptive study.

3.5 Research instruments

The main instrument in this study was a self-completion survey questionnaire which was given to eight head teachers and 80 teachers to fill and the researcher collected them immediately to enhance the return rate. There were two sets of self-completion survey questionnaires that was used for data collection. The

head teacher's questionnaire was divided into two parts. Part one contained six questions which focused on head teachers' demographic background information. Part two contained six questions which focused on roles played by the head-teachers in influencing motivational levels in schools. The teachers' questionnaire was divided into three parts. Part one contained seven questions which focused on teacher's demographic background information; part two contained four sections with statements influencing motivational levels in the schools. Teachers were required to indicate their levels of satisfaction or dissatisfaction in the first two sections using a five-point Likert Scale. Part three contained five open-ended questions which allowed teachers to express their opinion as briefly as possible.

3.6 Instrument validity

Mugenda and Mugenda (1999), state that validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. To enhance validity of the instrument a pilot study was carried out. Three head teachers and ten teachers were used in a pre-test as recommended by Mulusa (1990) for a pilot study. Questionnaires were hand-delivered to each of respondents to fill and collected immediately on the basis of their responses, items that were unclear or unambiguous were identified. The respondents were encouraged to make comments and suggestions concerning instructions, clarity of questions and relevance. Corrections were done to enable the two instruments

illicit the desired information during the main study. The comments of the supervisors of this study were put into consideration

3.7 Instrument reliability

Kombo and Tromp (2006), defines reliability as the degree to which an instrument gives consistent results. To enhance instrument reliability the researcher employed the test – re – test technique of assessing reliability during the pilot study where the same respondents, three head-teachers and ten teachers were test – re – tested and a time lapse of a week was considered. The results were compared to establish the difference and similarities. The resultant scores were correlated using the Pearson product moment correlation coefficient and the reliability coefficient obtained was 0.79 which considered good for the study.

3.8 Data collection procedures

Newby (2010), states that data collection refers to the gathering of information to prove some facts. Data collection helps to clarify facts for dissemination of accurate information and development of meaningful programmes. The researcher obtained a permit for research from the National Council of Science Technology and Innovation (NACOSTI). Then obtain authority from the county Director of Education (CDE), letters were written to head teachers then the researchers visited the schools to brief the respondents and give out questionnaire to the sampled respondents, collected, pre-processed, coded the questionnaires, stored and statistically analyzed the data.

3.9 Data analysis techniques

Kombo and Tromp (2006) define data analysis as examining what has been collected in a survey or experiment and making deductions and inferences. The data was analysed separately, the questionnaire for headteachers had two parts. Part one had six demographic questions where the responses for each question was analysed in percentages and presented in tables, and figures. Part two of the headteacher's questionnaire had also six questions on their role to improve motivation which were analysed in percentage in a tabular form. The teachers questionnaire had three parts. Part one had seven demographic questions where responses of each question was analyzed and presented in tables and figures. Part two of teachers questionnaire were analysed in percentage in tabular form. Part three of the teachers questionnaire had five open ended questions which were analyzed using thematic discussions.

CHAPTER FOUR

DATA ANALYSIS , INTERPRETATION AND DISCUSSION

4. 1 Introduction

The purpose of this chapter was to analyse the responses from the respondents in order to make meaning from the data collected in an attempt to answer the research questions. This chapter presents the results of analysis in form of frequency tables, pie charts, line graphs and histograms. For each table or figure a brief description of results is provided to help in their interpretation in line with requirement of the question.

4.2 Questionnaire return rate.

This study had two sets of questionnaires. The headteachers questionnaire had two six male respondents representing 75 percent and one female respondent representing 12.5 percent. One questionnaire was not returned. The teachers questionnaire had a 96.25 percent return rate and only 3.75 percent did not return the questionnaire. The high rate of return of questionnaire was due to the fact the researcher gave the questionnaire and allowed the respondents to fill them and collect them immediately on completion of the questionnaire

4.3 Distribution of respondents by gender

Gender refers to male or female teachers. The gender issue can have a bearing on motivation level in Likoni Divison and probably can be a pointer to the level of motivation of teachers in that Division. Men and women differ in their

perceptions of what is important and motivating for good work performance. The distribution of both intrinsic and extrinsic rewards should, therefore, be tied to the specific needs or preference of men and women. The gender perspective indicate that men place a higher value than women do on the so called instrumental value that is basic salary and bonuses as motivational factors in their work performance and identification with the employer. Women, on other hand, place more importance than men do on inter-personal relationship at workplace, respectful treatment by the employer, and the possibility of reconciling work and family life. Thus, it is clear that women place more value on soft issues.

However, women and men holding managerial posts do not differ in the way they rate individual motivation factors. In addition women regard systems as unfair and unrelated to their performance more frequently than men do. More women than men feel undervalued compared with male colleagues in the same position in any organization.

Table 4.1 below shows the distribution of respondents by gender.

Table 4.1 Distribution of respondents by gender of headteachers and

	Male	Females	N/A	Totals
Number of respondents	06	01	01	08
Percentage (%)	75.00%	12.50%	12.50%	100.00%
Number of respondents	17	60	3	80
Percentage (%)	21.25%	75%	3.75%	100.00%
teachers				

In Likoki division 75.00 percent of men are headteachers while 12.50 percent are women. Likewise 75.00 percent of teachers are women and 21.25 percent are male teachers. This therefore means while majority of men are motivated by instrumental values, women will have low motivation on the same. The opposite will occur, that is majority of women will be motivated by inter-personal relationship, men will have low motivation on the same.

4.4 Age of respondents

Age is an important aspect for any employee. It is significant because it indicates the level of maturity and work experience of the employee. Age can also have a

bearing on the level of motivation of an employee. More often than not younger employees are more enthusiastic and highly motivated at work place may be due the feel good attitude that they are newly employed and have joined the working class which will improve their status in society and the fact that they are earning an income. This translates to security and independence which is the ultimate goal for any human being. While aging more often than not is perceived to involve decline in motivation, we posit that age-related changes in work motivation might be conceptualized as outcome of active regulation. Rather than passively respond to personal and environmental changes older workers actively adapt to these changes. As a result work motivation became more task-specific; influence of work context on motivation changes both qualitatively and quantitatively and leads to an individual motivation profile. Older workers have a higher degree of job control which enables them to allocate effort in line with their motivational profile. Motivational regulation strategies might help to equip older workers with skills to successfully cope with age- related capabilities changes and changing job demands.

Table 4.2 shows a summary of age of respondents for headteachers and teachers.

Table 4.2 Age of respondents (headteachers and teachers)

Age of headteachers	Number of respondents	Percentage (%)
36 – 40 years	02	25.00%
41 – 45 years	01	12.50%
46 + years	04	50.00%
N/A	01	12.00%
Total	08	100.00%
Age of teachers		
Below 30 years	11	13.5%
30 – 35 years	13	16.25%
36 – 40 years	15	18.75%
41 – 45 years	21	26.25%
46 + years	20	25.00%
Total	80	100.00%

Since majority of headteachers are above 36years of age they are likely to positively motivate 13.5 percent of the teachers below 30 years to be more task-specific since they have a high degree of task control on the other hand majority of Likoni teachers are older and therefore they are more task specific and some may be highly motivated while others may have low motivation due to aging.

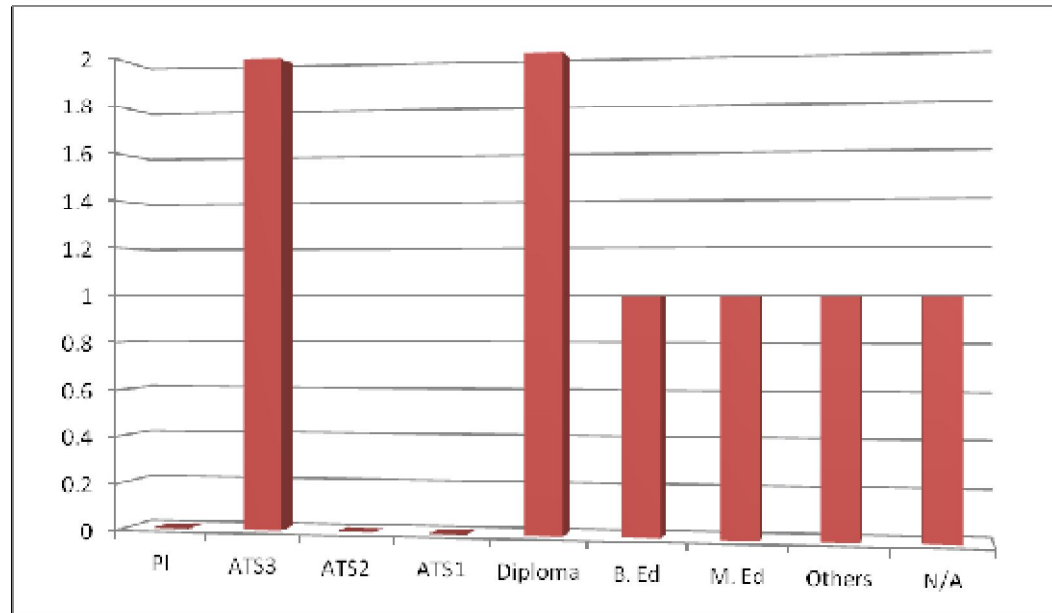
4.5 Highest professional qualification of headteachers and teachers

Teaching profession entails imparting knowledge and building capacity of the learners this therefore means the teachers should be well trained and prepared to meet the challenges in this profession. It is therefore means that the teachers should be highly qualified professionally.

The motivation behind teachers desire to learn and develop vary and to some extent reflect their self-perceptions and general outlook. There is a mix of intrinsic and instrumental reasons for learning. As with the motivation to learn, reasons for pursuing qualification range from the instrumental to the intrinsic. There is also an element of self-worth. Many teachers see further qualification as important and desirable both as vehicle of further learning and as a means of recognition to enhance career opportunities or validate a level of professionalism, qualification continuing professional development. Advanced development programmes have the opportunity to lift teachers level of thinking and provide them with a more lasting tool than immediately applicable skills and knowledge.

Figure 4.1 below show the highest professional qualification of teachers

Figure 4.1 Highest professional qualifications



In Likoni Division 2 head teacher were AT33 which represents 25 percent of the respondents, 2 headteachers had diploma certificates, one headteacher had a bachelor of education certificate, one headteachers didn't respond to this question and had a AT5 I certificate. This was a clear indicator that the Division highly qualified headteacher with the capacity to lead and improve the motivation levels of their teachers.

Similarly 35 teachers 43.75 percent are PI has their highest professional qualification and 20 had diploma which represents 25 percent of the respondents.

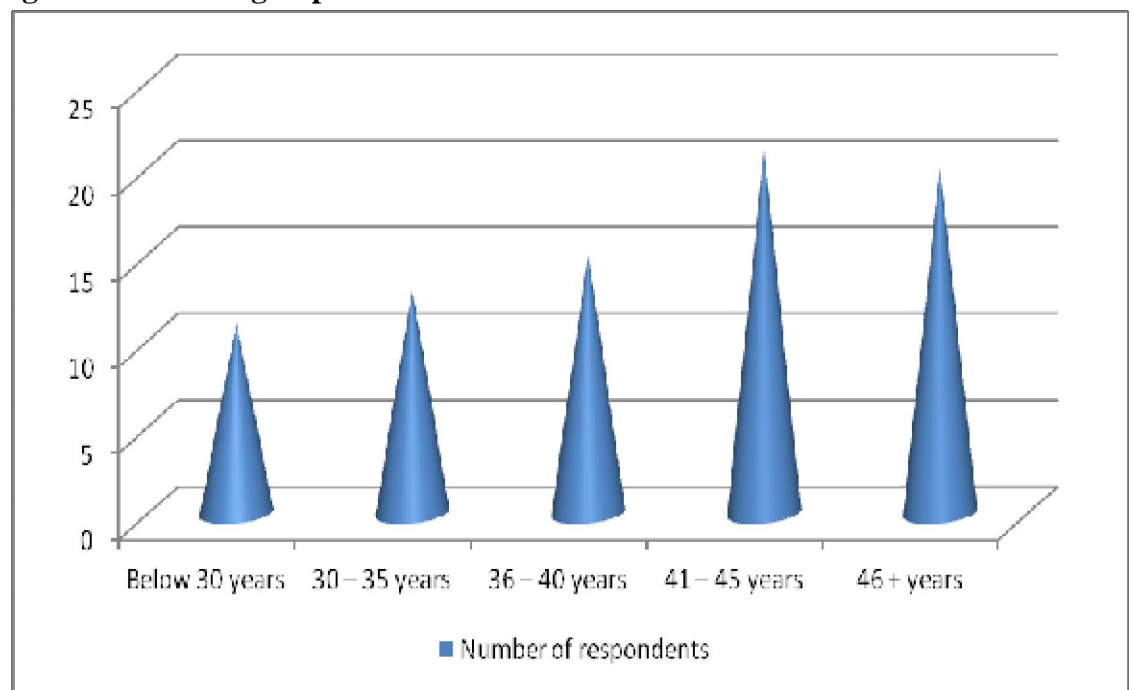
In Likoni Division there were three teachers with AT52 qualification which represent 3.75 percent .There was only one teacher with AT51 professional

qualification and there were 7 teachers with bachelor of education certificate which represents 1.25 percent of the respondents one teacher had a masters degree in Education which represents 1.25 percent of the respondents looking at the professional qualifications of both headteachers and teachers in Likoni there is no doubt that this division as a whole range of spectrum of qualifications and talent that needs to be tapped and utilized to improve the motivational levels and ultimately be used to change the performance level of Likoni division.

4.6 Teaching experience

Any profession requires experience to deal with work challenges which will enable the employee to improve his/her performance and increase productivity in the workplace. figure 4.2 below shows teaching experience of teachers

Figure 4.2 Teaching Experience of teachers



In Likoni Division 25 percent of the headteachers respondents had 20 years of experience has headteahcers, which was good experience in dealing with the challenges in the teaching profession and can easily be considered as a capacity to mould and motivate teachers in this Division had less than 20 years teaching experience.

Sixteen of the respondents has less than five years teaching experience, eleven had less that 10years experience, another eleven and fifteen years teaching experience and 18 respondents had between 16-20 years teaching experience.

The rest of the respondents, twelve of them had between 26-36 years teaching experience, one teacher did not respond to this question. Figure 4.1 shows the teaching experience of head teachers.

In total 33.75 percent of respondent of teachers in Likoni Division have less than ten years teaching experience and the rest 66.25 percent have more than ten years teaching experience .For most teachers their motivation levels will depend on a number of factors . one salary that they earn which is pegged on the qualifications, two the rewarding system in the school, three head teachers teacher relationships, four the working conditions in their stations .If the above factors are positive then the motivation level of teachers will undoubtly be high .

4.7 Lesson taught per week by headteachers and teachers

The number of lessons taught by headteachers and teachers represents their workload at their stations. According to Fredrick Herzberg's two factor theory work itself is an extrinsic factor which can be both a motivator and demotivator. The majority of headteacher have ample time to deal with administrative work and supervision of the teachers and also attend other work related duties. However, on the contrary 26 teachers of the respondents taught between 26-30 lessons per week representing 35 percent of the respondents and 16 teachers taught more than 31 lessons per week which is 20 percent of teachers in Likoni Division taught between 21-35 lessons per week. This is a clear indication that majority of teachers in this division are overwhelmed with workload which can result to demotivation of teachers.

The amount of work load that a teacher has includes the lesson he/she teaches . per week plus any other duty the head teacher will assign that teacher and also the co-curricular activities in the school. The situation in Likoni Division indicates that while most head teachers have a lighter work load the opposite is experienced by Likoni teachers. This means that 80 percent of teachers in Likoni taught many lessons per week compared to 20 percent who were content with the number of lessons taught per week. This means the majority of teachers in Likoni probably had low motivations due to the weekly workload allocated to them.

4. 8 Manager's roles on improving working conditions

Working conditions refers to the facilities in the working station that enable the to perform their duties better. Working conditions have a huge impact on teachers morale and motivation. Teachers are more concerned with working conditions and effort to improve them remains a daunting task. The trend toward self – managed schools is an international trend in education, self- management means that school managers together with parents have greater responsibilities. An important characteristic of this trend is that all stakeholders have to play a key role in the school. School managers need to listen, consult, engage in dialogue more and identify needs of teachers, parents and learners. School managers, teachers, parents and learners have to work together to plan personal development and the development of the school. Schools need good leadership and good management. Effective school management depends on a number of agencies that are interlinked but the headteacher is the pivotal link in this network and ultimately plays the most crucial role in ensuring school effectiveness. Head teachers should promote the spirit of self-evaluation with a view to enhance their performance.

Table 4.3 Manager roles on improving working conditions

Response on:	Yes	No	N/A	Totals
(i) SMC money allocation to improve working conditions in the school.	04 (50.00%)	03 (37.5%)	01 (12.50%)	08 (100.00%)
(ii) Working environment.	06 (75.00%)	01 (12.50%)	01 (12.50%)	08 (100.00%)
(iii) Compliment teachers on good work done.	07 (87.50%)	0 (0.00%)	01 (12.50%)	08 (100.00%)
(iv) Rewarding system for performance by teachers.	05 (62.50%)	02 (25.00%)	01 (12.50%)	08 (100.00%)
(v) Teachers' satisfaction on workload.	05 (62.50%)	02 (25.00%)	01 (12.50%)	08 (100.00%)
(vi) Correct teachers' mistakes promptly.	07 (87.50%)	0 (0.00%)	01 (12.50%)	08 (100.00%)

Response on:	Yes	No	N/A	Totals
(vii) Appraise teachers' 07 for promotion.	07 (87.50%)	0 (0.00%)	01 (12.50%)	08 (100.00%)
(viii) Encourage teachers' 07 to further their (87.50%) studies (0.00%)	07 (87.50%)	0 (0.00%)	01 (12.50%)	08 (100.00%)
Total	48	08	08	
Percentage (%)	75.00%	12.50%	12.50%	

In comparison 75 percent of headteachers agreed that SMC have put initiative to improve the working conditions while 12.50 percent do not agree. This therefore suggests that 48 headteachers were motivated by working conditions while only 8 were not motivated by the initiative put by SMC to improve the working conditions in their schools.

In Likoni Division most schools did not have an elaborate rewarding system to reward teachers for good performance or increases their motivational levels. Looking at the head teachers response on those matter none of the schools of those that respondent had gone for schools trips similarly only one school provided monetary rewards to their teachers and three head teachers wrote appreciation letters to their teachers .A similar number of head teachers also didn't respond to this question which means they were distancing themselves from this fact which therefore means these

schools didn't have an elaborate rewarding system in their schools .It also emerges that none of the head teachers had internally recommended any of their teachers for internal promotion for example , deputy head teachers or senior teachers table 4.4

Table 4.4 Rewarding system in the school.

Rewarding system in the school	Number of respondents	Percentage (%)	Cumulative Percentage (%)
Trips	0	0.00%	0.00%
Promotion prospects	0	0.00%	0.00%
Monetary rewards	01	12.50%	12.50%
Appreciation letter	03	37.50%	50.00%
N/R	03	37.50%	87.50%
N/A	01	12.50%	100.00%
Total	08	100.00%	

The rewarding system in Likoni Division is generally very poor and needs to be overhauled. In Likoni Division only 12.50 percent of headteachers offer monetary rewards to their teachers. Generally, the rewarding system is poor and therefore teachers motivation levels are low.

Teachers in Likoni division also respondent on their satisfaction on working conditions in the school. This factor was measured on a five point Likert scale, extremely satisfied, very satisfied, satisfied, slightly satisfied and not satisfied. Five teachers in Likoni said they were extremely satisfied with their school

environment 16 teachers were very satisfied 30 teachers were satisfied, 26 slightly satisfied and 3 were not satisfied with their school environment. The aspect of teachers' satisfaction with teaching and learning resources in their school. Only four teachers in Likoni division were extremely satisfied with teaching and learning resources. 14 teachers were very satisfied, 34 slightly satisfied, 18 slightly satisfied and 10 teachers were not satisfied.

On facilities available in school which is the responsibility of SMC and the headteacher to ensure that their schools have adequate facilities to enable teachers to implement the curriculum smoothly. Likoni teachers responded like this, 7 teachers were extremely satisfied with school facilities and another seven were very satisfied. 34 teachers were satisfied, 25 slightly satisfied and seven were not satisfied with facilities that were available in their schools.

The teacher- pupil ratio aspect which has a bearing on the work itself and to a large extent influence motivation. In Likoni division four teachers were extremely satisfied, three respondents were very satisfied, 17 were slightly satisfied, 23 slightly satisfied and 33 teachers were not satisfied which is not surprising at all, that a high teacher- pupil ratio can be a demotivator. The availability of classroom is another aspect of working conditions in Likoni and the responses were as follows, 12 teachers in Likoni were extremely satisfied, 14 very satisfied, 29 slightly satisfied, 13 slightly satisfied and 12 were not satisfied.

The last issue measured was entertainment amenities available in the school and only three teachers were extremely satisfied, five very satisfied, nine slightly satisfied, 23 slightly satisfied and 40 teachers were not satisfied with entertainment

amenities in their school. Comparatively 51.4 percent of Likoni teachers were satisfied with manager role on working conditions while 48.6percent were not satisfied. This therefore suggests that the majority of teachers in Likoni Division are positively motivated with working conditions while 48.6 percent have low motivation on working conditions.

4.9 Allocated workload and teacher motivation

Workload refers to the number of lessons taught per week .The head teacher should allocate subject in a fairly manner and be concerned with teacher personal welfare so that the teacher is not overwhelmed with work which will eventually be a demotivator and therefore reduce his /her motivation level .In Likoni Division teachers responses on their satisfaction with work load in their schools was pegged on a five point liket scale extremely satisfied. very satisfied slightly satisfied and not satisfied teachers responses were interesting and varied.

Table 4.6 Teachers' satisfaction on workload in the school

	ES (5)	VS (4)	S (3)	SS (2)	NS (1)
Work load					
How satisfied are teachers with					
work load in school.					
(i) The number of lessons taught per week.	06	16	27	20	11
(ii) Allocation of subjects in your school.	09	13	33	14	11
(iii) The Subject you teach.	17	20	24	12	07
(iv) The level you teach	15	16	35	10	04
(v) Allocation of co-curricular activities	08	17	37	11	07
(vi) Allocation of other duties.	12	13	36	20	09
Total	67	95	192	87	49
Percentage (%)	13.6%	19.4%	39.2%	17.8%	10.0%

The respondents in Likoni Division had their say on workload and 354 teachers were satisfied with their workload while 136 teachers were not satisfied. This means that 72.2 percent of Likoni teachers were probably highly motivated and content with their workload while 27.8 percent had low motivation levels.

4.10 Headteacher's Supervision practices and teacher motivation

Supervision refers to head teachers overseeing teachers performing their duties .

Headteachers need to be very tactful during their supervision to teachers to avoid conflict with the teachers. Good supervision entails observing teachers keenly when they are performing their duties and correcting any mistakes noted in a humane way to avoid humiliating teachers and demeaning them unnecessary which may demoralize them and consequently lead to low motivation.

Table 4.7 below shows a summary of responses on supervision by teachers

Table 4.7 Responses on supervision by teachers.

SA (Strongly agree) A(Agree) MA (Moderately agree) D (Disagree)
SD (Strongly disagree)

Response on:	SA (5)	A (4)	MA (3)	D (2)	SD (1)
Supervision					
The level of agreement or disagreement or disagreement on teachers' supervision in the school.					
(i) The head teacher closely supervises class-room instruction.	06	17	36	12	08
(ii) The head teacher supervises school development activities closely.	16	31	20	08	05
(iii) The head teacher supervises pupil's prep activities closely.	15	18	24	12	11
(iv) The head teacher involves teachers in supervision of students "learning".	19	17	35	12	08
Total	56	83	115	44	32
Percentage (%)	16.9%	25.1%	34.8%	13.3%	9.7%

In total 254 teachers in Likoni Division strongly agreed that headteachers supervision practices were good, while 76 teachers strongly disagreed. This means to 76.8 percent of teachers in Likoni probably positively motivated by supervision practices by headteachers while 23.2 percent of teachers in Likoni had low motivation on the same.

4.11 Teacher's Career Progression and Motivation.

Career progression refers to teachers' personal improvement that a teacher undertakes to achieve a personal career plan. Career progression opportunities remain limited and salary increase is relatively low and most teachers complain that promotion prospects and criteria is still based largely on qualification and years of service. Consequently, both good and bad teachers get promoted together, which many teachers find very demoralizing.

The TSC has two scheme of services for teachers. One for non-graduate and the other for graduate teachers. The non-graduate teachers can train for a certificate or a diploma. Teachers with certificate train for two years to attain a pace one (P1) certificate and on employment they are placed on job group G and can be continuously promoted on merit or after attending a proficiency programme. The diploma teachers are normally placed on job group J after they have successfully completed their course.

On the other hand the graduate teachers undergo a four year training and after successful completion of the course they are placed on job group K and subsequent

promotion will follow after every three years. The principals, who are TSC agents can also appraise, recommended and appoint a teacher for promotion before TSC confirms the same.

Table 4.8 below shows a summary of responses on career progression by teachers.

Table 4.8 Responses on career progression by teachers.

SA (Strongly agree) A(Agree) MA (Moderately agree) D (Disagree)
SD (Strongly disagree)

Career progression	SA(5)	A (4)	MA (3)	D (2)	SD (1)
The level of agreement or disagreement or disagreement on teachers' internal and external promotions.					
(i) I have taught for ten years without promotion.	07	16	32	20	05
(ii) The employer promotes teachers fairly.	04	16	34	18	08
(iii) My superiors have appraised me for promotion.	06	08	34	25	07

Career progression		SA(5)	A (4)	MA (3)	D (2)	SD (1)
(iv)	The employer will promote me if I advance my education.	07	04	15	21	33
(v)	I am currently satisfied with my current grade.	12	14	29	13	12
Total		36	58	144	97	65
Percentage (%)		9.0%	14.5%	36.0%	24.2%	16.3%

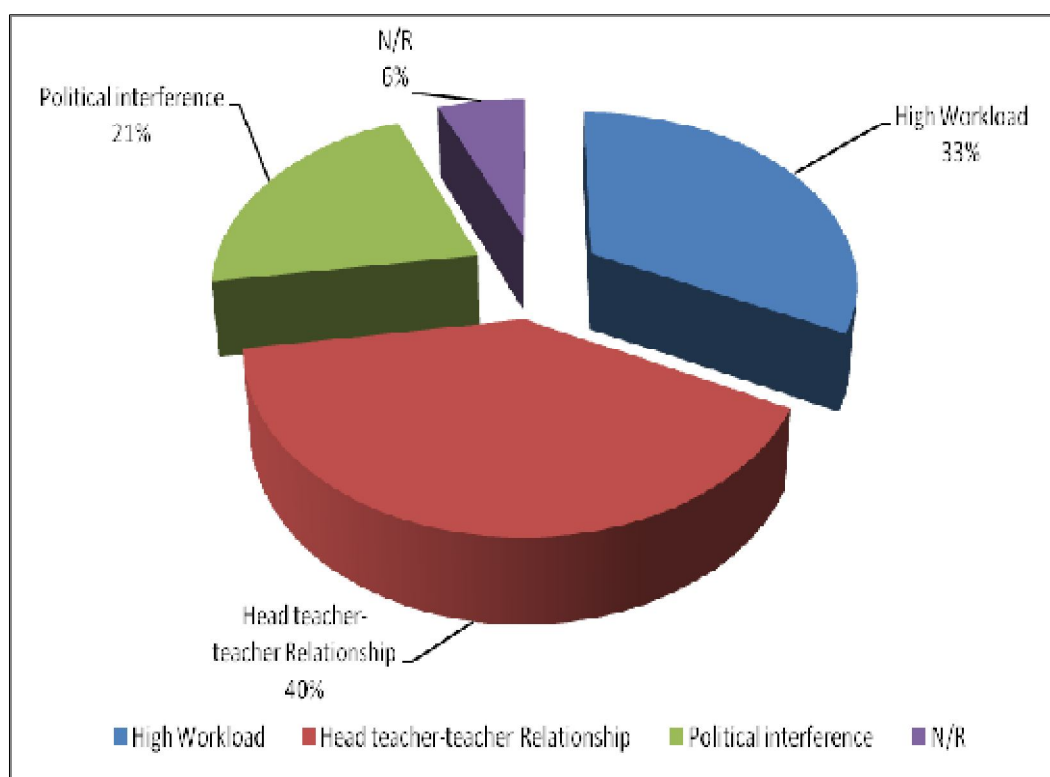
In percentages, nine percent of Likoni teachers strongly agreed that personal improvement is important to achieve a career plan while 16.3 percent strongly disagreed with this fact. This, therefore means that the majority of Likoni Division teachers were lowly motivated to upgrade their skills through further education whereas only few teachers believed that furthering their education would translate to promotions.

4.12 Factors that keep teachers in teaching profession

Part three of the teachers questionnaire provided teachers with five questions on which they would give their personal opinion on what motivates them to teach in their school, what gives them dissatisfaction, ways that the head teachers could improve levels of motivation in their schools, and the most motivating factors that has kept them in the teaching progression.

Teachers in Likoni Division responses on what dissatisfactory they set from their jobs at school indicate that 26 teachers were dissatisfied with high workload which represents 32.50 percent of the respondents. 17 teachers were dissatisfied with political interference which translates to 21.25 percent. However, the majority of Likoni teachers 40 percent were very dissatisfied with poor head-teacher relationships, 32 teachers respondents on this matter. Figure 4.3 show teachers dissatisfaction in their job at school.

Figure 4.3 Teachers dissatisfaction in their jobs at school

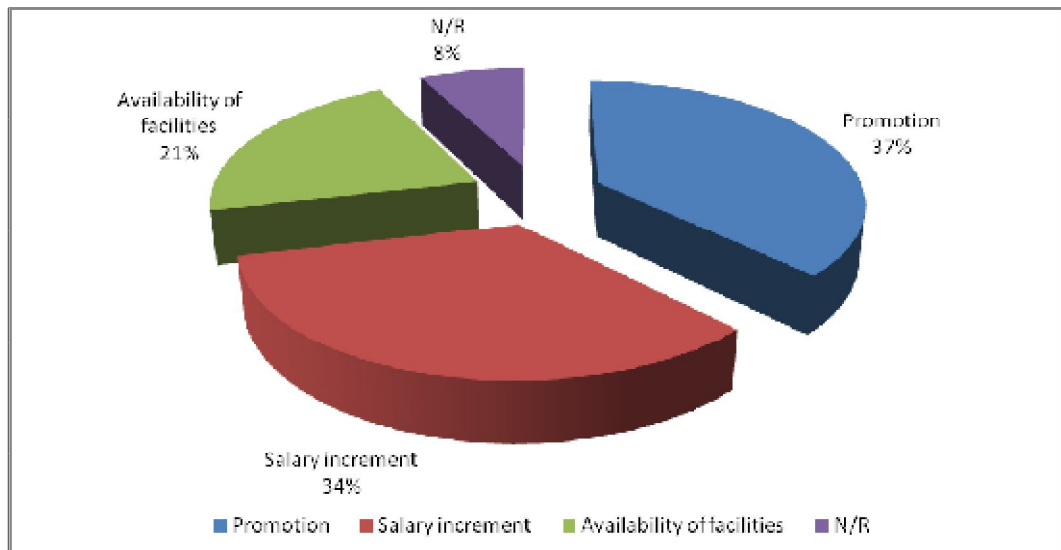


Regarding on how head teachers can improve levels of motivation among teachers, In Likoni Division 34 Of the respondents sited conducive environment which

represents 42.50percent, 33.75 percent sited rewards can be used to improve motivation among teachers that was sited by 27 teachers and 18 teachers represently 22.50 percent said that team building can be used by head teachers to improve motivation.

Teachers in Likoni Division sited promotion as the most important factor that made teachers to remain in the teaching profession 37.50 percent of the respondents which translates to 30 teachers responded positively on this matter. Another, 27 teachers which is 33.75 percent sited salary incensement and 17 teachers or 21.25 percent said availability of facilities was the most motivating factors that can enable teachers to remain in the teaching profession.

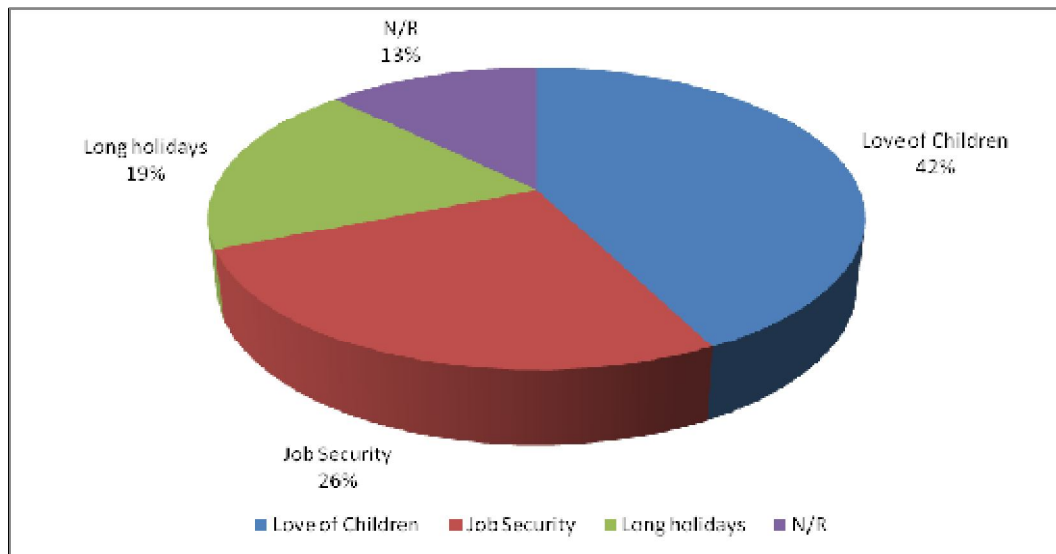
Figure 4.4 Ways that can be adapted to motivate teachers’ to remain in teaching profession.



Likoni Division teachers love children because 34 of the respondents sited that this was the most important factor that has kept them in the teaching profession.

This was the followed by job security and long holidays. 21 teachers and 15 teachers respectively responded on this factor. In total 42.50 percent, 26.25 percent and 18.75 percent respectively responded to this issue. Figure 4.5 shows the most motivating factors that has kept teachers in the teaching in the teaching profession.

Figure 4.5 Motivating factors that has kept teachers in the teaching in the teaching profession.



4.13 Working conditions and teacher motivation.

There is a clear manifestation that the SMC and headteacher avail resources to improve the working conditions in public primary schools in Likoni division and

teachers generally agree that there is effort to improve working conditions in their stations, however, the percentages of those who are satisfied with working conditions is 51.4 percent against 48.6percent who not satisfied which means the difference is 2.8percent for and against. This therefore mean that working conditions influence on motivation does not have a leverage impact on motivation. Its therefore, up to the managers to ensure that working conditions in their respective stations is improved to a level that most teachers will appreciate the working conditions in their stations which in turn can boost their motivational levels higher.

This could be in areas of rewarding good performance through trips, promotion prospects and monetary rewards which most headteachers are not doing at the moment.

4.14 Workload and teacher motivation

The analysis and results indicate that the majority 72.2percent of teachers were satisfied with the amount of workload allocated to them by headteachers. This means that 354 of teachers in Likoni Division agreed that their workload was low or normal to them and hence their motivational levels could probably be higher compared to 136 teachers who indicated that their motivational levels could be low.

4.15 Headteachers' supervision and teachers motivation.

The headteacher supervision factor in classroom, development activities, pupils preps and learning in the analysis of data is positive and most teacher 76.8percent strongly agree that headteachers supervision is effective. Therefore, 254 teachers in Likoni division had higher motivational level compared to 23.2 percent of teachers who were not satisfied with headteachers' supervision. There were 76 teachers who were not satisfied with the effectiveness of headteachers, supervision.

4.16 Career prospects and teachers' motivation

In the data analysis there was a mixed reaction on this factor because 33 teachers strongly disagreed that TSC will promote them if they advanced their education, while 4 teachers strongly agreed that TSC promotes teachers fairly and 8 teachers strongly disagreed on this. An equal number of teachers 12 strongly agreed and disagreed that they were satisfied with their current grade.

This means therefore, nine percent of Likoni teachers were highly motivated by career prospects while 16.3 percent were lowly motivated by career prospects.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the results and findings of this research are discussed and conclusive reached. Findings are compared to available empirical findings and the final section of the reports makes several recommendations relevant to the conclusions. The purpose of this study was to investigate institutions factors influencing teachers' motivational levels in public primary schools in Likoni Division, Mombasa county, Kenya. It was envisaged by the need to answer several questions related to motivation of teachers of public primary schools in Likoni Mombasa.

5.2 Summary of the study

The purpose of this study was to investigate institutional factors influencing teachers' motivational levels in public primary schools in Likoni Division, Mombasa county, Kenya. This study sought to achieve the following objectives, to determine the influence of initiatives put in place by school management committee on teachers' motivation, the influence of allocated workload on teachers' motivation, the influence of headteachers' supervision practices and career progression on teachers' motivation. The motivation theories studies agree that demotivation is created by factors which stem from extriustic factors such as working conditions, security, salamand supervision.

This study is based on Fredrick Herzberg's two factor theory (1971) which consists of two variables, the motivators (satisfiers) and demotivators (dissatisfiers). This study conceptualise that motivation in influenced by intrinsic factors which determine the degree of motivation related to job content. This study was based on descriptive survey method whose target population consisted of headteachers and teachers in public primary schools in Likoni, Division, Mombasa, country. The research sampled 8 headteachers and 80 teachers from 17 public primary schools by stratified simple random sampling method. The main instrument was a questionnaire and there were two sets of questionnaire one for headteachers and another for teachers. The data was analysed separately, the questionnaire for headteachers had two parts. Part one had six demographic questions where the responses for each question was analysed in percentages and presented in tables, and figures. Part two of the headteacher's questionnaire had also six questions on their role to improve motivation. These questions had Yes or No responses and headteacher's responses for each question was analysed in percentage in a tabular form. The teachers questionnaire had three parts. Part one had seven demographic questions where responses of each question was analyzed and presented in tables and figures. Part two of teachers questionnaire were analysed using a five point likert scale. Part three of the teachers questionnaire had five open ended questions which were analyzed using thematic discussions.

5.3.1 Manager's role in improving teacher's working conditions.

The initiative put in place by the school managers to motivate and improve teachers' working conditions are very essential in determining the levels of motivation of teachers. In Likoni Division 50 percent of headteachers agreed that teachers the SMC allocates money to improve working conditions in the school and 75 percent of headteachers agree that teachers have a good working environment. In total 51.4 percent of teachers in public primary schools in Likoni are satisfied with working conditions in their schools.

The various initiatives that SMC and that headteachers had put in place to improve the working conditions in the schools include, allocation of money to improve the overall working environment, a reward system and improving school facilities. The allocation of money by SMC and headteachers was highly ranked by headteachers and impacted motivation positively. The rewarding system however, was lowly ranked in influencing motivation and on improving school facilities while 21.9 percent were not satisfied which therefore means this aspect had low motivation levels influence on teachers compared to the former.

5.3.2 Allocated workload and teacher motivation

Allocation of workload by headteachers is of paramount importance in an institution in terms of equity and fairness, balancing of workload and optimization of human resource. In Likoni Division a total of 72.2 percent of teachers were satisfied with the amount of workload allocated by their headteacher and only 27.8 percent were not satisfied.

In Likoni division teachers varying workloads, some teachers had low workloads and some had high workload teachers with low workload had their motivation slightly higher than teachers with highloads. Overall only 13.6 percent of teachers in Likoni division were extremely satisfied workload in their schools and 10 percent were not satisfied.

5.3.3. Headteacher's supervision practices and motivation

Supervision refers to headteahcer's overseeing teachers performing their duties. In Likoni Division 76.8 percent of teachers strongly agree that headteahcers supervision was effective. Also, 56 teachers strongly agreed that supervision was effective, 83 teachers moderately agreed that it was effective while 44 teachers disagreed that supervision was effective and 32 teachers strongly disagreed that supervision was effective in Likoni Division.

Supervision had a varying impact on motivation scales on teachers. In Likoni Division 16.9 percent of teachers strongly agreed with supervision level, which means supervision influence on motivation was reasonable high compared to 9.7 percent who strongly disagreed with the motivation scale.

5.3.4 Teachers' career progression prospects and motivation.

Career progression simply refers to teachers improvements that one undertakes to achieve a personal career plan. In Likoni Division 90 percent of teachers strongly agreed that career progression was meaningful to them, 14.5 percent of the

teachers also agreed with the same, 36.0 percent moderately agreed on this fact and only 24.2 percent disagreed with this fact and a mere 16.3 percent strongly disagreed with the statement. In total 59.9 percent strongly agreed with career progression against 40.5 percent who strongly disagree with this.

Career progression prospects had low impact on motivation levels because a mere 9.0 percent strongly agreed on this aspect compared 16.3 percent who strongly disagreed on career progression prospects.

5.4 Discussion of the study findings

The findings of this study follows the order of the research questions as presented in chapter one. The manager's role in improving teacher working conditions the findings in Likoni Division indicates that majority of head teachers agreed that the SMC allocates monies to improve working conditions and environment in the school. The findings of this research therefore supports the theoretical assertion by Herzberg's two- factor theory the motivators and hygiene factors. According to Herzberg (1971). The intrinsic motivating factors are achievements, recognition, advancement, responsibility and work itself.

However, this findings disapproves the study conducted in Pakistan by Bhatti (2012) which fond out that the majority of primary school teachers' in Pakistan had very low level of motivation due to poor working conditions.

The allocation of workload by headteachers in Likoni Division. The findings were that the majority of teachers were satisfied with the amount of workload allocated by headteacher's to them in their stations.

However, this results contradicts a research conducted by Bastick (2000) in Jamaica where the findings were that some teachers quit teaching due to the increase of work compared to the low salary that they are paid.

On teacher's supervision practices the findings Likoni, Division show, that teachers in public primary schools in Likoni were satisfied with headteachers supervision. This findings supports the empirical study conducted by Kandie (2002) in Uasin-Gishu district which concluded that most science teachers were satisfied with their immediate supervisors and participated full in decision making process. This results then asserts that the headteachers' role is to provide leadership and that a supportive leader will enhance high level of motivation at work to fulfil certain goals and objectives of the organization.

The teachers' career progression prospect factor in Likoni Division indicate that most teachers strongly agree with both internal and external promotions. However, this findings disapprove an empirical study conducted by Kadzarnira (2006) in Malawi which found that the major reason for low levels of motivation among public primary school teachers in Malawi was the absence of any meaningful career path for most teachers. Teacher's motivation was low because career paths were not long enough and that not all teachers could be promoted to higher grades as there were limited posts.

The conclusions of this study follows the order of the research questions and also follows the findings that were discussed in 5.4. The findings in Likoni Division on Manager's role in improving teachers working conditions, therefore enables this research to conclude that teachers in public primary schools in Likoni division to a large extent influence positively motivation levels.

The findings on allocation of workload by head teachers in Likoni Division allows this study to conclude that teachers were satisfied with workload allocated to them by headteachers, but it is not clear whether this translates into high levels of motivation.

In regard to supervision in public primary schools in Likoni Division. This research study therefore concludes that teachers were satisfied with supervision but it is not clear if this translates to high level of motivation.

Lastly, this study concludes that teachers in Likoni division strongly agree that career progression prospects influence the levels of motivation, but it not clear whether this translates into high levels of motivation.

5.5 Conclusion of the study

The conclusions of this study follows the order of the research questions and also follows the findings that were discussed in 5.4. The findings in Likoni Division on Manager's role in improving teachers working conditions, therefore enables this research to conclude that teachers in public primary schools in Likoni division to a large extent influence positively motivation levels.

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In regard to supervision in public primary schools in Likoni Division. This research study therefore concludes that teachers were satisfied with supervision but it is not clear if this translates to high level of motivation.

Lastly, this study concludes that teachers in Likoni division strongly agree that career progression prospects influence the levels of motivation, but it not clear whether this translates into high levels of motivation.

5.6 Recommendations

This research study has made several conclusions regarding the state of motivational levels in Likoni Division, Mombasa county. As a result the following recommendations are made as a measure of interventions for the improvement of the levels of motivation for the teachers of public primary schools in Likoni Division Mombasa, county.

- (i) Further investigation are recommended to clarify the relationship between high workload and teachers' motivation levels, because the findings contradicts the one conducted in Jamaica.
- (ii) Further investigations are recommended to clarify the relationship between poor head-teacher-teacher relationship and motivational

levels, because poor headteacher-teacher relationship raises concern on motivation levels.

- (iii) Further investigations are recommended to clarify the relationship between meaningful and long career paths and teachers motivational levels because the findings in Likoni disapproves an empirical study conducted by Kadzamira (2006) in Malawi.

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APPENDIX I

LETTER TO THE RESPONDENTS

Department of Education, Administration

and Planning University of Nairobi

P.O. Box 30197 – 00100

Nairobi

Dear Sir/Madam,

RE: INSTITUTIONAL FACTORS INFLUENCING TEACHERS’

MOTIVATIONAL LEVELS

I hereby humbly and sincerely wish to request you to participate in a research project study as part of my Masters of Education course. I am undertaking a research on “Institutional factors influencing teachers’ motivational levels in public primary schools in Likoni Division, Mombasa County. All information given will be confidential.

I wish to thank you in advance for your co-operation. I beg to remain.

Yours faithfully,

Muindi N. Michael

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire consists of two parts part I has 6 questions on demography and Part II has 6 questions on managers role on motivation.

Demographic Information

Part I

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

1. What is your gender a) Male [] b) Female []
2. Please indicate your age that applies to you by use of a tick []
 - i) Below 30 years []
 - ii) 31 – 35 []
 - iii) 36 – 40 []
 - iv) 41 – 45 []
 - v) 46 and above []
3. What is your present highest professional qualification
 - i) PI []
 - ii) ATS3 []
 - iii) ATS2 []
 - iv) ATS1 []
 - v) Diploma []
 - vi) B.Ed []
 - vii) M. Ed []
4. How many years have you served as a head teacher? _____
years.

5. How many lessons do you teach per week?

6. Indicate your school population

- | | | | |
|-------------|--------------------------|--------------|--------------------------|
| a) Below 50 | <input type="checkbox"/> | c) 101 – 200 | <input type="checkbox"/> |
| b) 50 0 100 | <input type="checkbox"/> | d) Over 200 | <input type="checkbox"/> |

Manager roles on motivation

Part II

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

1. Does the SMC allocated money to improve working conditions in your school?

- | | | | |
|--------|--------------------------|--------|--------------------------|
| i) Yes | <input type="checkbox"/> | ii) No | <input type="checkbox"/> |
|--------|--------------------------|--------|--------------------------|

2. Do your teachers have a good working environment (i.e space, staffroom, toilets)

- | | | | |
|--------|--------------------------|---------------|--------------------------|
| i) Yes | <input type="checkbox"/> | iii) Not sure | <input type="checkbox"/> |
| ii) No | <input type="checkbox"/> | | |

3. a) Do you compliment teachers for good work done?

i) One a week []

ii) After two week []

iii) One a month []

iv) One a term []

b) Do you correct teacher's mistakes promptly?

i) Yes []

iii) Not at all []

ii) No []

6. Do you appraise you teachers for promotion?

i) Yes []

iii) Not Sure []

ii) No []

b) Do you encourage your teachers to further their studies?

i) Yes []

iii) Not sure []

ii) No []

c) How many teachers' have been promoted in your school in the last five years

i) None []

iii) Two []

ii) One []

iv) More than three []

Thank you for your cooperation and participation.

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire consists of three parts. Part I has 7 questions on demography and part II has questions on teacher motivation and part III has 5 open ended questions.

Demographic Information

Part I

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

1. Please indicate your gender a) Male [] b) Female []
2. Please indicate your age bracket of a tick [√]
 - i) Below 30 years [] iv) 41 – 45years []
 - ii) 31 – 35 Years [] v) 46 and above []
 - iii) 36 – 40 years []
3. Please indicate your highest academic qualification
 - i) P1 [] v) Diploma []
 - ii) ATS 3 [] vi) B. Ed []
 - iii) ATS 2 [] vii) M. Ed []
 - iv) ATS 1 []
4. How many years have you served as a teacher? _____ years
5. Please indicate the position 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) If you had the option, would you be willing to change your job?

a) Yes []

b) No []

c) b) If yes please explain why

Teacher Motivation

PART II

In this part you are provided with different statements on institutional factors influencing motivation. Kindly indicate whether you are extremely satisfied (ES), very satisfied (VS), Satisfied (s) slightly satisfied (SS) or not satisfied (NS)

1. Working conditions

How satisfied are you with the working conditions in your school	ES	VS	S	SS	NS
i) The school environment	5	4	3	2	1
ii) Teaching and learning resources					

iii) School facilities					
iv) Teacher – pupil ratio					
v) Availability of classroom					
vi) Entertainment amenities					

2. Work load

How satisfied are you with work load in yours school	ES	VS	S	SS	NS
	5	4	3	2	1
i) The number of lesson taught per week					
ii) Allocation of subject in your school					
iii) The subject you teach					
iv) The level you teach					
v) Allocation of co-curricular activities					
vi) Allocation of other duties					

In this part you are provided with different statements to express your agreement or disagreement. Kindly indicate whether you strongly agreed (SA), Agree (A), Moderately Agree (MA), Disagree (D) or Strongly disagree (SD)

3. Supervision

What is your level of agreement or disagreement with	SA	A	MA	D	SD
head teacher’s supervision	5	4	3	2	1
i) Head teacher closely supervises class-room					

	instruction					
ii)	Head teacher supervises school development activities closely					
iii)	Head teacher supervises pupil's prep activities closely					
iv)	Head teacher involves teachers in supervision of students "learning"					

4. Career progression

What is your level of agreement or disagreement with	SA	A	MA	D	SD
internal and external promotions	5	4	3	2	1
i) I have taught for ten years without promotion					
ii) The employer promotes teachers fairly					
iii) My superiors have appraised me for promotion					
iv) The employer will promote me if I advance my education					
v) I am currently satisfied with my current grade.					

Personal Opinion

Part III

In this part you are provided with open – ended questions to express your opinion as briefly possible.

1. What motivates you to teach in your school?

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

3. Suggest two specific ways that your head teacher can improve levels of motivation among teachers in your school?

i) _____

ii) _____

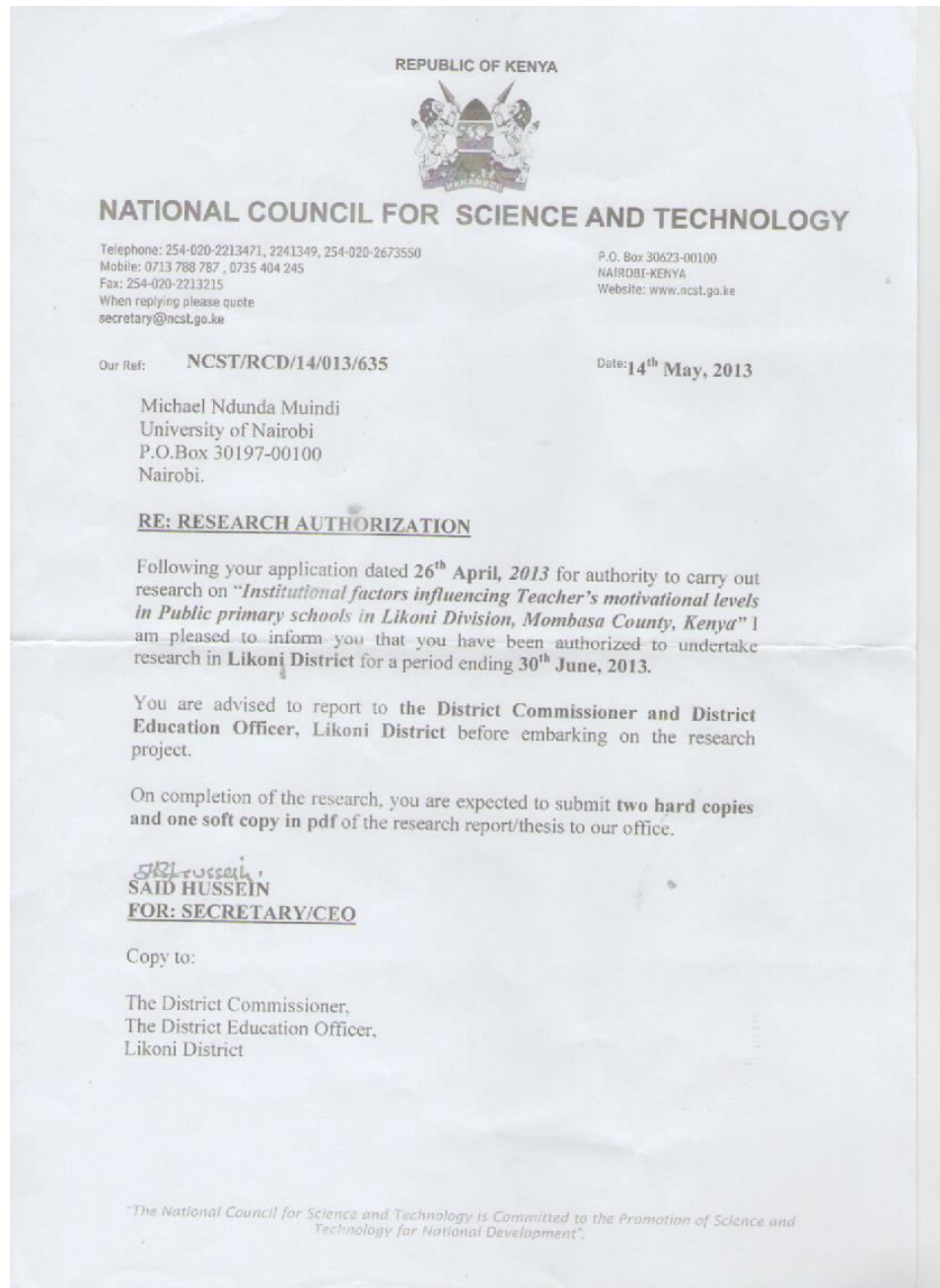
4. Please suggest two specific ways that can be adapted to motivate teachers' to remain in the teaching profession

i) _____

ii) _____

5. What is the most motivating factor that has kept you in the teaching profession.


APPENDIX IV
RESEARCH AUTHORIZATION



APPENDIX V

RESEARCH AUTHORIZATION D.E.O

MINISTRY OF EDUCATION


<p>Telegrams: "SCHOOLING", MOMBASA Telephone: 0203548163 e-mail: deolikoni@yahoo.com When replying please quote</p> <p>RefNo: EDU/LKN/UN/R/101/28</p>		<p>DISTRICT EDUCATION OFFICER LIKONI DISTRICT P. O. BOX 1795 MOMBASA</p> <p>Date 20th MAY, 2013</p>
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**THE HEAD TEACHERS
PUBLIC PRIMARY SCHOOLS
LIKONI DISTRICT**

RE: RESEARCH AUTHORIZATION

The bearer of this letter, Mr. Michael Ndunda Muindi a students of University of Nairobi has authorization to conduct research on *Institutional Factors Influencing Teachers' Motivational Level in Public Primary Schools in Likoni District, Mombasa County.*

Please accord him the necessary assistance.

 **DISTRICT EDUCATION OFFICER
P. O. Box 1795
LIKONI**

**MOSES MAKAU
FOR: DISTRICT EDUCATION OFFICER
LIKONI DISTRICT**

APPENDIX VI
RESEARCH PERMIT

PAGE 2 PAGE 3


Research Permit No. NCST/RCD/14/013/635
Date of issue 14th May, 2013
Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Michael Ndunda Muindi
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

Likoni	Location
Coast	District
	Province

on the topic: Institutional factors influencing
Teacher's motivational levels in Public
primary schools in Likoni Division,
Mombasa County, Kenya

for a period ending: 30th June, 2013.




Applicant's Signature

For Secretary
National Council for
Science & Technology

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

GPK605513mt10/2011