

**INFLUENCE OF HEADTEACHERS' MOTIVATIONAL PRACTICES ON  
JOB SATISFACTION OF PUBLIC PRIMARY SCHOOL TEACHERS IN  
GATANGA DISTRICT, MURANG'A COUNTY, KENYA**

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the Degree of Master of Education in Educational Administration**

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## DECLARATION

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

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## **DEDICATION**

This project is dedicated to my parents Mr and Mrs Muhoro, my dear daughter SherryAnn Wanjiru and to my entire family for their love, care, support and encouragement.

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I am humbled to God for His abundance grace and for good health throughout my studies and for bringing me this far.

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## **ABBREVIATIONS AND ACRONYMS**

B.Ed	-	Bachelor of Education
DC	-	District commissioner
DEO	-	District Education Officer
DQASO	-	District Quality Assurance and Standards Officer
KCPE	-	Kenya Certificate of Primary Education
KSSHA	-	Kenya Secondary Schools Head teachers Association
M.Ed	-	Masters in Education
MOE	-	Ministry of Education
PTA	-	Parents Teachers Association
TSC	-	Teachers Service Commission
UN:	-	United Nations

## ABSTRACT

The level of motivation of teachers remains central in teaching job performance debates. In recognition to teachers' plight, the Kenya Government has made efforts to motivate teachers by creating more administrative units like departments in schools where teachers are appointed to head as a form of promotion (Republic of Kenya, 1980). Despite these and other motivational factors, there has been deteriorating standards of performance especially in public primary schools in the country. The purpose of this study was to investigate the influence of head teachers' motivational practices on job satisfaction of public primary school teachers in Gatanga District. The study objectives sought to determine the extent to which head teachers' selection of staff for training, use of monetary rewards, staff recognition and professional advancement influence public primary school teachers' job satisfaction. The study adopted descriptive survey research design on a population of 57 head teachers and 741 teachers. A sample was selected to take part in the study and included 25 principals and 206. Data from head teachers and teachers was collected using questionnaires. Descriptive statistics (frequencies, percentages and mean scores) were used in data analysis. From the findings, the study majority of the head teachers (80%) used staff training to motivate teachers in their career and therefore head teachers' selection of staff for training influenced teachers' job satisfaction in public primary schools to a great extent. The head teachers adopted rewards strategies to enhance the teachers' job satisfaction in public primary schools. A mean score of 4.4 indicated that head teachers relied heavily on staff recognition to increase job satisfaction of teachers in public primary schools. Teachers' professional advancement opportunities are being used by the head teachers to positively impact on teachers' job satisfaction in public primary schools as shown by a mean score of 4.3. The study recommends the head teachers should adopt a multifaceted approach of motivational practices in enhancing teacher's job satisfaction in primary schools. The teachers' training institutions and universities should incorporate motivational training strategies to be adopted by the head teachers in their curriculum. This will give the head teachers better understanding on the best motivational strategies to apply in their institutions. The government through the ministry of education should conduct regular training for the head teachers on motivational strategies approaches to equip them with skills and knowledge needed in their managerial role as evidenced by low mean score response on their responsibility in helping teachers to get satisfaction from the profession and to fulfill their needs and objectives. A similar study should be done in other districts in Kenya for comparison purposes and to allow for generalization of findings on the influence of head teachers' motivational practices on job satisfaction of public primary school teachers.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Undoubtedly work has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis of their lifestyles. Thus, the context of employees' job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency productivity, absenteeism, turnover rates, intention to quit and finally employee's well-being (Bavon, 1986; Maghradi, 1999).

A study among Turkish special school teachers showed that the more experienced teachers have less job satisfaction than their less experienced colleagues (Sari, 2004). This corroborated with findings by the National centre for Educational studies in the USA (1997) which also found that in public schools, younger and less experienced teachers have higher levels of satisfaction than older and more experienced teachers. The greatest area of dissatisfaction for teachers in Georgia USA is disruptive behavior work overload manageability and lack of parental support (Houchins, Shippen and Cattret, 2004). In a study done at the Texas state University, over half of the total variance in teacher job satisfaction was attributed to student verbal and non-verbal responsiveness (Mottet, Beebe, Raffeld and Medlock, 2004).

In many developing countries and particularly in Africa, employment policy in general and specifically the education employment policy have long taken into account the need to satisfy teachers and other workers (Werner & Desimone, 2006). Onu, Madukwe and Agwu (2005) examined the factors affecting job satisfaction of field extension workers in Emugu State Agricultural Department Programme in Nigeria using a sample of 43 extension staff randomly selected across three agricultural zones. The field extension workers indicated low level of satisfaction with their job content, conditions of service and working environment, which were subsequently identified as key factors that could enhance job satisfaction among employees.

In research on the factors influencing job satisfaction among white teachers in South Africa, the variables that emerged from these studies were aspects pertaining to working conditions; interpersonal relations with managers, colleagues and learners; professional development; management style; and community involvement. Factors influencing job satisfaction among white teachers covered a broad spectrum and included intrinsic as well as extrinsic factors (Esterhuizen, 1989; Hillerbrand, 1989; Steinberg, 1993; Steyn, 1992).

Under the Kenyan situation, job satisfaction and good quality work from the employer and the employee respectively dictates the performance of organizations (Chen & Luo, 2002). Staff movement of either joining or leaving an organization is one of the many indicators or pointers of the employees' satisfaction or dissatisfaction which may also mean high or low staff motivation. According to

Mani (2002), people leave employment due to many reasons which among them are the job content, company culture, caliber of colleagues, salary and work environment issues.

Furnham (1992) categorizes factors that can have an influence on job satisfaction into three groups namely; institutional aspects that have to do with the nature of remuneration package, supervision and decision-making practices, and the perception of the quality of supervision; aspects of the total workload, the variety of skills applied, autonomy, feedback and the physical nature of the working environment and finally the personal aspects such as self-image, ability to deal with stress and general satisfaction with life.

Recognition is an aspect that makes individuals feel motivated (Herzberg, 1959). Individuals at all levels of the organization want to be recognized for the job satisfaction. Good work done by any employee should always be acknowledged. This can be done by giving teachers trophies during prize giving days, a letter of appreciation or are given bonus where appropriate (Cole, 2002). Entwistle (1987) is of the view that if an employee performs successfully, it leads to organizational rewards and as a result motivational factor of employees lies in their performance. The investigations that have been conducted to find the relationship between compensation and individuals were focused to increase the performance of employees (Ciscel, 2001). The highly motivated employees serve as the competitive advantage for any company because their performance leads an organization to well accomplishment of its goals.



The success of any organization entirely depends on the ability of managers to provide a rewarding and motivating environment for its employees. Rewarded employees are more productive happier, and stay with the organization longer. One of the primary tasks a manager faces is to find out what motivates their staff. By understanding employee needs, managers can understand what rewards to use to motivate them. The challenge of rewarding employees has long been recognized as an integral part of managing leisure-service organizations (Cole, 2002).

According to Edginton, Hudson, and Lankford (2001), reward plays an exceedingly important role in moving an organization towards excellence. Moorhead and Griffin (1998) have suggested that employee performance is a joint of ability and reward. Therefore, rewarding employees to perform to the best of their ability is seen as one of the manager's primary tasks. This fact will be reiterated in the 1990s when public recreation managers ranked rewarding employees as their most, important goal to pursue (Edginton, Hudson and Landford, 2001). Flynn (1998) argued that monetary rewards programs keep high spirits among employees, boosts up their morale and create a linkage between performance and motivation of the employees. The basic purpose of reward program is to define a system to pay and communicate it to the employees so that they can link their reward to their performance which ultimately leads to employee's job satisfaction. Where job satisfaction, as defined by Lock (cited in

Gruneberg, 1979), is a pleasurable positive emotional state as a result of work appraisal from one's job experiences.

Since student outcomes depend greatly on teacher quality, governments, local politicians and school managers need to foster teachers' continuous professional development in order to cope effectively with ongoing changes and improve the quality of education. Strengthening internal school conditions to promote teachers' professional development is considered an important prerequisite for addressing a continuous stream of changes in their environments. Most professional development efforts in the late 1980s and early 1990s were based on a training paradigm which implied a deficit-mastery model and consisted of "one-shot" professional development approaches (Mani 2002).

Research on these programmes has provided evidence of the failure of earlier concepts of teacher learning as something that is done to teachers (Richardson and Placier, 2001; Clarke and Hollingsworth, 2002). These findings and increased criticism have provided an impetus for many researchers to reconceptualise teachers' professional development by taking a "change as professional growth or learning" perspective to professional development. Inspired by adult learning theories and in line with situated cognitive perspectives on learning (Anderson et al., 2000; Clarke and Hollingsworth, 2002; Jarvis, 1987; Kwak man, 2003; Putnam and Borko, 2000; Smylie, 1995), teacher learning is seen as an active and constructive process that is problem-oriented, grounded in social settings and circumstances, and takes place throughout teachers' lives. As a consequence,

researchers have emphasized the notion of ongoing and lifelong professional learning embedded in schools as a natural and expected component of teachers' professional activities and a key component of school improvement (Putnam & Borko, 2000; Slegers, Bolhuis and Geijsel, 2005; Smylie and Hart, 1999).

## **1.2 Statement of the study**

The level of motivation of teachers remains central in teaching job performance debates. In recognition to teachers' plight, the Kenya Government has made efforts to motivate teachers by creating more administrative units like departments in schools where teachers are appointed to head as a form of promotion (Republic of Kenya, 1980). The government has also enabled teachers to further their studies through their employer, Teachers Service Commission (T.S.C) by granting them study leave with pay. There is also relatively large monetary allocation to the Education Sector (Republic of Kenya, 2008). Despite these and other motivational factors, there has been deteriorating standards of performance especially in public primary schools in the country. A comparative analysis indicates that performance in Gatanga District is low as compared to other Districts in the three consecutive years as evidenced in Table 1:1.

**Table 1.1 K.C.P.E. Performances in public primary schools in Murang'a South.**

	2009	2010	2011
Gatanga	238.44	240.44	242.74
Kandara	231.74	241.93	246.76
Kigumo	244.67	246.52	247.75
Murang'a South.	234.98	244.12	246.15

Source: D.E.O.'s office (2011)

Inconsistency in performance is also evident in the table 1:1. Such inconsistency calls for the need to investigate the influence of Head teachers' motivational practices on teachers' job satisfaction in Kenyan public primary school with special reference to Gatanga, thus the investigation on Gatanga District.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the influence of head teachers' motivational practices on job satisfaction of public primary school teachers in Gatanga District.

#### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i) To determine the extent to which head teachers' selection of staff for training influences teachers' job satisfaction in public primary schools
- ii) To establish the influence of head teachers use of monetary rewards to the teachers job satisfaction in public primary schools
- iii) To examine the influence of staff recognition by head teachers on job satisfaction of teachers in public primary schools
- iv) To examine the influence of teachers' professional advancement opportunities on teachers' job satisfaction in public primary schools

#### **1.5 Research questions**

To attain the objectives set, the study will be guided by the following research questions:

- i) To what extent does head teacher's selection of teaching staff for training influences teachers' job satisfaction in public primary schools?
- ii) How does the use of monetary rewards influence job satisfaction among teachers in public primary schools?
- iii) What is the influence of staff recognition by head teachers on job satisfaction of teachers in public primary schools?
- iv) What is the influence of teachers' professional advancement on job satisfaction in public primary schools?

## **1.6 Significance of the study**

The findings of this study may be useful to the Ministry of Education (MOE) and Teachers Service Commission (TSC) in matters pertaining remunerations, as well as understanding the factors that hinder efficiency and effectiveness by teachers in public primary schools. The findings may also equip head teachers with enough knowledge on strategies of addressing performance disparities and differences among the public primary schools in regard to teachers' motivation and job satisfaction.

The study may provide the management of primary schools with an appreciation of the various motivational factors or theories adopted by their organization and their effects on teachers. Lastly, it may provide academicians with a basis upon which further studies on motivational factors or theories and their effects on employees could be done.

## **1.7 Limitations of the study**

The respondents in this study were practicing teachers in the public primary schools in Gatanga District and thus they may not be facing similar problems with those in other primary schools in other districts. Some of the respondents may, due to fear of victimization by their respective heads of institutions and other stakeholders, provide inadequate information. To overcome this, the researcher gave assurance of confidentiality of the identities.

### **1.8 Delimitations of the study**

The study was confined to Gatanga District which is only a small sample of one of the Districts in Murang'a County. This may only be generalized to other parts of the country with caution because there may be different factors affecting job satisfaction by teachers in other parts of the country. The study focused on head teachers and teachers thus excluding other stakeholders like the learners, parents, PTA, who are also part and parcel of the system.

### **1.9 Basic assumptions**

The study was based on the following assumptions:

- (i) That the respondents would have the information the researcher was seeking and gave it honestly.
- (ii) The information given by the respondents was free from any external influence and biasness.

### **1.10 Definition of terms**

**Job performance** refers to the way teachers respond to duty in terms of punctuality in attending lessons; giving and marking assignments, syllabus coverage and being present in school.

**Job dissatisfaction** refers to factors that teachers will claim to give them unpleasant feelings in their job and make them uncomfortable in their career.

**Monetary rewards** refers to financial gifts given to teachers to encourage them work and be committed towards achieving the institutional goals and objectives.

**Public primary school** refers to an education institution for primary education pupils, which are fully aided by the government.

**Motivation practices** are practices that make a person move toward a goal

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

**Staff recognition** is to show appreciation for an employee's achievement and motivate employees to continue with good performance.

### **1.11 Organization of the study**

Chapter one dealt with the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumption of the study, definition of significant terms and organization of the study.

Chapter two presented literature review. The subtopics covered were introduction, motivation and job satisfaction, motivation as a concept within the teaching profession, Literature review on the link between motivation and satisfaction at global, regional and local perspective. Summary of literature review, theoretical framework and conceptual framework one is also indicated in this chapter.



Chapter three comprised of the research methodology and the subtopics in this chapter were research design, target population, sample size and sampling techniques and data analysis procedures. Chapter four presented the study findings interpretation and discussion of the data while chapter five gave the summary of the study results conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review. The section focus on job satisfaction of public primary school teachers, principal's staff recognition and teacher motivation, staff development programmes and job satisfaction, monetary rewards on teacher's job satisfaction, professional advancement opportunities and teacher's job satisfaction, summary of the literature review, theoretical framework, and lastly conceptual framework.

#### **2.2 Concept of job satisfaction**

Job satisfaction might be motivated by the nature of the job which is pervasive and peculiar. Working conditions that are similar to local and international standard (Oshagbemi, 2000), and extent to which they resemble work conditions of other professions in the locality. Other inclusions are the availability of power and status, pay satisfaction, promotion opportunities, and task clarity (Bolarin, 1993; Gemen-xhenandez, Max, Kosier, Paradiso, & Robinson, 1997). Job satisfaction and motivation are very crucial to the long-term growth of any education system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional

knowledge skills and enter competencies occur when one feels effective in one behavior.

The most important human resource in the education institution is to achieve its core mission in the teacher (Kruger & Van Schalkwyk, 1997). The teacher is the full time classroom practitioner whose main function is mere instructional in approach them managerial. They offer formal education to learners. Their professional activity involves the transmission of knowledge attitudes and skills to learners enrolled in an educational programme in a school (Van Am Thompson, David P.; McNamara, James F.; Hoyle, John 2005). According to Barmby (2006) teachers perform their tasks for three main reasons, altruistic, self generated factors which motivate people and external factors that motivate teachers. However, the reasons for choosing the profession as a career are predominantly related to altruistic and intrinsic stimuli (Moran et al, 2001) and maintaining a wholehearted passion for teaching and leading requires skill as well as excellence, inner strength and a strong spirit (Jackson & Jackson, 1999).

Job satisfaction also appears to be generally high among secondary school 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 qualifications so that they can become secondary school teachers (Bartol, 1999). In Kenya job satisfaction among employees has been a challenge to management particularly when it takes the form of individual unrest in different sectors which include health, learning institutional, industrial sectors among others, as regard dissatisfaction in place of work (Mwamwenda, 2007). A

study to analyze the factors affecting job satisfaction and factors which motivate employees to higher productivity in Moi University established that there are factors affecting job satisfaction of middle level employees that leads to poor performance/productivity (Carnell, 2006). These included among others lack of schemes of service; lack of adequate motivation, lack of recognition, poor organization structure, lack of recognition, poor organization structure and job enrichment. The finding also confirmed that there is a relationship between job satisfaction and productivity.

### **2.3 Principal's staff recognition and teacher's job satisfaction**

The head teacher has the responsibility of helping teachers to get satisfaction from the profession and to fulfill their needs and objectives. Recognition of performance is an important responsibility of the school management. It may range from spoken words of "thank you" to tangible rewards which have been used as important motivators for teachers Frase, (1992) further suggests that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement. Recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated (Steyn, 2002).

Recognition is the form of praise and constructive feedback from colleagues and the principal. It has a positive impact on teacher motivation, self esteem, confidence and sense of security (Blasé & Blasé 2004). From this they develop a

habit of reflection which can inform their behavior. Indeed teachers long for recognition, praise and feedback about their achievements and this is likely to motivate them professionally (Vail, 2005). Most of the factors affecting teacher motivation in the first world are related to both intrinsic and extrinsic motivation and are present in a number of schools in Kenya (Wabala 1997).

Individuals at all levels of the organization want to be recognized for their achievement on the job. Good work done by any employee should always be acknowledged (Macharia 2002). A formal recognition programme may also be used such as employee of the month (Kuanzes 2000).

#### **2.4 Staff development programmes and teachers' job satisfaction**

Staff development programmes encompasses activities efforts and aims of the school that contribute to personal and professional growth of the individual employees so that they may perform better and with great satisfaction (Drake & Rose, 1994). It includes matching of persons so jobs, performance, evaluation and the progressive increase of staff competencies. It is a deliberate plan by the management to improve the quality of staffing. It is also a way of giving the staff a chance to update and improve their skills, knowledge and qualifications in order to be adaptive to their job (Parsey, 1992.)

According to DeVaney & Shen (2003), teacher's empowerment is a source of motivation for teachers. They consider that the more they share in decision making the greater their job satisfaction will be hence their job performance,

quality of work and the higher their self-esteem will be, the more teachers see that they have choice in how they complete their working environment. Autocratic top down leadership tends to quell teacher motivation and morale. When teachers are not given the opportunity to voice their views and opinions and to participate in making decisions on matters that affect them, they become dissatisfied with their profession (Cole 2002). The head teacher must also recognize the importance of staff training in a school and support in service education and training of teachers, reach out for opportunities for staff development and encourage the teacher to go for further studies.

### **2.5 Monetary rewards and teachers job satisfaction**

Monetary rewards as perceived by Tromp (2005) are defined as “the process whereby school participants, develop the competence to take charge of their own growth and resolve their own problems. Like other organizations, in educational institutions a balance is determined between the performance of the teachers and their commitment to the work. Monetary reward and recognition are the two along with many other factors which can have an effect on the job satisfaction and motivation of teachers. With regard to statistics, there is an important link between monetary reward and recognition and that between motivation and satisfaction (Ali & Ahmed, 2009).

When a teacher gets monetary reward with exceptional amusement and excitement, that experience becomes more tremendous for recipient (Weinstein, 1997). Changes in rewards and recognition can bring a definite change in work

motivation and satisfaction (Ali & Ahmed, 2009). Ali and Ahmed (2009) confirmed the strong positive effects of monetary rewards and recognition on job motivation and satisfaction. Same applied with the findings of Katou (2008) who stated that motivation and job performance of teachers can be increased considerably if more attention is given on teachers reward and their recognition (Satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation may be in the order of the most important aspects of human resource management results.

Performance can be judged through a single yard stick and that is behavioral dimensions of teachers. There are no rules by which unusually good actions could be gauged, and it can be pleasant behavior, helping colleagues or punctuality (Flynn, 1998; Ali & Ahmed, 2009). Considering recognition, it can be said that it is an important factor affecting teacher motivation. Recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviors (Fisher, & Ackerman, 1998).

The recognition may include the monetary award but these facets are not of any importance or significance (Fisher& Ackerman, 1998). In the teaching profession both male and female are working in Kenya as in other countries. In the whole world now the women's contribution in the manpower is increasing but still the gender differences are also growing in regards to monetary and working environments (Okpara, 2004;Opeke, 2002).

## **2.6 Professional advancement opportunities and teacher's job satisfaction**

Career opportunities remain limited in most countries which means that a teacher's salary increases by relatively little over time. Being able to double one's salary over 30 years career is still the exception in Africa (Vail, 2005). Teachers in some countries such as Malawi complain that their promotion prospects are considerably worse than those of other civil servants in other comparable occupations. Promotion criteria are also based on qualifications, interviews and years of service. Consequently, both good and bad teachers get promoted together which may find very demoralizing (Harding & Mansaray 2005). Upgrading of professional qualifications is the major avenue for promotion in many countries. According to Vail (2005) in service influence teachers' performance and that is a fact that teachers' motivation in developed countries is provided with good quality teacher training and they have opportunity to further improve their training for skills acquisition to improve their performance. Teachers who feel good about themselves and their work will be continually improving ways to reach all learners and so create an atmosphere where the learners want to be.

In Pakistan, teachers have to acquire additional qualification in order to be promoted especially women teachers working in remote areas find it very difficult to study (Harding Michael, Atkinson 2005). In Kenya teachers complain that the system of teacher upgrading is haphazard and erratic, as teachers who live in remote areas have virtually no chance of being visited by an inspector even the District Quality and standards officer (DQASOS) a prospects (KSSHA 2008.



Attempts have been made in some countries to introduce performance system but to date they have been unsuccessful., Appraisal changes in pay structures, most teachers see little point in taking new appraisal system seriously (Musikanga 2005).

## **2.7 Summary of the literature review**

The literature review has shown that motivation plays a crucial part in teachers' performance. The head teacher has to play a significant role in motivating his or her teachers in order to facilitate the effective functioning of the school as an organization. The teacher need the full support of the management to be motivated (Murthy 2003).

The head teacher has the responsibility to practice effective instructional leadership as this contributes to high teacher morale. Smith (2000) points out that knowledge about the various theories of motivation and their constructive application assists the head teachers in their management tasks and thus contributes positively to motivating personnel. The importance of teacher motivation is care especially where school exist primarily to educate children. It is for that purpose that teachers and others are employed in schools (Fiddler & Alton 1999).

## **2.8 Theoretical framework**

This study is based on Two-factor theory. The two-factor theory (also known as Herzberg's motivation-hygiene theory and dual-factor theory) states that there are certain factors in the workplace that cause job satisfaction, while a separate set of

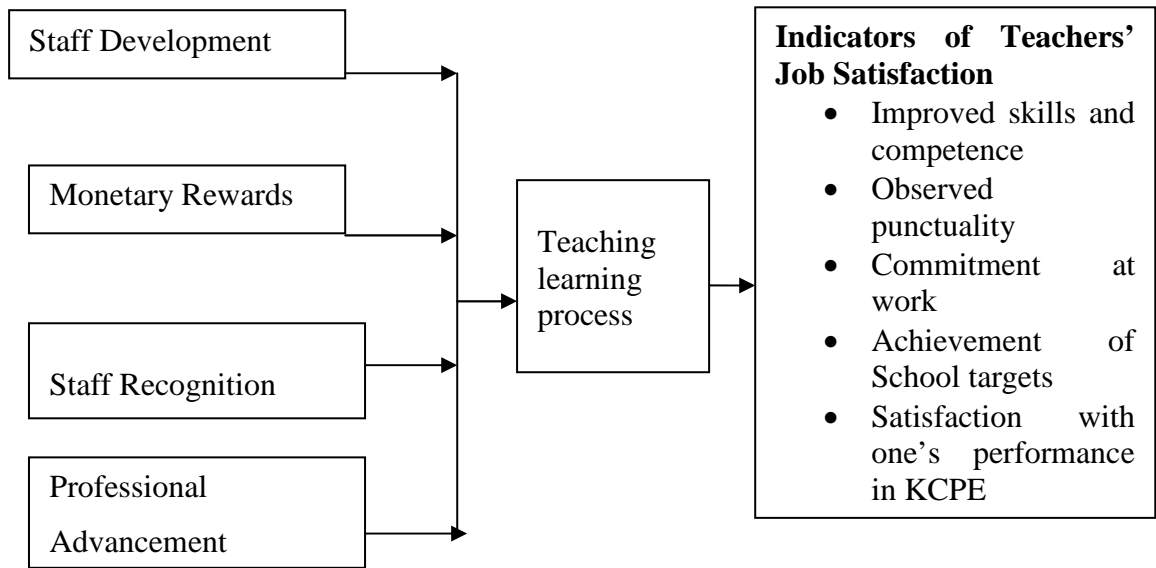
factors cause dissatisfaction. It was developed by Frederick Herzberg, a psychologist, who theorized that job satisfaction and job dissatisfaction act independently of each other (Herzberg & Syderman, 1959)

Two-factor theory fundamentals: Attitudes and their connection with industrial mental health are related to Maslow's theory of motivation. His findings have had a considerable theoretical, as well as a practical, influence on attitudes toward administration (Herzberg, 1966) According to Herzberg, individuals are not content with the satisfaction of lower-order needs at work, for example, those associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. Research has established that a relationship exists between teacher satisfaction and student achievement (Doyle & Forsyth, 2003; Goodman, 2000). Similarly, student achievement tends to increase under teachers with high morale and decreased under teachers with low morale.

## **2.9 Conceptual Framework**

The conceptual framework on the influence of head teachers' motivational practices on teachers' job satisfaction

**Figure 2.1: Motivation practices on teacher's job satisfaction.**



A conceptual framework shows the relationship between independent and dependent variables. Independent variables are those variables which are systematically varied by the researcher. On the other hand, dependent variables are those variables whose values are presumed to depend on the effects of the independent variables (Mugenda, 2008).

The conceptual framework shows the influence of head teacher's motivational practices on teachers' job satisfaction. It also calls for a fair balance to be struck between employees input (hard work, skill levels, tolerance and enthusiasm and employees outputs (salary, benefits and intangibles such as recognition. This would increase teacher motivation depicted as commitment, punctuality, presence on duty and achieved targets. All these factors would impact directly on the kind of teaching and learning hence positive impact would be good KCPE results and negative impact would be poor KCPE results in National Examination.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the procedures that were be used to conduct the study. The section focuses on research design, target population sample size and sampling procedures, research instruments, validity and reliability of the instrument of the instrument data collection as well as data analysis procedures.

#### **3.2. Research design**

Orodho (2005) define research design as a plan, structure or strategy of investigation conceived so as to obtain answers to research questions or problems. The study employed descriptive research design. Gay (1981) defines descriptive research design as a study where variables that exist have already occurred with non-intervention of researcher. The design was suitable since it helped to describe the state of affairs as they exist without manipulation of variables.

#### **3.3. Target population**

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. The target of population for this study included the 57 public primary schools in Gatanga District with a population of 57 head teachers, 741 teachers.

### **3.4. Sample size and sampling techniques**

A sample is a smaller group obtained from the accessible population (Mugenda and Mugenda, 1999). The study targeted 25 schools representing 44% of the whole population which was an adequate sample for this study. This indicates that the sample sizes for head teachers were 25. The study adopted purposive sampling technique to identify the head teachers. Purposive sampling technique targets a particular group of people and produces exactly what is needed in some cases, or some other clearly defined and relatively limited group (Patton, 1990).

Filax (2003) suggest that a sample of 20 percent of the population is adequate though the larger the better hence the researcher opted for a larger sample. The researcher also considered sampling 20% of teachers (Filax, 2003) giving 106 teachers. Simple random sampling technique was used to select the teachers. The technique allows a researcher to use cases that have the required information with respect to the objectives of the study (Mugenda & Mugenda, 2003). The sample size for this study thus added up to 131 respondents. This representation and the total sample size is presented in the table 3.2 below

**Table 3.2: Sampling matrix table**

<b>Respondents</b>	<b>Target population</b>	<b>Sample size</b>	<b>Percentage</b>	<b>Sampling technique</b>
Head teachers	57	25	60%	purposive
Teachers	741	106	20%	Simple random sampling
<b>Total</b>		<b>131</b>		

### **3.5. Research instruments**

The instrument for data collection for this study was a questionnaire which had open-ended and close-ended questions. Orodho (2004) points that a questionnaire has the ability to collect large amount of information in a reasonably quick space of time and the response can be easily analyzed. The respondents had enough time thus giving well thought answers (Kothari, 2008).

Head teacher questionnaire had both closed and open-ended questions. Head teacher questionnaire had part 1 on background information (gender, level of education, length of time in headship, and type of school). Part 2 aimed at getting head teachers' views on the influence of head teachers' motivation practices on job satisfaction by public primary school teachers in Gatanga District.

Teachers' questionnaire also had both closed and open-ended questions. The questionnaires had part 1 on background information (gender, level of education, length of teaching in years). Part 2 aimed at obtaining teachers' opinions on the influence of head teachers' motivation practices on job satisfaction by public primary school teachers in Gatanga District. Structured closed ended questionnaires were used in the two type of questionnaires, because it is easy to compare response given to different items (Mugenda & Mugenda, 1999).

### **3.6. Validity of the instrument**

According to Shaun (2003) validity refers to the accuracy and meaningfulness of inference which is based on the research results. Mugenda and Mugenda (1999), define validity, as the accuracy and meaningfulness of inferences, which are based on the results. A pilot study was conducted in 5 schools to determine instrument validity of the questionnaire. The 5 schools were not be included in the final study. The researcher ascertained instrument validity by comparing the pilot study responses to the expected responses. Piloting enhanced research instruments adjustments and rephrasing of statements where necessary before embarking on the actual study. The instrument should be designed to include the entire elements understudy: The content validity of the instrument was determined by discussing the items in the instrument with supervisors (Kothari, 2008).

### **3.7. Reliability of the instrument**

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. In

other words, the reliability of the proposed study was able to address the similarity of results through repeated trials. Piloting enabled the researcher to test the reliability of the instrument. To ensure reliability, the researcher used the test – retest technique. This involved administering the test to one appropriate group that was selected randomly at an interval of two weeks. The researcher used this approach to calculate the correlation co-efficient using the below formula.

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

Where  $x$  = first set of scores;  $y$  = second set of scores;  $\sum x$  = the sum of the first set of scores;  $\sum y$  = the sum of second set of scores;  $\sum x^2$  = the sum square of first set of scores;  $\sum y^2$  = the sum square of second set of scores;  $\sum xy$  = the sum of cross product of  $x$  and  $y$  and  $n$  = total number of respondents. From the findings the determined correlation coefficients for teachers' and head teachers questionnaires were 0.723 and 0.742 respectively. According to Mugenda and Mugenda (1999), reliability coefficient above + 0.6 is satisfactory. Therefore based on these results, the tools used in data collection were deemed highly reliable.

### **3.8 Data collection procedures**

Data collection procedures included the activity of gathering facts or information about a subject in a research study. The researcher obtained a research permit from the National Council of Science, Technology and innovation (Ministry of Higher Education) before going to the field. The researcher visited the District Education Officer (DEO) and District Commissioner (DC) for Gatanga District to



discuss the research visits to the schools. The researcher visited schools to make appointments with head teachers. The researcher administered the questionnaire to the head teachers and teachers in the selected schools on agreed dates. The respondents were assured of the confidentiality of their identity. Completed questionnaires were collected immediately after they were filled in.

### **3.9. Data analysis Techniques**

Data analysis is the process of bringing order, structure and meaning to the mass of information collected. It involves data coding, data entry and other statistical procedures (Orodho, 2008). Once the questionnaires were collected from the respondents, the researcher checked for incompleteness error. Analysis was done using statistical package for social sciences (SPSS) version 18.0 statistical package by encoding responses from questionnaires.

Data that was collected from the respondents had both quantitative and qualitative in nature. Quantitative data analysis consisted of measuring numerical values from which descriptions such as mean and standard deviation were made. Descriptive data analysis statistics such as percentages means and frequencies were used to report the data. The mean was used as the most efficient measure of central tendency.

Data was presented in summary form using frequency tables, bar graphs and pie-charts. Qualitative data analysis for open ended questions was done using content analysis. Ideas were grouped in themes.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

The main objective of the study was to investigate the influence of head teachers' motivational practices on job satisfaction of public primary school teachers in Gatanga District, Murang'a County, Kenya.

The study was guided by the following objectives:

- i) To determine the extent to which head teachers' selection of staff for training influences teachers' job satisfaction in public primary schools
- ii) To establish the influence of head teachers use of monetary rewards to the teachers job satisfaction in public primary schools
- iii) To examine the influence of staff recognition by head teachers on job satisfaction of teachers in public primary schools
- iv) To examine the influence of teachers' professional advancement opportunities on teachers' job satisfaction in public primary schools

The background data of the respondents is given first, followed by the analysis and discussion of each of the four research questions/ objectives.

##### 4.1.1 Response Rate

As shown in Table 4.2 below, the study targeted 106 teachers and 25 head teachers out of which 100 teachers and 20 head teachers responded and returned

their questionnaires contributing to the response rates of 94.3% for teachers and 80.0% for head teachers. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was due to extra efforts that were made via personal calls and visits to remind the respondent to fill-in and return the questionnaires.

**Table 4.3 Response Rate**

	<b>Targeted</b>	<b>Returned</b>	<b>Percent</b>
<b>Teachers</b>	106	100	94.3%,
<b>Head teachers</b>	25	20	80.0%

#### **4.2 Demographic Information**

The study initially sought to inquire information on various aspects of respondents' background, i.e. the gender, age, academic/professional qualification, teaching experience in years and average performance of the pupils in schools. This information aimed at testing the appropriateness of the respondent in answering the questions regarding the influence of head teachers' motivational practices on job satisfaction of public primary school teachers in Gatanga District, Murang'a County, Kenya.

### **Academic qualifications of the respondents**

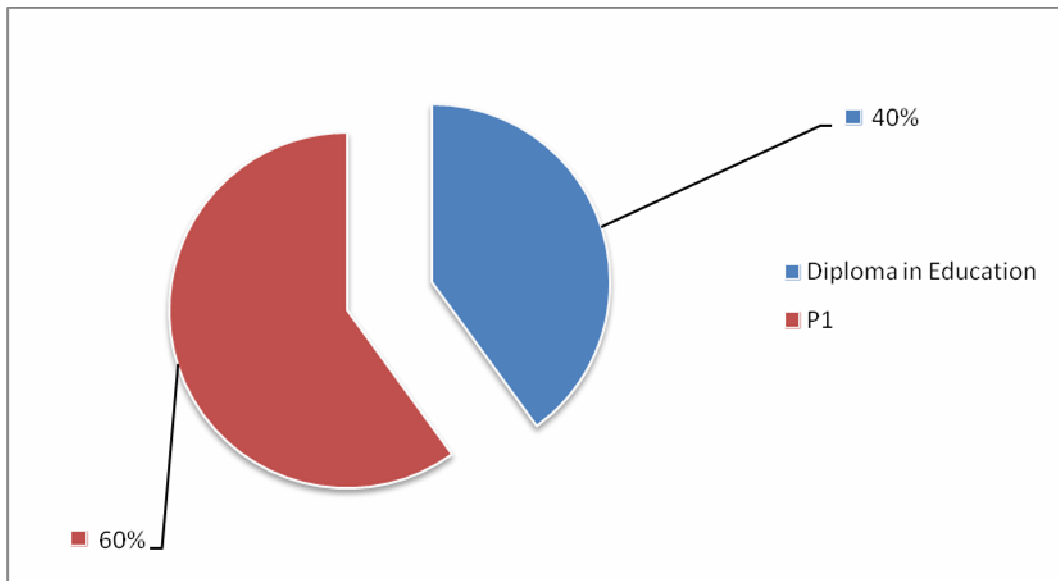
The study in this part aimed at inquiring the academic qualifications of the respondents. This would enhance in finding out the appropriateness of the respondents in answering the questions. In addition it would enhance in determination of the capacity of human resource in terms of qualification which also mean that their productivity is high.

**Table 4.4 Academic qualifications of the head teachers**

	<b>Frequency</b>	<b>Percent</b>
Diploma in Education	17	85%
Bachelor's degree	3	15%
<b>Total</b>	<b>20</b>	<b>100</b>

From the table, majority the head teachers were diploma holders while a few were degree holders. These findings indicate that all the head teachers had undergone the normal process of TSC training requirement meant to enable them scale the ladder to be school heads.

**Figure 4.2 Academic Qualifications of the Teachers**

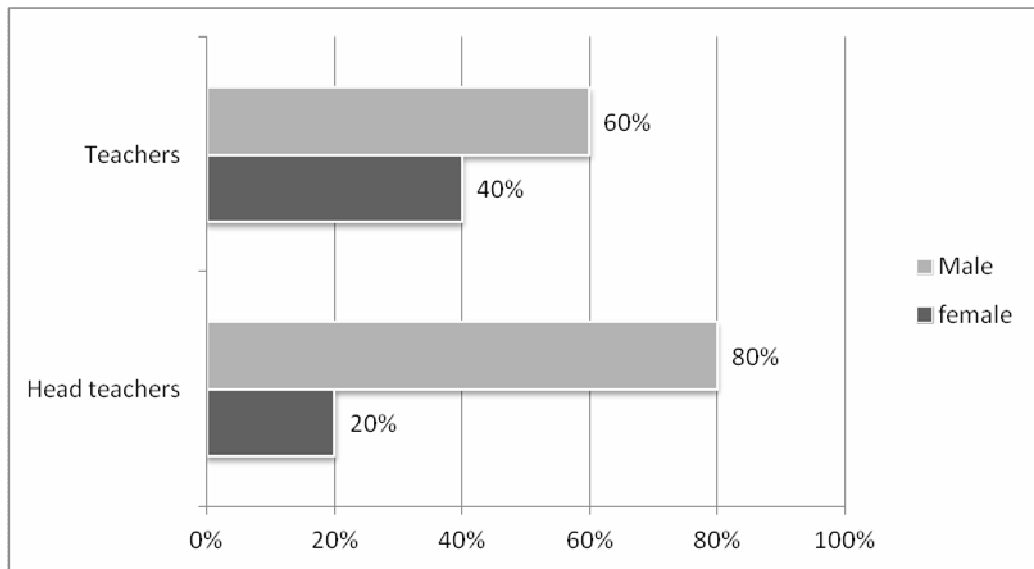


From the Figure 4.2 above, majority of the teachers had P1 level of education while few were diploma holders. This means that teachers in Gatanga District have the required TSC training. On the other hand, few had diploma. Therefore it means that not many of the teachers in schools in the District have advanced their education, beyond the P1 level of education. The findings also imply that there are few teachers who have been absorbed from other training field, for instance from science field. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their good level of education.

### **Gender distribution of the respondents**

The study sought to find out the gender of the respondents and the findings are as shown in Figure 4.3 below.

**Figure 4.3 Gender Distribution of the Respondents**



From the findings, majority of the head teachers were male while minorities were female. These findings indicate that there is unequal distribution of human resources based on the school heads in Gatanga District. In addition, majority of the teachers were male than female, which also depict disparity in gender distribution in teachers' recruitment schools. Thus there is depiction of disparity in gender distribution and consequently a likelihood of appointment of a male teacher to a higher level of head teacher in these schools.

**Age Distribution of the respondents**

The teachers and the head teachers were asked to state their age bracket. Age greatly determines how long an employee has served in a organization or rather the experience in a certain a job placement. The findings are presented in table 4.5

**Table 4.5 Distribution of Respondents by Age**

---

	<b>Teachers</b>		<b>Head teachers</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
20 – 30 years	60	30	0	0
30 – 40 years	80	40	6	30
40 – 50 years	40	20	10	50
50 – 60 years	20	10	4	20
<b>Total</b>	<b>200</b>	<b>100</b>	<b>20</b>	<b>100</b>

---

From the findings, majority of the teachers were between 30 – 40 years while majority of head teachers were between 40 – 50 years. According to Olalekan (2009) the teaching experience is the yardstick used to select head teachers. The appointment of school heads' in Kenya is based on academic qualifications and seven years of teaching experience (Republic of Kenya, 1999). Staff training is an important contributor to individual and group motivation. Appropriate training can increase staff involvement in the organization, improve communication between peers, facilitate change and be part of an appraisal scheme (Okumbe, 1999).

Therefore based on this finding it can be argued that most of the head teachers had sufficient training and experience, which would enhance efficient application of practices to motivate the staff

### **Experience of the head teachers**

The head teachers were asked to state the duration that they had served in the capacity of school heads. The findings are presented in Table 4.6.

**Table 4.6 Head teachers duration of teaching**

	<b>Head teachers</b>	
	<b>Frequency</b>	<b>Percentage</b>
0 – 2 years	2	10
2 – 4 years	12	60
4 and over	6	30
<b>Total</b>	<b>20</b>	<b>100</b>

This findings shows that majority of the head teachers were new in this capacity as they had served for 2-4 years and were well endowed with new ideas to manage the school effectively. This shows that majority of the head teachers had enough experience in teaching and school management to give credible information with regard to the the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education.



### Experience of the teachers

The study also sought to find out the experience of the teachers by asking them the number of years that they had been in their teaching career.

**Table 4.7: Experience of the teachers**

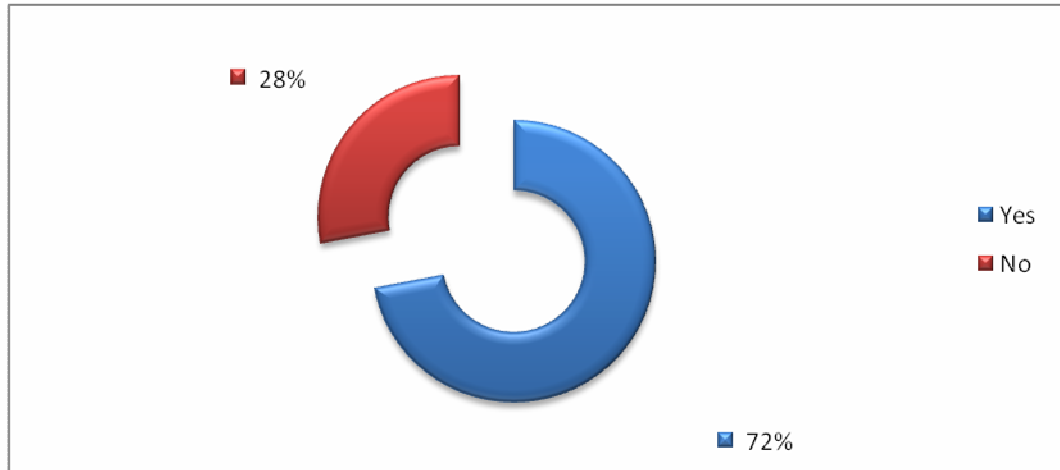
<b>Experiences</b>	<b>Frequency</b>	<b>Percent</b>
2 – 5 years	30	26.3
6-10 years	19	16.7
11-15 years	44	38.6
16 – and above	21	18.4
<b>Total</b>	<b>114</b>	<b>100</b>

From the findings, it can be noted that most of the teachers had over 10 years in teaching and thus, would provide valid and consistent information about head teachers' motivational practices. Nsubuga (2003), notes that the institutional mechanism for developing human resource is the formal education system. In addition their interaction with the principals is deemed to have provided them with adequate skills to evaluate head teachers' motivational practices on job satisfaction.

The teachers were asked whether in the course of their duties, they had experienced conflict between what the head teachers expected them to do, and what they felt they should do.

**Figure 4.4 Teachers' Response to conflict between their opinion and the head**

**teachers' opinion**



According to the findings, the majority of the teachers indicated that they had experienced conflict between what the head teachers expected them to do, and what they felt they should do. A few teachers however indicated that they had never experienced conflict between what the head teachers expected them to do, and what they felt they should do. The teachers further explained that they had differed with their head teachers on how to solve administrative and discipline problems in the school. They also conflicted on allocation of financial resources towards school development.

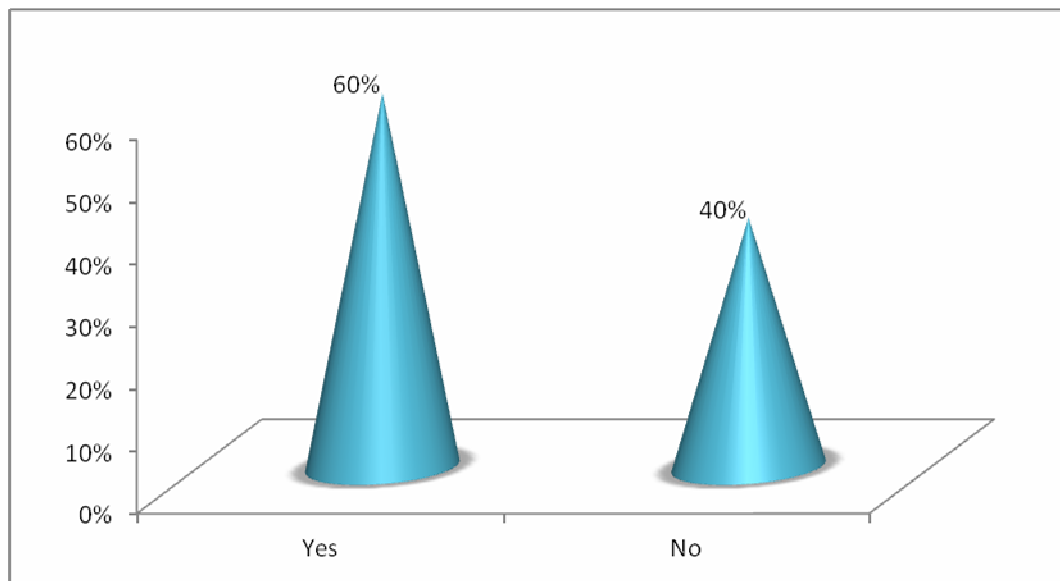
Early research into performance at work identified the importance of the social aspects and the influence of workplace colleagues (Campbell 1990). If a high level of motivation is to be achieved, managers need to focus on relations between peers. There is thus a diminished proper communication of strategic awareness to act as a cohesive force and succeed in connecting teachers with ultimate

responsibility with those schools who directly implement policies in the school- thus low motivation.

### **Teachers' experience of unsupportive supervisor**

The teachers were further asked whether in the course of their duties they had experienced unsupportive supervisor.

**Figure 4.5 Teachers' experience of unsupportive supervisor**



From the findings, the majority of the teachers agreed that in the course of their duties they had experienced unsupportive supervisor. A few teachers however indicated that they had never experienced unsupportive supervisor. The teachers explained that the head teachers failed to support their ideas that they proposed towards improving school performance as well as lack of head teachers support on their career development initiatives such as attending seminars and workshops.

Involving employees in decision making, especially when the decisions affect them directly, is both respectful and practical. Those closest to the problem typically have the best insight as to what to do (Carnell 2006). The study findings

depicted a clear form of problem in work place for the teachers as shown by the unsupportive supervisor.

The aspect of good relationship achieved through strategies such as effective staff meetings that allow opportunities for discussion and interaction is low in Gatanga and thus teamwork bringing together the teachers is highly recommended.

#### **4.3 Selection of staff for training and teachers' job satisfaction**

The first objective was to determine the extent to which head teachers' selection of staff for training influences teachers' job satisfaction in public primary schools.

##### **Head Teachers' response on selection of staff for training and teachers' job satisfaction**

The head teachers were requested to indicate their level of agreement on various statements on the relationship between participation in staff development programmes and job satisfaction of teachers in public primary schools in Gatanga District. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree; 2 – Disagree; 3 – Neutral; 4- Agree; and 5- Strongly Agree. The mean and standard deviations were calculated from SPSS and are as illustrated in Table 4.8.

**Table 4.8: Head teachers' Response on Selection of Staff for Training and Teachers' Job Satisfaction**

<b>Staff Development</b>	<b>Mean</b>
Head teachers contribute to personal and professional growth of the individual employees	2.3
In our school there is matching of persons job performance, evaluation and the progressive increase of staff competencies	3.2
Head teachers have a deliberate plan to improve the quality of staffing.	3.5
Head teachers give the staff a chance to update and improve their skills, knowledge and qualifications in order to be adaptive to their job through training	3.3
Teacher's empowerment is a source of motivation for teachers.	4.1
The head teachers reach out for opportunities for staff development and encourage the teacher to go for further studies.	3.6

From the study findings, the majority of the head teachers agreed that teacher's empowerment is a source of motivation for teachers, the head teachers reach out for opportunities for staff development and encourage the teacher to go for further studies, head teachers have a deliberate plan to improve the quality of staffing, head teachers give the staff a chance to update and improve their skills, knowledge and qualifications in order to be adaptive to their job through training. In our school there is matching of persons job performance, evaluation and the progressive increase of staff competencies, head teachers contribute to personal and professional growth of the individual employees respectively.

The findings show that majority of the head teachers used staff training to motivate teachers in their career and therefore head teachers' selection of staff for training influenced teachers' job satisfaction in public primary schools to a great extent. According to Vail (2005) in service influence teachers' performance and that is a fact that teachers' motivation in developed countries is provided with good quality teacher training and they have opportunity to further improve their training for skills acquisition to improve their performance. Teachers who feel good about themselves and their work will be continually improving ways to reach all learners and so create an atmosphere where the learners want to be.

Further afield Cole (2002) argues that if teachers are not given the opportunity to voice their views and opinions and to participate in making decisions on matters that affect them, they become dissatisfied with their profession. He concludes that the head teacher must also recognize the importance of staff training in a school and support in service education and training of teachers, reach out for opportunities for staff development and encourage the teacher to go for further studies.

### **Teachers' Response on Selection of Staff for Training and Teachers' Job Satisfaction**

In order to further assess the relationship between participation in staff development programmes and job satisfaction of teachers, the teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on staff development programmes are reflected at their

schools. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree; 2 – Disagree; 3 – Neutral; 4- Agree; and 5- Strongly Agree. The mean and standard deviations were calculated from SPSS and are as illustrated in Table 4.9.

**Table 4.9 Teachers’ Response on Selection of Staff for Training and Teachers’ Job Satisfaction**

<b>Staff Development</b>	<b>Mean</b>
I am offered a chance to update and improve skills, knowledge and qualification	4.7
I have been delegated duty to make me feel as part of leadership	4.4
I have been offered opportunities for professional growth like further studies	4.5

From the study findings, the majority of the teachers agreed that the teachers are offered a chance to update and improve skills, knowledge and qualification; teachers have been offered opportunities for professional growth like further studies and that teacher have been delegated duty to make me feel as part of leadership respectively.

The findings resonates with the earlier findings by the head teachers that the head teachers used staff training to motivate teachers in their career and therefore head teachers’ selection of staff for training influenced teachers’ job satisfaction in public primary schools to a great extent. Staff training is an important contributor to individual and group motivation. Appropriate training can increase staff

involvement in the organization, improve communication between peers, facilitate change and be part of an appraisal scheme. Lack of training opportunities in some sectors was viewed as a major hurdle to career development (Dalton et al., 1999). Professionals who had little or no opportunity for promotion within their own institution discovered that they lacked the skills required to move to another sector. Such individuals felt that they were stuck in particular posts without any hope of developing their careers. Effective training could minimize this level of de-motivation

#### **4.4 Use of monetary rewards and teachers job satisfaction**

The second objective was to establish the influence of head teachers' use of monetary rewards to the teachers' job satisfaction in public primary schools

The head teachers were requested to indicate their level of agreement on various statements on the influence of monetary rewards on job satisfaction among teachers in public primary schools in Gatanga District. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree; 2 – Disagree; 3 – Neutral; 4- Agree; and 5- Strongly Agree. The mean and standard deviations were calculated from SPSS and are as illustrated in Table 4.10



**Table 4.10 Head Teachers' Response on Use of Monetary Rewards and Teachers Job Satisfaction**

<b>Monetary Rewards</b>	<b>Mean</b>
Teachers are motivated by the money rewards	4.2
Teachers drive satisfaction of needs using work as means to an end	4.1
work provides teachers with money and money enables them to obtain satisfaction	4.4
Head teachers acknowledging the teachers expertise helps sustain teacher's morale	3.5
Teacher's salary increases by relatively little over time.	4.3

From the study findings, the majority of the head teachers agreed that work provides teachers with money and money enables them to obtain satisfaction, teacher's salary increases by relatively little over time, teachers are motivated by the money rewards, teachers drive satisfaction of needs using work as means to an end and that head teachers acknowledging the teachers expertise helps sustain teacher's morale respectively.

This depicts that the majority of the head teachers adopted the use of monetary rewards to enhance the teachers' job satisfaction in public primary schools. When a teacher gets monetary reward with exceptional amusement and excitement, that experience becomes more tremendous for recipient (Weinstein, 1997). Changes in rewards and recognition can bring a definite change in work motivation and satisfaction (Ali & Ahmed, 2009). Ali and Ahmed (2009) confirmed the strong positive effects of monetary rewards and recognition on job motivation and

satisfaction. Same applied with the findings of Katou (2008) who stated that motivation and job performance of teachers can be increased considerably if more attention is given on teachers reward and their recognition

**Teachers’ response on use of monetary rewards and teachers job satisfaction**

In order to further asses the influence of monetary rewards on job satisfaction among teachers, teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on use of monetary rewards are reflected at their schools. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree; 2 – Disagree; 3 – Neutral; 4- Agree; and 5- Strongly Agree. The mean and standard deviations were calculated from SPSS and are as illustrated in Table 4.11

**Table 4.11 Teachers’ Response on Use of Monetary Rewards and Teachers Job Satisfaction**

<b>Monetary Rewards</b>	<b>Mean</b>
There are monetary appreciations to teachers to motivate them	3.5
There are adequate monetary rewards for every teacher.	2.3
Teachers are rewarded based on their performance	3.3

From the study findings, the majority of the teachers agreed that there are monetary appreciations to teachers to motivate them , teachers are rewarded based on their performance and that there are adequate monetary rewards for every teacher respectively. The findings are similar to teachers’ findings that majority of the head teachers adopted the use of monetary rewards to enhance the teachers’

job satisfaction in public primary schools. Recognition and reward plus a sense of achievement are central to the motivation process (Herzberg, 1959). If the abilities and motives of the people under them are so variable, managers (Head teachers) should have the sensitivity and diagnostic ability to be able to sense and appreciate the differences. Rather than regarding the existence of individual differences as a painful truth to be wished away, they should learn to value differences and to value the diagnostic process which reveals differences. As noted, there are inadequate monetary rewards for every teacher. Therefore, consistency and fairness in distribution is important and Head teachers need to be conscious of de-motivation.

#### **4.5 Staff Recognition and Job Satisfaction of Teachers**

The third objective was to examine the influence of staff recognition by head teachers on job satisfaction of teachers in public primary schools

##### **Head Teachers' Response on Staff Recognition by Head Teachers and Job Satisfaction of Teachers**

The head teachers were requested to indicate their level of agreement on various statements on the relationship between staff recognition by head teachers and job satisfaction among teachers in Gatanga District. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree; 2 – Disagree; 3 – Neutral; 4- Agree; and 5- Strongly Agree. The mean and standard deviations were calculated from SPSS and are as illustrated in Table 4.12

**Table 4.12 Head Teachers' Response on Staff Recognition by Head Teachers and Job Satisfaction of Teachers**

<b>Staff Recognition</b>	<b>Mean</b>
The head teacher has the responsibility of helping teachers to get satisfaction from the profession and to fulfill their needs and objectives	3.2
Recognition of performance is an important responsibility of the school management	4.1
Head teacher gives tangible rewards to teachers for good work done	3.5
Recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement.	4.4
Recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated	4.2
Head teachers give praise for well done work	3.7
Recognition has a positive impact on teacher motivation, self-esteem, confidence and sense of security	4.2
Good work done by any teachers should always be acknowledged	4.0
The head teachers' formal recognition programme may also be used such as employee of the month	3.9

From the study findings, the majority of the head teachers agreed that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement , recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated , recognition has a positive impact on teacher motivation, self-esteem, confidence and sense of security , recognition of performance is an important responsibility of

the school management, good work done by any teachers should always be acknowledged, the head teachers' formal recognition programme may also be used such as employee of the month, head teachers give praise for well done work , head teacher gives tangible rewards to teachers for good work done and that the head teacher has the responsibility of helping teachers to get satisfaction from the profession and to fulfill their needs and objectives respectively.

The head teacher has the responsibility of helping teachers to get satisfaction from the profession and to fulfill their needs and objectives. Recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated (Steyn, 2002). Individuals at all levels of the organization want to be recognized for their achievement on the job. Vail (2005) also concurs that indeed teachers long for recognition, praise and feedback about their achievements and this is likely to motivate them professionally.

### **Teachers' response on staff recognition by head teachers and job satisfaction of teachers**

In order to further assess the relationship between staff recognition by head teachers and job satisfaction among teachers, teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on use of staff recognition by head teachers are reflected at their schools. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree; 2 –

Disagree; 3 – Neutral; 4- Agree; and 5- Strongly Agree. The mean and standard deviations were calculated from SPSS and are as illustrated in Table 4.13

**Table 4.13 Teachers’ response on staff recognition by head teachers and job satisfaction of teachers**

<b>Staff Recognition</b>	<b>Mean</b>
I am allowed to participate in major decision making.	4.1
The working environment is conducive	4.2
There is biasness in allocation of duties and responsibilities	2.2

From the study findings, the majority of the teachers agreed that the working environment is conducive, teachers are allowed to participate in major decision making and that there is biasness in allocation of duties and responsibilities respectively.

The findings augment the earlier findings by head teachers’ that staff recognition was a critical strategy used to increase job satisfaction of teachers in public primary schools. Proper communication of strategic awareness can act as a cohesive force and succeed in connecting those with ultimate responsibility for organizations with those who directly implement policies at the sharp end (Morgan, 2000, p. 5). Those staff who will be most affected by a change of policy are the least likely to be consulted in the development stages. Teachers are allowed to participate in major decision making in a conducive environment. The

strategic plans and decisions taken by teachers are essential to their progress and development within their school environments. Thus, involving staff in such processes should increase their confidence and sense of ownership of new policies and changes.

#### **4.6 Teachers' professional advancement opportunities on teachers' job satisfaction**

The fourth objective was to examine the influence of teachers' professional advancement opportunities on teachers' job satisfaction in public primary schools.

##### **Head teachers' response on teachers' professional advancement opportunities and teachers' job satisfaction**

The head teachers were further requested to indicate their level of agreement on various statements on the influence of professional advancement opportunities on teachers' job satisfaction in public primary schools in Gatanga District. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree; 2 – Disagree; 3 – Neutral; 4- Agree; and 5- Strongly Agree. The mean and standard deviations were calculated from SPSS and are as illustrated in Table 4.14

**Table 4.14 Head teachers’ response on teachers’ professional advancement opportunities and teachers’ job satisfaction**

<b>Professional Advancement</b>	<b>Mean</b>
Head teachers facilitate promotion based on qualifications, interviews and years of service	3.8
Upgrading of professional qualifications is the major avenue for promotion in Kenya	4.4
Head teachers facilitate teachers study leave aimed at upgrading professionally	4.3
Head teachers facilitate teachers working in remote areas who find it very difficult to study	3.2
The system of teacher upgrading is haphazard and erratic	4.2

From the study findings, the majority of the head teachers agreed that upgrading of professional qualifications is the major avenue for promotion in Kenya, head teachers facilitate teachers study leave aimed at upgrading professionally, the system of teacher upgrading is haphazard and erratic, head teachers facilitate promotion based on qualifications, interviews and years of service and that head teachers facilitate teachers working in remote areas who find it very difficult to study respectively. This concurs with findings by Harding Michael, Atkinson (2005) that in Pakistan, teachers have to acquire additional qualification in order to be promoted especially women teachers working in remote areas find it very difficult to study.

This implies that teachers’ professional advancement opportunities is being used by the head teachers to positively impact on teachers’ job satisfaction in public primary schools. Training influence teachers’ performance and that is a fact that



teachers' motivation is provided with good quality teacher training and they have opportunity to further improve their training for skills acquisition to improve their performance (Vail 2005). Therefore teachers will feel good about themselves and their work will be continually improving ways to reach all learners with a conducive motivated environment.

**Teachers' response on teachers' professional advancement opportunities on teachers' job satisfaction**

In order to further asses the influence of professional advancement opportunities on teachers' job satisfaction, teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on use of professional advancement opportunities by head teachers are reflected at their schools. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree; 2 – Disagree; 3 – Neutral; 4- Agree; and 5- Strongly Agree. The mean and standard deviations were calculated from SPSS and are as illustrated in Table 4.15.

**Table 4.15 Teachers' response on teachers' professional advancement opportunities on teachers' job satisfaction**

<b>Professional Advancement</b>	<b>Mean</b>
I am offered an opportunity for promotion based on qualification, interviews and years of service	3.7
I am awarded study leave aimed at upgrading professionally.	4.2

From the study findings, the majority of the teachers agreed that teachers are awarded study leave aimed at upgrading professionally and that teachers are offered an opportunity for promotion based on qualification, interviews and years of service respectively.

The findings augment the earlier findings by the head teachers' that teachers' professional advancement opportunities is key in positively impacting on teachers' job satisfaction in public primary schools. Management of the teachers training and development process requires a balance between the aspirations of the individual and the needs of the school (Odini, 1996). A significant way of doing this is for heads to discuss career development and training with their staff as part of their annual Individual Performance Review. This process can help to determine the interests and needs of employees, to highlight any staff concerns about work, and to direct staff to appropriate training opportunities. The positive aspect about staff training is that all teachers of staff can be involved, regardless of their position. This is essential for the success of the school and the effectiveness of the teachers' service

#### **4.7 Inferential statistics**

In order to provide the significance of head teacher's selection of teaching staff for training, use of monetary rewards, staff recognition, teachers' professional advancement on job satisfaction, the study utilized regression analysis on two datasets, described as follows;

### Regression analysis for unmotivated teachers

Data for those teachers whose response on head teacher's selection of teaching staff for training, use of monetary rewards, staff recognition, teachers' professional advancement was below average was regressed against their response on job satisfaction. In other words the teachers in this category were not or were rarely motivated in terms of selection for training, monetary rewards, recognition, and professional advancement. The results are as follows;

**Table 4.16 Model summary (unmotivated teachers)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.52	0.2704	0.269	0.221

The four independent variables that were studied, explain only 27.4% of the job satisfaction as represented by the  $R^2$  indicating low job satisfaction.

**Table 4.17 Coefficient of determination (unmotivated teachers)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)					
	.260	.460		3.243	.003
Selection for training	.275	1.048	.254	0.262405	.121
Monetary rewards	.170	1.045	.300	0.162679	.232
Staff recognition	.251	1.023	.113	0.245357	.634
Staff professional advancement	.131	2.074	.056	0.063163	.145

**Dependent Variable: Job satisfaction**

From the findings, none of the variables is significant. In addition the coefficients for the individual variables (selection for training, monetary rewards, staff recognition and staff professional advancement) depict a low influence on job satisfaction. This implies that to those teachers who were not motivated in terms of selection for training, monetary rewards, recognition, and professional advancement their job satisfaction is low.

**Regression analysis for motivated teachers**

Data for those teachers whose response on head teacher’s selection of teaching staff for training, use of monetary rewards, staff recognition, teachers’ professional advancement was above average was regressed against their response on job satisfaction. In other words the teachers in this category were motivated in terms of selection for training, monetary rewards, recognition, and professional advancement. The results are as follows;

**Table 4.18 Model Summary (motivated teachers)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.919	0.845	0.789	0.6273

The four independent variables that were studied, explain only 84.5% of the job satisfaction as represented by the R<sup>2</sup> indicating high job satisfaction

**Table 4.19 Coefficient of determination (motivated teachers)**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	1.147	0.2235		5.132	0.00
Selection for training	0.752	0.1032	0.1032	7.287	.000
Monetary rewards	0.587	0.3425	0.1425	3.418	.000
Staff recognition	0.545	0.2178	0.1178	4.626	.000
Staff professional advancement	0.539	0.1937	0.0937	4.685	.000

Dependent Variable: **Job satisfaction**

From the findings, all the variables are significant. The coefficients for the individual variables (selection for training, monetary rewards, staff recognition and staff professional advancement) depict a high influence of above average on Job satisfaction. For example selection for training explains 75.2% influence on job satisfaction. The study findings imply that to those teachers who were motivated in terms of selection for training, monetary rewards, recognition, and professional advancement their job satisfaction is high.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of study, conclusion and recommendations of the study in line with the study on the influence of head teachers' motivational practices on job satisfaction of public primary school teachers in Gatanga District, Murang'a County, Kenya.

#### **5.2 Summary of the Study**

The level of motivation of teachers remains central in teaching job performance debates. In recognition to teachers' plight, the Kenya Government has made efforts to motivate teachers by creating more administrative units like departments in schools where teachers are appointed to head as a form of promotion (Republic of Kenya, 1980).

The purpose of the study was to investigate the influence of head teachers' motivational practices on job satisfaction of public primary school teachers in Gatanga District.

The study was guided by the following objectives:

- i) To determine the extent to which head teachers' selection of staff for training influences teachers' job satisfaction in public primary schools

- ii) To establish the influence of head teachers use of monetary rewards to the teachers job satisfaction in public primary schools
- iii) To examine the influence of staff recognition by head teachers on job satisfaction of teachers in public primary schools
- iv) To examine the influence of teachers' professional advancement opportunities on teachers' job satisfaction in public primary schools

The study employed descriptive research design. Gay (1981) defines descriptive research design as a study where variables that exist have already occurred with non-intervention of researcher. The target of population for this study included the 57 public primary schools in Gatanga District with a population of 57 head teachers, 741 teachers. The sample size for head teachers was 25 who were purposively sampled while Simple random sampling technique was used to select the teachers out of a sample of 106. The instrument for data collection for this study was a questionnaire which had open-ended and close-ended questions. A pilot study was conducted in 5 schools to determine instrument validity and reliability of the questionnaire. From the findings the determined correlation coefficients for teachers' and head teachers questionnaires were 0.723 and 0.742 respectively thus, the tools used in data collection were deemed highly reliable.

Data that was collected from the respondents was both quantitative and qualitative in nature. Quantitative data analysis consisted of measuring numerical values from which descriptions such as mean and standard deviation were made. Descriptive data analysis statistics such as percentages means and frequencies were used to

report the data. The mean was used as the most efficient measure of central tendency.

From the study findings, the teacher's empowerment is a source of motivation for teachers, the head teachers reach out for opportunities for staff development and encourage the teacher to go for further studies, head teachers have a deliberate plan to improve the quality of staffing. The study established that work provides teachers with money and money enables them to obtain satisfaction, teacher's salary increases by relatively little over time, teachers are motivated by the money rewards, teachers drive satisfaction of needs.

The study established that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement, recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements. The study revealed that upgrading of professional qualifications is the major avenue for promotion in Kenya and the head teachers facilitate teachers study leave aimed at upgrading professionally

### **5.3 Summary of the study and findings**

The study investigated the head teachers' motivational practices that they used in enhancing teachers job satisfaction.

From the study findings, it was established that head teachers' selection of staff for training influences teachers' job satisfaction in public primary schools. Head teachers reach out for opportunities for staff training and have a deliberate plan to



improve the quality of staffing. Also head teachers give the staff a chance to update and improve their skills, knowledge and qualifications in order to be adaptive to their job through training in school there is matching of persons job performance, evaluation and the progressive increase of staff competencies, head teachers contribute to personal and professional growth of the individual employees respectively.

In addition the teachers are offered a chance to update and improve skills, knowledge and qualification, teachers have been offered opportunities for professional growth like further studies and that teachers have been delegated duty to make them feel as part of leadership respectively. Therefore majority of the head teachers used staff training to motivate teachers in their career and therefore head teachers' selection of staff for training influenced teachers' job satisfaction in public primary schools to a great extent.

The study established that work provides teachers with money and money enables them to obtain satisfaction, teacher's salary increases by relatively little over time, teachers are motivated by the money rewards, teachers drive satisfaction of needs using work as means to an end and that head teachers acknowledging the teachers expertise helps sustain teacher's morale respectively. Similarly the teachers revealed that there are monetary appreciations to teachers to motivate them, teachers are rewarded based on their performance and that there are adequate monetary rewards for every teacher respectively. Thus the head teachers adopted the use of monetary rewards to enhance the teachers' job satisfaction in public primary schools.

The study established that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement, recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated, recognition has a positive impact on teacher motivation, self-esteem, confidence and sense of security, recognition of performance is an important responsibility of the school management, good work done by any teachers should always be acknowledged, the head teachers' formal recognition programme may also be used such as employee of the month, head teachers give praise for well done work, head teacher gives tangible rewards to teachers for good work done and that the head teacher has the responsibility of helping teachers to get satisfaction from the profession and to fulfill their needs and objectives respectively. In addition the working environment is conducive, teachers are allowed to participate in major decision making and that there is biasness in allocation of duties and responsibilities respectively. Therefore the head teachers relied heavily on staff recognition to increase job satisfaction of teachers in public primary schools.

The study revealed that upgrading of professional qualifications is the major avenue for promotion in Kenya, head teachers facilitate teachers study leave aimed at upgrading professionally, the system of teacher upgrading is haphazard and erratic, head teachers facilitate promotion based on qualifications, interviews and years of service and that head teachers facilitate teachers working in remote areas who find it very difficult to study respectively. Thus teachers' professional

advancement opportunities are being used by the head teachers to positively impact on teachers' job satisfaction in public primary schools.

#### **5.4 Conclusions**

From the study findings, it was concluded that the teacher's empowerment through training is a source of motivation resulting to job satisfaction. In addition, the head teachers reach out for opportunities for staff development and encourage the teacher to go for further studies. They also have a deliberate plan to improve the quality of staffing, give the staff a chance to update and improve their skills, in order to be adaptive to their job through training in school. Therefore majority of the head teachers used staff training to motivate teachers in their career and therefore head teachers' selection of staff development for training influenced teachers' job satisfaction in public primary schools to a great extent.

In conclusion, teachers are motivated by the money rewards which amount to job satisfaction; deriving satisfaction of needs using work as means to an end and that head teachers acknowledges the teachers expertise. The study established that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth, improvement and job satisfaction. It informs teachers that they are doing a good job and recognize their achievements, both publicly and privately. This makes them feel appreciated as it has a positive impact on teacher motivation, self-esteem, confidence, sense of security and job satisfaction. Also, it is an important responsibility of the school management to award the teachers based on their performance.

It was evident that recognition has a positive impact on teacher motivation and job satisfaction. Head teacher formal recognition programme may be used such as employee of the month. It's the head teacher responsibility of helping teachers get satisfaction from the profession and to fulfill their needs and objectives. In addition the working environment is conducive, teachers are allowed to participate in major decision making and that there is biasness in allocation of duties and responsibilities respectively. Therefore the head teachers relied heavily on staff recognition to increase job satisfaction of teachers in public primary schools.

The study revealed that upgrading of professional qualifications is the major avenue for promotion in Kenya. The head teachers facilitate teachers study leave aimed at upgrading professionally. They also, head teachers facilitate promotion based on qualifications, interviews and years of service. They also facilitate teachers working in remote areas who find it very difficult to study. Thus teachers' professional advancement opportunities are being used by the head teachers to positively impact on teachers' job satisfaction in public primary schools.

### **5.5 Recommendations**

- i. The study recommends that head teachers adopt a multifaceted approach of motivational practices in enhancing teachers job satisfaction in primary schools.
- ii. The study recommends that the teachers' training institutions and universities incorporate motivational strategies to be adopted by the head

teachers in their curriculum. This will give the head teachers better understanding on the best motivational strategies to apply in their institutions.

- iii. The study recommends that the government through the ministry of education to conduct regular training for the head teachers on motivational strategies approaches to equip them with skills and knowledge needed in their managerial role.
- iv. The study recommends that the government through the ministry of education to allocate a special kitty to facilitate teachers' professional advancement in their career.

#### **5.5.1 Recommendations for further study**

Since this study explored the the influence of head teachers' motivational practices on job satisfaction of public primary school teachers in Gatanga District, Murang'a County, Kenya, the study recommends that;

- i. Similar study should be done in other districts in Kenya for comparison purposes and to allow for generalization of findings on the the influence of head teachers' motivational practices on job satisfaction of public primary school teachers.

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## **APPENDICES**

### **APPENDIX I:**

#### **LETTER OF INTRODUCTION**

University of Nairobi,  
P.O. Box 30197  
Nairobi

23<sup>rd</sup> April, 2013

The Head teacher,

Dear Sir/Madam,

#### **REF: INVITATION TO PARTICIPATE IN RESEARCH IN YOUR INSTITUTION**

I am a post graduate student in the University of Nairobi, undergoing a Master of Education Degree Course in Administration and Planning Department.

Currently, I am carrying out a research on **The influence of headteachers' motivational practices on job satisfaction of public primary teachers in Gatanga district**. As part of my Master of Education Course, I am required to collect data and write a project. I request your co-operation to enable me to collect the requisite data from your school.

I wish to assure you that the information obtained in the exercise is purely for research purposes and the identity of the respondents will be treated with utmost confidentiality.

Yours sincerely,

**Nancy Mukami Muhoro**

## APPENDIX II

### HEADTEACHER'S QUESTIONNAIRE

This questionnaire is designed to gather information on the influence of head teachers motivational practices on job satisfaction of public primary schools in Gatanga District, Murang'a County. Do not write your or the name of the school anywhere on this questionnaire. The information is for research purpose only.

#### Part I: Background information

1. What is your Gender?

Male  Female

2. What is your level of education?

Master's Degree  Bachelor's Degree  Diploma in Educ.   
College level  Other(specify).....

3. What is your age bracket?

Below 30 years  30-40 years

40-50 years  above 50 years

4. What is your teaching experience in years

Below 1 year  2-5 years  6-10 years

11-15 years  16-20 years  20 years and above

#### Part B: Staff Development

5. The table below presents some head teachers motivational practices that influence teachers job satisfaction in public primary schools. To what extent do you agree with the following statement on the relationship between participation in staff development programmes and job satisfaction of teachers in public primary schools in Gatanga District.

Key: 1 strongly agree, 2 agree, 3 undecided, 4 disagree, 5 strongly disagree  
(please put an X where appropriate)

Staff Development	1	2	3	4	5
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Head teachers contribute to personal and professional growth of the individual employees					
In our school there is matching of persons job performance, evaluation and the progressive increase of staff competencies					
Head teachers have a deliberate plan to improve the quality of staffing.					
Head teachers give the staff a chance to update and improve their skills, knowledge and qualifications in order to be adaptive to their job through training					
Teacher's empowerment is a source of motivation for teachers.					
The head teachers reach out for opportunities for staff development and encourage the teacher to go for further studies.					

### Part C: Monetary Rewards

To what extent do you agree with the following statement on the influence of monetary rewards affect job satisfaction among teachers in public primary schools in Gatanga District?

Key: 1 strongly agree, 2 agree, 3 undecided, 4 disagree, 5 strongly disagree  
(please put an X as appropriate)

<b>Monetary Rewards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teachers are motivated by the money rewards					
Teachers drive satisfaction of needs using work as means to an end					
work provides teachers with money and money enables them to obtain satisfaction					



Head teachers acknowledging the teachers expertise helps sustain teacher's morale					
Teacher's salary increases by relatively little over time.					

**Part D: Staff Recognition**

To what extent do you agree with the following statement on the relationship between staff recognition by head teachers and job satisfaction of teachers in Gatanga District

Key: 1 strongly agree, 2 agree, 3 undecided, 4 disagree, 5 strongly disagree (please put an X as appropriate)

<b>Staff Recognition</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The head teacher has the responsibility of helping teachers to get satisfaction from the profession and to fulfill their needs and objectives					
Recognition of performance is an important responsibility of the school management					
Head teacher gives tangible rewards to teachers for good work done					
Recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement.					
Recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated					
Head teachers give praise for well done work					
Recognition has a positive impact on teacher motivation, self esteem, confidence and sense of security					
Good work done by any teachers should always be acknowledged					
The head teachers' formal recognition programme may also be used such as employee of the month					

### Part E: Professional Advancement

To what extent do you agree with the following statement on the influence of professional advancement opportunities on teachers job satisfaction in public primary schools in Gatanga District? Key: 1 strongly agrees, 2 agree, 3 undecided, 4 disagree, 5 strongly disagree (please put an X as appropriate)

<b>Professional Advancement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Head teachers facilitate promotion based on qualifications, interviews and years of service					
Upgrading of professional qualifications is the major avenue for promotion in Kenya					
Head teachers facilitate teachers study leave aimed at upgrading professionally					
Head teachers facilitate teachers working in remote areas who find it very difficult to study					
The system of teacher upgrading is haphazard and erratic					

## APPENDIX III

### TEACHERS QUESTIONNAIRE

This questionnaire is designed to gather information on influence of head teachers' motivational practices on job satisfaction of public primary teachers in Gatanga district. Do not write your name anywhere on this questionnaire. You are requested to provide answers to the questions, as honestly as possible. The information you give will be treated with outmost confidentiality and for academic purposes only. Please tick where appropriate (√).

#### Part 1: Background information

1. What is your gender? Male  Female
2. What is your level of education? Med  B.Ed   
 Diploma in Ed.  BA/BSC   
 Others (specify).....
3. How long have you been a teacher?..... years

#### Part 2: General Information

The table below presents some aspects of school administration that may be source of motivation to public primary school teachers. Please (√) each factor on column “1” to “5”. For example “1” is given to those factors that are never experienced by teachers “2” is given to those that are rarely experienced by teachers.

1=Never 2=Rarely 3-Sometimes 4= Often 5= Very often

	<b>Influence of Motivational practices on job satisfaction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Staff Development</b>	I am offered a chance to update and improve skills, knowledge and qualification					
	I have been delegated duty to make me feel as part of leadership					
	I have been offered opportunities for professional growth like further studies					
<b>2. Monetary</b>	There are monetary appreciations to					

<b>Rewards</b>	teachers to motivate them					
	There are adequate monetary rewards for every teacher.					
	Teachers are rewarded based on their performance					
<b>3. Staff Recognition</b>	I am allowed to participate in major decision making.					
	The working environment is conducive					
	There is biasness in allocation of duties and responsibilities					
<b>4. Professional Advancement</b>	I am offered an opportunity for promotion based on qualification, interviews and years of service					
	I am awarded study leave aimed at upgrading professionally.					

5. Have you in the course of your duties, experienced conflict between what the head teachers expect you to do, and what you feel you should do?

Yes [ ] No [ ]

If Yes, please explain what it was

.....

6. Have you in the course of your duties experienced unsupportive supervisor?

Yes [ ] No [ ]

If Yes, please explain what it was.....

**THANK YOU FOR YOUR TIME, PARTICIPATION AND CO-OPERATION**

**APPENDIX IV RESEARCH PERMIT**

**PAGE 2** **PAGE 3**

**Research Permit No. NCST/RCD/14/013/1042**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Nancy Mukami Muhoro**  
**of (Address) University of Nairobi**  
**P.O Box 92-0902, Kikuyu.**

**Date of issue** **17<sup>th</sup> June, 2013**


**Fee received** **KSH. 1000**

**has been permitted to conduct research in**

	<b>Location</b>
<b>Gatanga</b>	<b>District</b>
<b>Central</b>	<b>Province</b>

**on the topic: Influence of headteachers' motivational practices on job satisfaction of public primary school teachers in Gatanga District, Murang'a County, Kenya.**

**for a period ending: 31<sup>st</sup> July, 2013.**



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