INFLUENCE OF HEADTEACHERS' MOTIVATIONAL PRACTICES ON TEACHER PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN IKEREGE DIVISION, KURIA WEST DISTRICT, KENYA

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DECLARATION

This research project is my original work and has not been presented for a

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I dedicate this project to my wife Sarah Moroa and children Evelyne Boke, Nancy Robi, Faith Matuko, Grace Rioba, Hellen Boke and Mathew Sobe.

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LIST OF ABBREVIATIONS AND ACRONYMS

BED	Bachelors of Education
CDF	Constituency Development funds
DEO	District Education Officer
EFA	Education for All
FGD	Focus Group Discussion
FPE	Free Primary Education
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
LATF	Local Authority Transfer Fund
LIC	Low Income Countries
MED	Master in Education
MOE	Ministry of Education
NCESS	National Centre for Education Statistics
SMASE	Strengthening Mathematics and Science Education
SMC	School Management Committee
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VSO	Voluntary Service Overseas

ABSTRACT

The purpose of this study was to determine the influence of headteachers' motivational practices on teacher performance in public primary schools in Ikerege Division, Kuria West District, Kenya.

The objectives of the study were to determine how headteachers' staff recognition influence performance of teachers, to determine how shared leadership between teachers and headteachers influence performance of teachers, to establish how headteachers' participation in staff development program influence performance of teachers and to determine ways in which support by headteachers influence teachers performance.

The research design was descriptive survey. The sample size consisted of 14 headteachers, 67 class eight subject teachers and 168 class eight pupils in Ikerege Division, Kuria west district. Simple random sampling was used to select pupils who participated in the study. The instruments consisted of interviews schedule for headteachers, questionnaires for class eight subject teachers and focus group discussion guide for class eight pupils. The data collected was both quantitative and qualitative in nature and was analysed using descriptive statistics.

The study has revealed that some headteachers recognized teachers' efforts through material incentives, tours and very few through oral praise. The study also established that headteachers shared responsibilities with teachers especially on guidance and counseling and co-curricular activities. It was revealed that most teachers attend seminars organized by the DEO's office. It was further established that new teachers were assigned experienced teachers to orientate them on the various school programmes as part of teacher support.

The following conclusions were made from the study, there is a relationships between recognition and teacher performance, shared leadership between head teacher and teachers have positive influence on teacher performance, the professional growth of teachers is catered for by head teachers through attending seminars and workshops, there is a positive influence of teachers support by the head teacher on teacher performance.

From the following recommendations were made. The school administration should recognize staff since recognition enables the teachers to achieve meaningful performance. The school management committee (SMC), TSC and the teachers should provide opportunities for shared leadership. Teachers must be engaged in several staff development programmes to constantly update their knowledge. The SMC, TSC and head teachers should find ways of supporting teachers improving the working conditions. The following suggestions for further research were made. An in depth study on the topic covering a wider geographical area and use of a bigger sample, study on the topic using government motivational strategies and a study covering both private and public schools be carried out.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is viewed as an important tool for self-enhancement. It is viewed as the main contributing factor to industrial and socio-economic development in the world over. This development can be realized when a society has education programmes that are handled by motivated teachers or instructors. The school environment needs to be attractive in order to induce teachers to release their full potential on pupils' success in learning. The nature of the school environment is basically a function of internal management and leadership. The head teacher as the chief executive needs to appreciate and recognize that results can be obtained through people (Republic of Kenya, 2008).

In the contemporary world, organizations are concerned with what should be done to achieve sustained high level performance through people (Armstrong, 2003). This entails giving close attention to how individuals can be motivated and establish a work environment that will help to ensure that, individuals deliver results in accordance with the expectations of the management (Koontz and Weinrich, 1998).

The knowledge of what motivates people therefore is important to the manager (head teacher). The building of motivating factors into organizational

roles and the entire process of leading people must be built on knowledge of motivation. Koontz (1998) concurs that the educational manager's job is not to manipulate people but rather to recognize what motivates people. According to sociologists, school environments are reward scarce and often seem to work against teachers' best effort to grow professionally and improve students' learning (Peterson, 1995). Educational leaders need to find ways to keep teachers in the profession and keep them motivated. A motivated teacher is one who not only feels satisfied with his or her job but is empowered to strive for excellence and growth in instructional practice (Frase, 1992). However, the greatest challenge researchers in education and school leaders have faced, is motivating teachers to high level of performance.

Studies conducted by members of Educational Research Service in California in the USA, revealed that work related factors most important to teachers, were those that allow them to practice their craft successfully (Frase, 1989). The study further revealed two sets of factors that affect teachers' ability to perform effectively. They are, work context factors (the teaching environment) and work content factors (teaching), In general, work context factors such as money, status, security, class size, discipline conditions and availability of teaching materials prevent dissatisfaction, but they do not have an extended motivational effect.

A survey conducted by the National Centre for Educational Statistics (NCESS) in Washington found that, teacher compensation including salary,

benefits and supplemented income, showed little relation to long term satisfaction with teaching as a career. The survey revealed that staff recognition, parental support, teacher participation in school decision making, influence over school policy and control in the class room were the factors strongly associated with teacher satisfaction (NCESS, 1997). These studies conducted in California and Washington were based on Herzberg's theory of motivation that suggest that certain factors (pay , working conditions or company policy) in the teaching environment do not lead to motivated employees. Instead, such factors as recognition, achievement and interesting work, had a positive effect on motivation of teachers (Cole, 2006).

Studies conducted in sub-Saharan African Countries revealed that, teacher motivation depends critically on effective management, particularly at school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment (Akyeampong, 2007). Teacher commitment is however, a function of many variables among which is the nature of administrative Management found in schools. In Zambia, the Ministry of Education (MOE) accords little attention to educational management and instead focuses more on teacher training and provision of educational infrastructure. As a result, the education managers show heavy deficiencies in management skills of motivation (Lungwangwa, 1995).

According to Cole (1996), recognition is a reality despite one's age and educational level. He stressed that recognition must be sincere and need be based on above average performance. Recognition is also accompanied by responsibility and power. This implies that, people with responsibility need to work hard for their efforts to be seen and respected. Fry and Tweedie (2003) noted that, low teacher morale threatened the achievement of EFA goals. Teachers in Malawi were increasingly shown less respect. Musila (2010) found out that most teachers felt motivated when they got recognition from their immediate supervisor.

The government of Kenya has undertaken many reforms in the education sector in the past years to address the issues related to quality education. The government, parents, non-governmental organizations and donors recognize that although major strides have been made in education, there are serious shortcomings in the education system (Abagi & Odipo, 1997). There is a growing national debate on the quality of teaching and learning and a feeling that continous training for teachers would lead to this quality (Odhiambo,2005). Odhiambo adds that, the most important resource of a school in achieving its purpose is the knowledge and skills of its teachers, and the most important strategy for maintaining and improving that resource in the school, is a career and professional development process for teachers. The Ministry of Education Strategic Plan (MOE, 2006), recognizes the fact that continous improvement in the quality of education service, entails continous skills upgrading for serving teachers. There is need to provide adequate

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opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training.

Ocham (2010) in a study on effects of head teachers' motivational practices on teacher performance in Koibatek District, found out that majority of teachers perceived recommendation by head teachers to attend seminars and workshops, enhanced their motivational levels. It also revealed that teacher participation in school decision making was strongly associated with teacher motivation. Mulwa (2005) noted that performance at KCPE was poor in Kitui District because of the failure to cover the syllabus due to absenteeism by teachers.

Wekesa (1993) in Kimeli (2003) observed that when administrative support for teachers is coupled with good communication, teachers' individual performance is enhanced and in turn students improved performance. The head teacher as the administrator in a school, needs to put in place appropriate motivational practices such as staff recognition, shared leadership strategies, staff development, proper induction of new teachers and feedback or supportive teacher evaluation, letters of recommendation, promotions and sometimes monetary incentives. These motivational practices enable the teacher to achieve meaningful performance (Akyeampong, 2007).

The District Education officer Kuria West District, while addressing participants in the District education day held on 17th July 2009 at Moi

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Nyabohanse Girls High School, cited some of the education challenges in the district as, below average performance and lack of teacher commitment to professional delivery among others. He mentioned the same challenges among others in the education day held on 26th July 2010 at Ikerege Mixed Secondary School.

Data collected from the District Education Office (DEO) in Kehancha on KCPE performance, shows a declining trend every year in Ikerege division as indicated in the table. 1.1

Table 1.1 KCPE performances in Kuria West District 2008 – 2012 **(Mean Scores)**

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Division	**2008**	**2009**	**2010**	**2011**	**2012**
Isibania	290.00	288.24	267.15	267.99	282.77
Mabera	273.95	273.95	234.53	247.89	245.81
Kehancha	234.53	234.50	236.47	245.19	250.39
Ikerege	279.88	262.88	234.08	220.96	213.84
Masaba	243.14	244.14	235.08	235.45	229.68

Source: District Education office Kehancha (2013)

The mean scores for Ikerege Division have been declining for the last five years and lower than any other division in the last three years as indicated in Table 1.1. Studies on motivation of teachers have not exhaustively been done in Kuria, West district. Andiva (2007), Wasonga (2005) and Osibwoga (2008)

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recommended for a study on motivation of teachers and performance in KCPE. Society expects teachers to be initiative, respectful and honest with foresight and intellectually curious. They are also expected to be human resource developers, administrators and leaders, disciplinarians, role models among other roles. These responsibilities cannot be undertaken in an environment that is demotivating and does not give support for their achievement.

Musila (2010), found out that, some teachers complained that their efforts were not recognized by anyone. Majority felt that working conditions were not comfortable e.g. working in unfinished classrooms, toilets were few and some supervisors were harsh.

Leshao (2008) noted that heavy teaching load, preparation and teaching many lessons, setting and marking many examinations, de-motivates teachers leading to low achievement by students.

Despite the efforts by the government of Kenya (GOK), through Free Primary Education funds (FPE) and Constituency Development Fund (CDF) to improve school infrastructure, purchase of learning and teaching materials among others, the general performance of many schools in KCPE in Ikerege division has been on the decline and below the district mean score. This trend according to this study may be due to lack of good motivational practices by head teachers on teachers, in order to facilitate scoring of high grades in KCPE

by the pupils. This study will therefore assess the influence of head teachers' motivational practices on teacher performance in Public Primary schools in Ikerege division, Kuria West District, Kenya.

1.2 Statement of the problem

The government of Kenya is committed to the provision of quality education by motivating teachers in different ways. The 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), granting them study leave with pay. The government through Strengthening of Mathematics and Science Education project (SMASE) in 2009 in primary schools has made efforts to improve the teaching skills of primary school teachers in mathematics and science. This will enable the teachers to comfortably handle the subjects without much struggle.

Despite all these, the performance in the Kenya Certificate of Primary Education in Ikerege Division has been declining from 2008 to 2012 as shown in Table 1.1.The trend according to this study could be due to lack of good motivational practices on teachers in order to facilitate scoring of good grades in KCPE by the pupils. This study will therefore assess the influence of head teachers motivational practices on teachers performance in public primary schools in Ikerege Division of Kuria West District in Kenya. Studies have

been done in other places on teacher motivation and performance but not in Ikerege Division of Kuria West District. This study attempted to fill that gap.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of head teachers' motivational practices on teacher performance in public Primary Schools in Ikerege Division, Kuria West District, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

i) To determine how head teachers' staff recognition influence performance of teachers.

ii) To determine how shared leadership between teachers and head teachers influence performance of teachers.

iii) To establish how head teachers' participation in staff development programs influence performance of teachers

iv) To determine ways in which teacher support by head teachers influence teachers' performance.

1.5 Research Questions

The study sought to answer the following questions:-

i). How does recognition of teachers by the head teacher influence teacher performance?

ii).   How does shared leadership between teachers and head teachers influence performance of teachers?

iii).   To what extent does head teacher participation in staff development programs influence teacher performance?

iv).   How does teacher support by the head teacher influence performance of teachers?

1.6 Significance of the study

The findings of the study may enhance the existing literature on motivational practices on teachers in Primary Schools. The study may also provide useful knowledge on the factors that teachers consider to be contributing to motivation, which would be of great significance to the educational officials in the Ministry of Education, in helping them to formulate better policies for teachers.

The Teachers Service Commission (TSC) of Kenya, may use findings from this study to enhance strategies to improve teachers' morale in creating more positions of responsibilities. This study may provide information that will help head teachers in primary schools, promote those areas that primary school teachers identify as motivating to the teachers, which will give the teachers the morale to work harder and facilitate better pupil grades in K.C.P.E.

1.7 Limitations of the study

In some instances, research aroused suspicion on the part of the respondents who were unco-operative and gave irrelevant data or information. To avoid this, the researcher assured respondents of the confidentiality of their identity. Distances between schools was great and some roads had been rendered almost impassible by motorcycles during the rainy season. To overcome this, early morning journeys were necessary and sometimes walking on foot.

1.8 Delimitations of the study

The study on influence of head teachers' motivational practices on teacher's performance was confined to Ikerege Division located in Kuria West District in Migori County. The findings from a small sample from one division of the study were generalized to other parts of the country with caution. This is because conditions in other areas not covered by the study may be different from that of the setting covered. The study was also limited to head teachers', class eight teachers' and class eight pupils' perception of how administrative management motivates teachers in schools. It excluded the view of the parents, Ministry of Education official and the TSC who may have a stake in the school.

1.9 Assumptions of the study

The assumptions to be made in this study included:-

i).   Schools used pupils achievement in examination as a yardstick for measuring teacher performance

ii).   Motivated teachers had high morale, hence high achievement levels.

1.10 Definitions of significant terms

The most important concepts related to this research and which need to be defined and explained are as follows:-

Class eight teachers refer to teachers who handle subjects in class eight and prepare class eight candidates for their national examinations (K.C.P.E).

Extrinsic motivation refers to rewards that are external to the person and are given to reinforce behavior.

Influence refers to the effect that different factors have on teachers' decisions, opinions and behavior.

Intrinsic motivation refers to a process of arousal and internal satisfaction in which the rewards come from carrying out an activity.

Motivation refers to forces that energize, direct and sustain a person's efforts.

Motivation factors refers to the effect that different factors have on teachers decisions, opinions and behaviour

Motivational practices refer to strategies used by the head teacher to influence individual drives among teachers towards an activity.

Performance refers to optimum achievement of set goals.

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

Recognition refers to the acknowledgement or appreciation of an individual or team's desired effort, or behavior that supports the organization's goals and values.

Reinforcement refers to the incentive or reward given to sustain certain behavior.

Shared leadership refers to sharing of responsibility by the administration, staff, appointed personnel, for making decisions about institutional missions, policies and budget priorities.

Staff development refers to encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study, providing funding for conferences, workshops and other training opportunities including in service programs.

Teachers support refers to advice and support for new teachers about lesson plans, teaching and learning materials, classroom management and administration locations.

1.11 Organization of the study

The study is organized in five chapters. The first chapter highlighted the background and statement of the problem understudy. Purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions and definition of significant terms. The second chapter is on literature review and will cover factors of motivation, motivational practices, summary of literature

review, theoretical perspective and conceptual framework .The third chapter covers research methodology which includes, research design, target population, sample size and sampling techniques, research instruments, instrument validity and reliability, data collection procedure and data analysis techniques. Chapter four covers data analysis and the findings of the study. Chapter five contains a summary of research findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses a review of literature related to motivation. It is subdivided into the following themes; factors of motivation, staff recognition, shared leadership, staff development in schools, teacher support, summary of literature review, theoretical framework and conceptual framework.

2.2 Factors of motivation

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

Motivation as a concept represents a highly complex phenomenon that affects and is affected by a multitude of factors in the organisation. To understand how workers are motivated, a number of theories have been advanced. These include instrumentality, content and process theories. Instrumentality theory was advanced by Taylor (1911) and advocated that it was impossible to get workmen to work much harder unless they were assured of a large and permanent increase in their pay (Armstrong, 2001). The theory is based on the

principle of reinforcement and gives the rationale for performance related pay for workers, through an ineffective motivator. Okumbe (1998) describes content theories as those whose concern is to identify the needs and drives that people have and how these needs and drives are prioritized.

Abraham Maslow(1954) advocated for the Hierarchy of needs theory, which argues that the needs exists in a hierarchy of five levels, physiological, safety, social, esteem and self fulfillment at the higher level. Nzuve (1999) noted that lower level needs is satisfied. The two-factor theory belongs to this category and is also referred to as the motivation-hygiene theory advanced by Fredrick Herzeberge as cognitive theory emphasizes on the psychological process or forces that affect motivation as well as basic needs. The process theory is best explained by expectancy, goal and equity forwarded by Victor Vroom (1964) and developed by Porter and Lawler (1968). The theory advances that there must be a link between effort (motivation) and reward and that the reward should be achievable and of value (worth) to a person (Armstrong, 2001). This implies that when efforts and rewards are sustained, performance will be enhanced. Goal setting theory was developed by Lathan and Locke(1979) and stated that motivation and performance are higher when individuals have specific goals. The goals needs to be difficult but achievable and that performance will be assured when feedback is given. Equity theory was refined by Adams (1965). The theory is concerned with the perceptions people have about how they are being treated in relation to others in the workplace (Okumbe, 1998). The theory argues that people will be better

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motivated if they are treated equitably and de-motivated if they are treated inequitably in such areas as in pay, promotions and status when their input and output is the same.

Essentially motivation is to create conditions which people are willing to work with zeal, initiative, interest, enthusiasm with a personal and group satisfaction, with a sense of responsibility, loyalty, discipline and pride so that the goals of an organization are achieved effectively (Mamoria and Gankar, 2005). Mamoria and Gankar (2005) found out that motivation of employees was highly rated among the priorities.

Herzberg (1957) identified two factors of motivation namely intrinsic factors and extrinsic factors which influence the levels of performance. Naylor (1999) noted that, motivation is considered to be intrinsic when individuals feel they have control over their own environmental factors and behaviours. It is the sense of achievement, responsibilities, job satisfaction, purposeful involvement, empowerment and ownership. Locke (1976) argues that every organization must have a contented workforce in order to succeed.

Individuals' needs vary from one organization to another; however, there are needs that are critical to its entire workforce. Current education problems require enlightened and practical solutions. Issues like motivation, incentives and capacity building, are crucial aspects in education. Motivation is extrinsic when one derives satisfactions of needs using work as a means to an end. It is

the pay, the job security, working condition, level and quality of supervision and the interpersonal relations. (Armstrong, 2006).

Motivation is the key to performance improvement. The Accel team (2006) appreciate an old saying that 'you can take a horse to the water but you can't force it to drink water', it will drink if only it is thirsty and so are people. People will do what they want to do either by themselves or through external stimulus.

Nzuve (1999) opined money as a most obvious example of an extrinsic reward and that for money to motivate, it has to assume a relationship between performance and rewards. Organizations should therefore be careful about use of money as a motivator. The state of the physical facilities can affect the job performance of teachers, Kamau (2007) found that teachers teaching in classrooms without lockable doors and windows experienced problems with their teaching aids which were either taken away or destroyed. This would affect the teaching effectiveness of a teacher to some extent. The head teachers in Ikerege division should focus on factors inside of the individual that motivates. These factors include staff recognition, shared governance, staff development and teacher support.

According to Ngalyuka (1985), employees needs are influenced by a variety of individual factors and this is because human beings have their own tastes. Educational administrators must devise better methods of determining ways

and means of rewarding teachers if they expect the reward to have an impact on performance (Kivaze, 2000).

In this regard, this section examines staff recognition, shared leadership, staff development and teachers support by the head teacher as some of the motivation factors that influence teachers' job performance.

2.3 Head teachers staff recognition and its influence on teacher performance

According to Cole (1996), recognition is a reality despite one's age and educational level. He stressed that recognition must be sincere and need to be based on above average performance. Recognition is also accompanied by responsibility and power. This implies that people with responsibility need to work hard for their efforts to be recognized and respected. 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 (Kivase, 2000).

Blasé and Kirby (1992) noted that the quickest remedy that educational managers should use to motivate teachers, is by creating a more attractive work environment and intangible rewards such as recognition and praise. School management can make teachers feel valued by recognizing their achievement (Nzuve, 1999).

Chapman (1983) in Andiwa (2003) notes that Jamaica elementary schools whose performance was high, had satisfied teachers who felt that their school was held in high regard by the community and received appreciation from parents. The same teachers also assigned more importance to recognition by administrators and supervisors.

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 motivation for teachers (Frase, 1992). He further suggests that recognition is an important motivator for teachers as it directs them on the path towards professional growth and improvement. All teachers yearn for re-assurance that they are doing a good job. Musila (2010) found out that 67.3% of the teachers felt motivated when they got recognition from their immediate supervisor.

Head teachers can recognize teachers' efforts by offering positive feedback, both publicly and privately, weekly memos or emails and regular staff meetings are perfect forums for recognizing special contributions that teachers make. Motivation is the key to keeping the teachers focused and feeling worthy, which in turn leads to more commitment to their work, hence boosting their performance levels as reflected in pupils' achievement in examination results.

2.4 Influence of shared leadership between head teachers and teachers on teacher performance

UNESCO (1993) observed that, teachers should possess sound knowledge, a good level of competence, commitment and capability to perform the assigned task. Employees will be more motivated to do their jobs if they have ownership of the work. This requires giving employees freedom and power to carryout their tasks so that they feel they own the results (Nzuve, 1999) further says, individuals should be provided with greater responsibility and encouraged to implement their ideas. As individuals mature in their jobs, opportunities for added responsibilities should be provided. In order to deliver successfully on the school objectives, it is necessary for the head teacher to lay some clear shared leadership strategies. The strategies must contain tasks to be done on routine basis by the teacher and how the teacher performance will be recognized. Hackman and Oldham (1974) in Armstrong (2006) searched for general factors within job tasks, that would lead to high motivation. They suggested that leaders need to influence autonomy, introduce more variety in tasks, provide opportunities for people to do several tasks and establish good relationships and open feedback channels; Osibwoga (2007) made an observation that work that has clearly spelt out tasks and allows collaborative decision making was motivating. Teachers will feel motivated and part of the succession in a school, if the head teacher involves them in decision making and shares out responsibilities with them. Through shared leadership, the head teacher prepares the teachers to take on more challenging responsibilities in future.

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2.5 Head teachers participation in staff development in schools and teachers performance

Staff development includes activities, efforts and aims of schools that contribute to personal and professional growth of the individual employees, so that they may perform better and with great satisfaction (Drake and Race 1994). It includes matching persons to 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). Besides additional qualifications, they stand a better chance of getting promoted to higher position.

Research studies by UNESCO (1997) observed that performance of teachers depended on their level of qualification, training and motivation among others. The "struggling teacher" is an all too common sight, especially in primary schools (Benell, 2007). High proportion of teachers remains untrained in many low income countries (LIC) which adversely affect "can –do" motivation. Poor quality in-service training compounds poor pre-service training and induction in many countries. Teachers should be supported by allowing them to pursue further education which will make them more valuable to the job and more fulfilling professionally, (Okumbe, 1992). Teachers should be provided with enabling environment which will enable them to learn different procedures of the job as well as experiencing some growth through promotion

and further training (Okumbe, 1992). Further training enhances the teachers competencies. Kageha (2004) further says teachers are motivated by opportunity for further studies. The study found out that 203 teachers were either taking part-time, evening classes or were in fulltime courses in tertiary colleges and universities. The study found out that those teachers who were sponsored to attend workshops and seminars were highly motivated to perform their jobs. The head teacher must 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. In the absence of constant updating of skills and appropriate support, teachers can quickly lose motivation, leading to low achievement levels of pupils.

2.6 Teacher support by head teachers and its influence on teacher performance

Studies conducted by the NCESS (1997) revealed that new teachers enter the profession for intrinsic rewards, but the negative effects of extrinsic conditions overwhelm them. They face new and difficult challenges which range from classroom management and discipline, adjustment to the physical demands of teaching, managing instructional task, to satisfying leisure time, without proper support, a new teachers' problem can grow worse.

Fraser (1992) suggested that the head teacher needed to support new teachers by assigning them mentor teachers to break the isolation, and transmit

instructional, planning and management skills that can help them grow professionally as they adjust to teaching.

2.7 Summary of literature review

Literature reviewed on the concept of motivation addresses motivational theories in relation to teachers' effort at work. In addition, literature has also been reviewed on the relationship between motivation and performance giving global, regional and Kenyan scenarios. Musila (2010) carried out a research on the effects of motivational practices on teachers and pupils performance in KCPE in Machakos District. Kageha (2004) studied the effect on motivation on teachers' performance and its impact on KCSE results in Vihiga District. This study seeks to establish the influence of head teachers motivational practices on teacher performance in Ikerege division, Kuria West District.

2.8 Theoretical framework

This study was guided by Herzberg's two factor theory. Motivation – hygiene theory (or two factor theory). The theory suggests that certain factors in the environment do not lead to motivated employees (Cole, 2004). Such factors include pay, working conditions or company policies. These factors were classified as hygiene factors by Herzberg (1966).

In contrast to these, were motivators which included such factors as, recognition, achievement and interesting work. They are the intrinsic factors of a job. Motivators had positive effect on motivation of individuals, while

lack of hygiene factors would prevent dissatisfaction or give satisfaction but may not enhance performance at work. According to the theory, if head teachers do not attend to the motivating factors, teachers will not be motivated to work but will not be dissatisfied either. They will perform to a certain level considered satisfactory but will make little or no effort to exceed this level.

This study was therefore guided by the motivational variables; staff development, shared leadership, recognition and teacher support. It seeks to determine whether the head teacher who is the chief executive in a school, incorporates intrinsic – motivational characteristics so as to attain high level of motivation.

2.9 Conceptual Framework

The conceptual framework in figure 2.1 shows a summary of motivational practices and their relationship with teacher performance.

Figure 2.1: Effect of motivational practices on teachers and pupils performance in KCPE

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                    ┌─────────────────┐
                    │ Head teachers'  │
                    │  Motivational   │
                    │   Practices     │
                    └─────────────────┘
           ┌─────────────┬──────────┬──────────────┐
           ▼             ▼          ▼              ▼
  ┌──────────────┐ ┌───────────┐ ┌──────────┐ ┌──────────┐
  │    Staff     │ │Recognition│ │  Shared  │ │ Teacher  │
  │ Development  │ │           │ │leadership│ │ support  │
  └──────────────┘ └───────────┘ └──────────┘ └──────────┘
           └─────────────┬──────────┬──────────────┘
                         ▼
              ┌──────────────────────┐
              │  Teacher Motivation   │
              │       Process         │
              └──────────────────────┘
                         ▼
              ┌──────────────────────┐
              │ Teacher performance   │
              │                       │
              │ • Observe punctuality │
              │ • Reduced teacher     │
              │   absenteeism         │
              │ • Pupils scoring good │
              │   grades in KCPE      │
              └──────────────────────┘
```
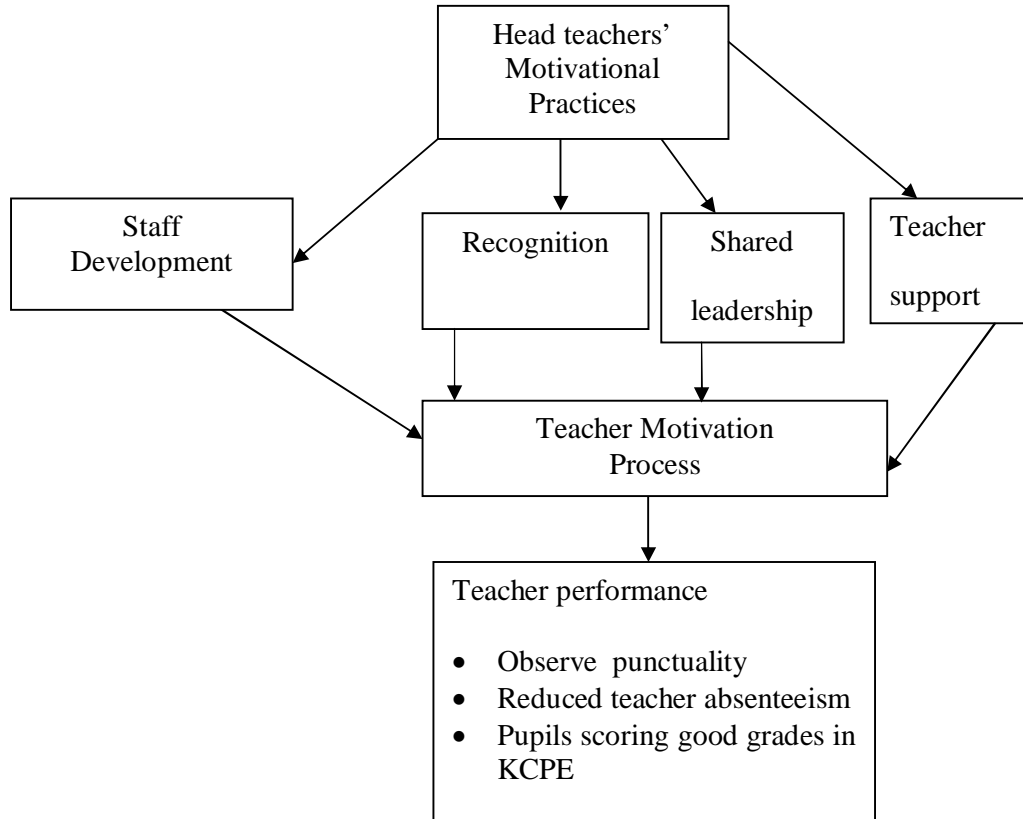
For teachers to be motivated, motivating factors outlined in the framework should be satisfied reasonably. The head teacher must incorporate the motivational practices so as to attain high level of motivation. The motivational practices would promote teachers' effectiveness in teaching and as s result register high achievement by pupils in KCPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter present research methodology under the following subheadings; research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research design

The study adopted descriptive survey design method to collect information. It is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research and maintains high level of confidentiality (Orodho, 2004). Descriptive survey design was used, it enabled data to be collected faster, enable questions to be asked personally in an interview or impersonal through a questionnaire about things which cannot be observed easily it also seeks to obtained information that describes existing phenomenon by asking individual about their perception, attitude, behaviour of value (Mugenda and Mugenda, 1999). The method was considered most appropriate because it enabled the study to collect information about opinion and attitudes of teachers' and learners towards role of head teachers' motivational practices in influencing teachers' performance.

3.3 Target population

Borg and Gall (2007) defines target population as the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research.

The study focused on the target population of 14 head teachers, 67 class eight teachers and 381 class eight candidates from 14 public primary schools in Ikerege division as shown on table 3.1.

The study targeted teachers handling subjects in class eight as they are key in preparing candidates for their final examination, KCPE. Class eight pupils were used as they had enrolled for KCPE and are likely to be in school most of the days to observe the behaviours of their teachers.

Table 3.1 Std 8 pupils and teachers in public primary school in Ikerege Division

	School	No. of pupils	No. of teachers
1	Ikerege DEB	35	4
2	Komomange	20	5
3	Naora	26	5
4	Ikerege mixed	34	5
5	BM Kugitura	25	4
6	Nyabokarange	21	6
7	Nyaigutu	49	5
8	Gwikonge	16	5
9	Getabara	35	4
10	Robarisia	16	5
11	Kuguyi	36	6
12	Kurutiange	35	5
13	Komasincha	11	4
14	Kebobono	22	4
	Total	**381**	**67**

Source: Divisional Education Office Ikerege (2013)

3.4 Sample Size and Sampling Techniques

A sample has been explained by Wiersman (1995) as a small proportion of a target population selected using some systematic procedures for study. By observing the characteristics of a carefully selected and representative sample, one can make certain inferences about characteristics of a population from a population from which it is drawn Kothari (2006). For the purpose of this study, the sample size was drawn from all the fourteen public primary school in Ikerege Division which is composed of 14 head teachers, 67 class eight subject teachers and 381 class eight pupils as shown in table 3.1. There was no sample selection for head teachers and class eight subject teachers. The whole population was used since the target population was small. Kothari (2006) asserts that when the universe is small, the whole population is sampled. For the class eight pupil each school produced two groups of six pupils each making a total of 168 respondents.

3.5 Research instruments

To facilitate the study, three instruments were used. An interview guide for head teachers, a questionnaire for class eight teachers and a Focus Group Discussion (FGD) guide for class eight pupils. The interview guide for head teachers was used since most of the time such personalities are engaged in lots of activities and might not have time to respond promptly to the questionnaires. The questionnaire has the ability to collect a large amount of information in a reasonably quick space of time (Orodho, 2004). The focus group discussion was suitable because it is easy to ask oral questions to many

pupils and get instant responses. The head teachers introduced the researcher to the class eight pupils and later the researcher sampled 12 of them and had a discussion with them in two groups of six each.

3.6 Instrument validity

According to Kerlinger (1999), validity is the degree to which a test measures what it is supposed to measure. It is the accuracy, meaningfulness and technical soundness of the research (Mugenda & Mugenda, 1999). Face validity refers to the likelihood that a question will be misunderstood or misinterpreted, thus will help to iron out ambiguity. The items found in the questionnaire to be misunderstood were corrected to remove ambiguity, thus increasing face validity. According to Borg and Gall (2007), content validity of an instrument refers to whether an instrument provides adequate coverage of the topic. Content validity is improved through expert judgment. The researcher sought expert advice and assistance from the supervisors to help improve content validity of the instruments. A pilot study was also carried out in one school in Kehancha Division to pretest the instruments, in order to confirm if they measure accurately the variables they are intended to measure. The participants in the pretest, were from outside Ikerege Division where the study will be carried out. The participants were given one week break and the questionnaires, were administered to them again and then the results analyzed. The results were used for amendments of instruments for accuracy and consistency.

3.7 Instrument reliability

Orodho (2004) describes reliability as the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept. The researcher used test-retest method to obtain reliability of the measuring instrument. This technique involved administering the same instruments twice in a span of two weeks to the same group of subjects. Scores from both testing periods were then correlated. Reliability co-efficient was computed by use of Pearson correlation coefficient (r) as follow:-

$$r = \frac{N\Sigma XY-(\Sigma X)\,(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2}\quad \sqrt{N\Sigma Y^2 - (\Sigma Y)^2}}$$

Where:

ΣX=the sum of scores in x distribution

ΣY= the sum of scores in y distribution

Σ= symbol of summation

ΣX^2= the sum of squared scores in x distribution

ΣY^2 = the sum of squared scores in y distribution

ΣXY= the sum of products of paired x and y scores

N= the total number of subjects.

When the value of r is equal to +1.00, the two sets are in perfect agreement and is -1.00 when they are in perfect disagreement. A correlation co-efficient (r), of about 0.75 is considered to be high enough to judge the reliability of the

instruments (Orodho, 2004). This method of testing reliability produced a coefficient of 0.7 which was acceptable.

3.8 Data Collection Procedures

Authority to conduct the study was obtained from the National Council of Science and Technology. The researcher then reported to the District Commissioner and District Educational officers, Kuria West District For clearance. After Permission was granted, the researcher then presented the questionnaires to the schools in the study, to be filled in on the spot. The headteachers received the introductory letter, read it and helped to distribute the questionnaires to the teachers after giving the researcher a chance to talk to them. The repondents were requested to respond to the items independently. For the FGD, the headteachers assembled the pupils, introduced the researcher and gave him time to discuss with them as they wrote responses on the FGD guide.

3.9 Data analysis techniques

Data analysis is the process of systematically searching, arranging, organizing, breaking the data into manageable units, synthesizing the data, searching for patterns. After completion of data collection, data collected was reduced to numerical values. Quantitative analysis involved getting total scores for each subject in the study and presentation of statistical data in the form of frequency distribution tables, using descriptive and inferential statistics. It was to give a clear picture on the nature of influence the head teachers'

motivational practices had on teacher's performance in public primary schools in Ikerege Division, Kuria West District. Information collected through Focus Group Discussion was analyzed and tabulated using descriptive methods and percentage.

Tabulation for each questionnaire depending on the responses of the study units were made. The results were discussed, conclusions and recommendations made based on the study findings.

CHAPTER FOUR

DATA ANALYSIS , INTERPRETATION AND DISCUSION

4.1 Introduction

This chapter documents and presents data analysis, interpretation and discussion on responses given in the study on influence of head teachers' motivational practices on teacher performance in public primary schools in Ikerege Division, Kuria West District.

It starts with response rate, demographic data, how head teacher's staff recognition, shared leadership, head teachers participation in staff development program and head teacher's support for teachers influence the performance of teachers.

Table 4.1 shows the response rate of head teachers.

4.2 Questionnaire return rate

Questionnaire return rate is the percentage of the questionnaires, that were returned to the researcher and which were deemed well completed for the sake of analysis.   This is shown on table 4.1.

Table 4.1: Questionnaire Return Rate

	Sample	Returned	Percentage
Class eight teachers	**67**	**64**	**95.5%**
Head teachers	14	14	100%
Class 8pupils	168	164	97.6%
Total	**249**	**242**	

Table 4.1 shows high rate of response shown by 95.5% for class eight teachers, 100% response for head teachers and 97.6% for Std 8 pupils.   The commendable response rate was achieved after the researcher administered the questionnaires personally by making personal visits to the school. Mugenda (2003) says a 50% response rate is adequate, 60% good and above 70% rated very well.

4.3 Head Teachers' Demographic Data

This section presents the demographic characteristics of head teachers which include gender, age, level of education, duration before becoming

headteachers, duration in the present school and their opinion on teacher motivation was also sought.

To determine the gender distribution, headteachers were asked to indicate their gender. Their responses were as shown in table 4.2.

4.3.1 Gender distribution of head teachers

Figure 4.2: Headteachers gender
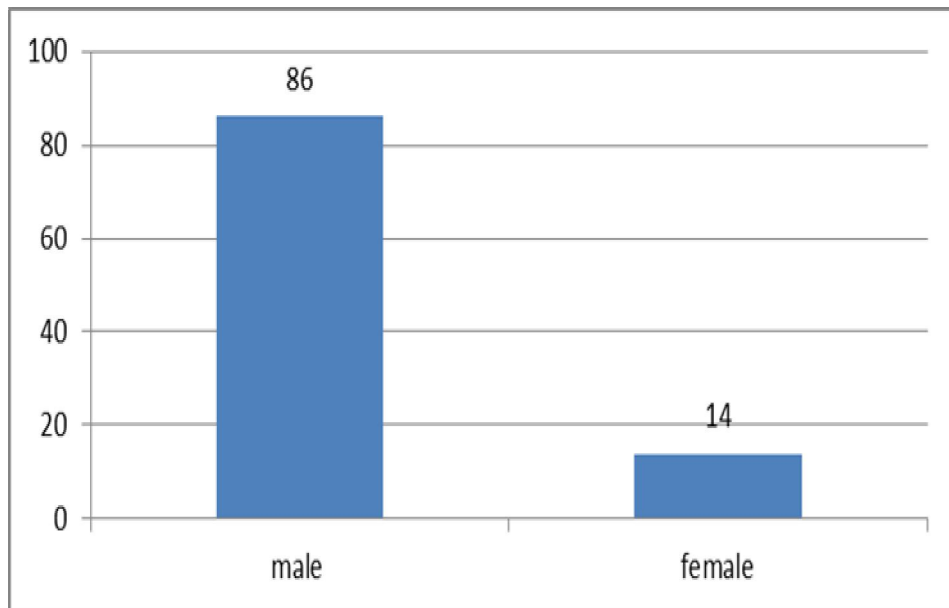
From the study majority of the respondents were male (12) as shown by 86% and only (2) 14% were female. This is an indication that majority of the school headteachers were male. According to Livingstone (1999) men are six times more likely to win a headteachers position. Other senior management positions in primary schools like senior teachers and deputy head teachers are held by women, indicating that there is a very large pool of well qualified and experienced women who may be hitting a glass ceiling.

4.3. 2 Distribution of headteachers according to age

The headteachers were asked to indicate the age bracket they fell under. The findings were presented as shown in table 4.2

Table 4.2: Distribution of headteachers according to age

Age in years	Frequency	Percentage
Below 25 years	0	0
26-30 years	0	0
31 – 35 years	1	7
36-40 years	5	36
Above 40	8	57
Total	**14**	**100**

From the study majority of the respondents as shown by 57% were above 40 years, 36% were between36 and 40 years, 7% were between 31 and 35 years and none was below the 30 year age bracket. This is an indication that majority of the headteachers had been in the teaching career for a while and understood all the dynamics in the teachers motivational practices and its overall effect on their general performance.

According to UNESCO (2004), the age of a teacher is important as it provides the general measure of the amount experience that one has in the profession. The study reveals that age is a factor in the appointment of headteachers and in most cases the appointing body looks for those people who have been in the system for some time and have acquired certain traits in the profession.

Table 4.4 show findings on the respondents' distribution by their professional qualification

4.3.3 Professional qualification of headteachers

On the professional qualifications, headteachers were asked to state the highest level of education they had attained. The response were analysed and the results tabulated as shown in table 4.3

Table 4.3: Highest professional qualification

Professional qualification	Frequency	Percentage
P1 teacher	2	14
Approved teacher	4	29
Diploma teacher	6	43
Bachelor of Education	1	7
Masters	1	7
Total	**14**	**100**

On the respondents highest professional qualification, the study established that majority of them as shown by 43% had a teaching diploma, 29% were approved teachers, 14% were P1 teachers, and only 7% had a bachelor in education or a master's level. This shows that they had the adequate knowledge in regard to teacher's motivation. Research studies by UNESCO (1997) observed that performance of teachers depended on their level of qualification, training and motivation among others. In this case if the headteachers are learned, the level of performance in the schools is also expected to improve. Learned head teachers will always come up with

strategies to assist students and create an atmosphere conducive for the teachers to deliver effectively.

4.3.4 Duration before becoming a headteachers

Here the headteachers were asked to indicate how long they had served as assistant teachers before becoming headteachers. The results are shown on figure 4.3.

Figure 4.3: Duration before becoming a head teacher
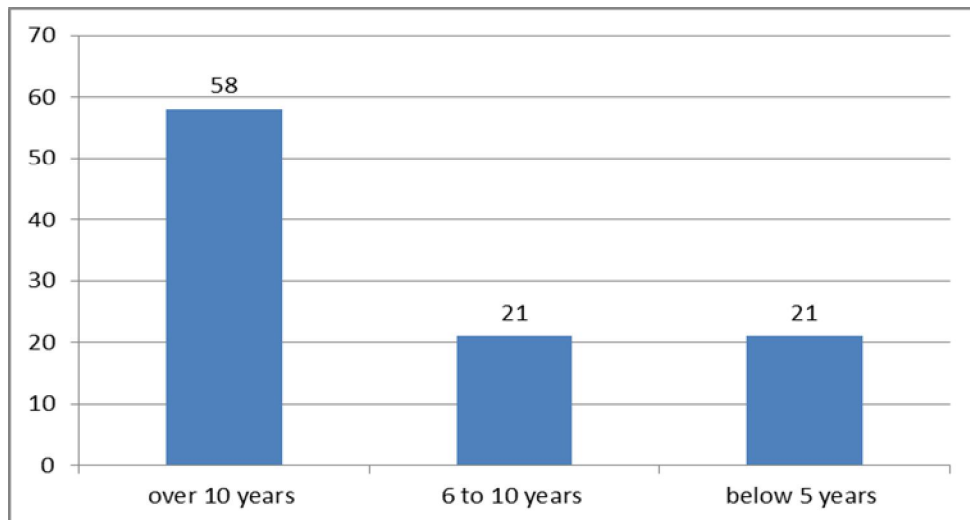
Figure 4.3 shows the duration in which the respondents had served as teachers before becoming a headteacher, from the study 57.2% of the respondents indicated that they had served as teachers for over 10 years, 21.4% of the respondents indicated that they had served as teachers for between 6 to 10 years and 21.4% below 5 years. This shows that before any appointment a teacher must have proved beyond reasonable doubt that he is capable to spearhead a school and achieve the expected performance. This concurs with the findings of UNESCO (1993) whereby it was observed that, teachers should

39

possess sound knowledge, a good level of competence, commitment and capability to perform the assigned task. This result may be attributed to the fact that TSC appoints long serving teachers to the position of headteachers.

Table 4.6 show findings on the duration the head teachers had been in their present school.

4.3.5 Duration in the present school

In order to obtain diverse and broad perspective in line with issues based on motivational practices of headteachers and to find if they had stayed long enough to implement the practices, headteachers were asked to indicate their length of stay in their present school. The results are as shown in table 4.4.

Table 4.4: Duration in the present school

Duration	Frequency	Percentage
Below 5 years	12	86
6 – 10 years	1	7
Over 10 years	1	7
Total	**14**	**100**

From the study 86% indicated that they had been in their present school for below 5 years, 7% indicated that had been in their present school for between 6 to 10 years and over 10 years respectively. This is an indication that majority of the respondents had not spent much time in their present schools and much was still being expected from them. They have been brought to these schools to bring new ideas. The high numbers of headteachers serving in one station below 5 years may be an indicator of high transfers in the division, where

teachers didn't stay long in one station to implement their policies of motivating teachers. It also suggests many new appointments in the last 5 years which could be done to good perfomance by those teachers. Nzuve (1999) found out that in order for a headmaster to deliver successfully on the school objectives, it is necessary for him or her to lay some cleat shared leadership strategies. The strategies must contain tasks to be done on routine basis by the teacher and how the teacher performance will be recognized.

4.4 Recognizing teachers for a job well done

On the methods used by the headmaster to recognise teachers for job well done, the study found out that most of the respondents were of the opinion that they appreciated the teacher's efforts through praise, material incentives, tours, recommending them for further exposures rewarding them during the school educational day and Commending them in written form or verbally. Musila (2010) found out that 67.3% of the teachers felt motivated when they got recognition from their immediate supervisor. 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 motivation for teachers (Frase, 1992).

Table 4.5: Statements on teacher's motivation

Attributes	Minimum	maximum	Mean	Std deviation
Recommend teachers for further education and training.	1	3	1.64	0.25
Give information available to the teachers for further training.	1	3	1.29	0.36
Assist teachers to acquire study leave.	2	4	2.36	0.09
Involve teachers in decision making.	1	3	1.00	0.50
Delegate duties to teachers.	1	3	1.00	0.50
Give teachers freedom to select teaching methods.	1	3	1.21	0.37
Teachers in this school come to work in time.	1	3	1.57	0.25
The schools performance in KCPE has been improving.	1	3	1.79	0.22
Teacher absenteeism is not a problem in the school.	1	4	2.07	0.15

From the study, majority of the respondents indicated that they always involve teachers in decision making and delegating duties to teachers as shown by a mean of 1.00.They further stated that they always gave teachers freedom to select teaching methods which was represented by a mean of 1.21 and gave information available to the teachers for further training as shown by a mean of 1.29.They also stated that they sometimes kept reminding teachers that they should come to school on time as shown by a mean of 1.57 and also recommending teachers for further education and training as shown by a mean of 1.64. Finally they were of the opinion that the schools performance in KCPE had been improving and the teachers absenteeism was not a problem in

the school as shown by a mean of 2.07.these findings were similar to those of Briggs & Wholstetter (2003) who found out that headteachers were the catalyst that inspires teachers to be diligent and vision oriented in fulfilling and obtaining the goals of schools and nation as well. The roles and managerial behaviours of the headteachers are the viewpoints of schooling excellence because essentially, schools that improve have leaders that make a significant and measurable contribution to the development of the school and effectiveness of their staff (Hopkins, 2000).

4.5 Shared leadership and its influence on job performance

The study also wanted to investigate the other roles that headmaster gave to the teachers rather the class work, from the findings majority of the respondents indicated that they gave the responsibilities of Guidance and counselling, co-curriculum activities and the collection of PTA funds others were actively involved in the operation of the schools normal routine which included being the heads of various department. These activities made the teachers feel attached to the school and also felt recognised in the schools.

According to Okumbe (1992), responsibilities can lead to teacher's motivation to perform through; allowing teachers maximum control over mechanism of task performance, head teachers providing direct clear and regular feedback on teacher's performance in particular and organizational performance in general, as well as providing enabling environment for teachers to enable them to learn different procedures.

On the various ways the added roles influenced the teachers job performance, the study established that these roles makes the teachers feel motivated to work and also feels part and parcel of the school. When the teachers have been empowered they always become innovative and accountable. This also has its own draw backs since it limits the time that the teachers attends the learners. Osibwoga (2007) made an observation that work that has clearly spelt out tasks and allows collaborative decision making was motivating. Teachers will feel motivated and part of the succession in a school, if the head teacher involves them in decision making and shares out responsibilities with them.

4.6 Programs on staff development

On the programmes that the respondents school had in regard to staff development, the study found out that most the teachers from these schools attended seminars organized by the District Education Office. The school also organized workshops, educational tours and also school based in service programmes. The headteachers also encouraged the teachers to join further education programmes. Kageha (2004) found out that those teachers who were sponsored to attend workshops and seminars were highly motivated to perform their jobs.

4.7 School integration of the new members

The study also was keen in establishing how the school integrated new members of staff into the school system. From the study majority of the new teachers were assigned experienced teachers to orientate them and let them

know how the school operates. They are also introduced to the school committee.

Fraser (1992) suggested that the head teacher needed to support new teachers by assigning them mentor teachers to break the isolation, and transmit instructional, planning and management skills that can help them grow professionally as they adjust to teaching. In addition, these experienced teachers can help the new teachers with locating housing, share information about the community and introduce the new teacher to other teachers.

4.8 Statement on teachers motivation

In order to determine how frequent the headteachers carryout some of the motivational practices, they were asked to indicate how frequent they practiced them in the school. The responses always, sometimes, rarely and never were given scores 1-4 and the sum product was divided by the total number headteachers to obtain the mean and standard deviations of each item. The responses are as shown in table 4.5.

4.9 Demographic characteristics of class eight teachers

This section presents the demographic characteristics of class eight teachers which include gender, age, highest professional qualification, years in present school, responsibility held in school and their views on KCPE performance of their schools, staff development, responsibility and recognition and teacher support are sought.

4.9.1 Gender of class eight teachers

Class eight teachers were asked to indicate their gender in part of the questionnaire and the table below shows the proportions of both gender.

Table 4.6: Gender of class eight teachers

Gender	Frequency	Percentage
Male	48	75
Female	16	25
Total	**64**	**100**

According to the study, 75% of the respondents indicated to be male and only 25% indicated to be female. This shows that majority of the class eight teachers were male and in most cases female teachers prefer the lower classes which they have a feeling that they are easily managed and does not have huge workload (John, 2006).

4.9.2 Age distribution of class eight teachers

Class eight teachers were asked to indicated their age in questionnaire and the findings are as shown in table 4.7

Table 4.7: Age distribution of class eight teachers.

Respondents age	Frequency	Percentage
Below 25 years	4	6
26-30 years	14	22
31 – 35 years	18	28
36-40 years	13	20
above 40	15	23
Total	**64**	**100**

On the respondent's age bracket, the study established that 28% of the respondents were between 31-35 years, 23% indicated above 40 years, 22% indicated to be between 26-30 years, 20% indicated to be between 36 to 40 years and finally only 6% indicated to be below 25 years .This shows that class eight has been given the very young crop which has a lot of energy and still fresh from the college. These teachers are more motivated since it's their few years in employment and according to Alley (1989) suggestion is that these teachers derive personal joy from the act of teaching.

4.9.3 Highest professional qualifications

In order to establish the highest level of qualification of the targeted class eight teachers with a view to relate the same to motivation of teachers and its influence on performance teaches were asked to indicate the highest education levels. Table 4.8 shows the responses.

Table 4.8: Highest professional qualifications

Professional qualification of teachers	Frequency	Percentage
P1 teacher	39	61
Approved teacher	2	3
Diploma teacher	15	23
Bachelor of Education	8	13
Masters	0	0
Total	**64**	100

On the highest professional qualification,61% indicated to be having the P1 qualifications,23% indicated that they were diploma holders in teaching,13% indicated to be bachelor of education holders,3% were approved teachers and none indicated to have reached masters level. This shows that majority of the class eight teachers have not gone for further studies and may be lacking encouragement from the headteachers as opposed to what was indicated by headteachers. It could be that, motivation from the headteachers is not sufficient hence seeking for transfers after staying for short time in the same station.

Nkinyanyi (2005) observed that as countries try to achieve quality education they need to teachers who must be qualified and motivated since quality education is one of the six goals of Education for all as agreed upon at a conference in Dakar, Senegal in April 2000.

4.9.4 Number of years in present school

In order to determine the length of stay in their present schools based on motivational practices of headteachers, class eight teachers were asked to indicate the duration of time that they had been at the present school. The data findings are tabulated on table 4.9.

Table 4.9: Years in the present school

Years in the present school	frequency	percentage
1-5 years	46	72
6 – 10 years	14	22
Over 10 years	4	6
Total	**64**	**100**

On the duration spent in the present schools, 72% of the respondents indicated to have spent a duration of between 1 to 5 years,22% indicated to be in their present school for between 6 to 10 years and finally only 6% indicated to have spent over 10 years in their present school. Having spent over one year in a school was enough for the teacher's impact to be felt

The findings show that the teachers were in a good position to rate the headteachers' motivational practices as they have been teaching in the school for more than one year. These findings could reflect the new TSC policy which requires a teacher to stay in one station for five years before seeking transfer TSC Code (2005). The small number of teaches staying in one station for more than 6 years could be an indication of lack of motivation from the headteachers to retain them in their schools for long. Teacher motivation is

affected by their placement. When teachers frequently move schools, it affects continuity in the schools and ability to work effectively, (VSO, 2002).

4.10 Responsibility and recognition

Teachers were asked to indicate whether the authority given to them to carryout jobs specified to them was satisfactory, to indicate the level of involvement in decision making and the level of recognition after doing a good job from the headteacher. A score of 1-5 was given to the responses, strongly disagree, disagree, neutral, agree and strongly disagree, respectively. The mean and standard deviations of each item are indicated on table 4.15 below.

Table 4.10: Responsibility and recognition

Responsibility and Recognition	Minimum	Maximum	Mean	Std deviation
The extent to which you are allowed to make job related decisions is satisfactory	3	5	3.27	0.11
The authority given to you to carry out the job specified to you is enough.	3	5	3.33	0.14
The level of teachers' recognition after doing a good job is very high	3	5	3.02	0.04
Teachers are highly involved in decision making on matters pertaining to school and teachers.	2	5	2.81	0.05
The head teacher respects other teachers' views.	3	5	3.31	0.13

The study also wanted to establish the respondents level of agreement on the statements in regard to responsibility and recognition, from the study the respondents had a neutral opinion that the authority given to them as teachers to carry out the job specified to them was enough as shown by a mean of 3.33,they further had a neutral opinion that the head teacher respected other teachers' views as shown by a mean of 3.31, and also the extent to which they were allowed to make job related decisions was satisfactory as shown by a mean of 3.27.the were also neutral on the statement that the level of teachers' recognition after doing a good job was very high as shown by a mean of 3.02, and finally teachers were highly involved in decision making on matters pertaining to school and teachers as shown by a mean of 2.81.According to Frase(1992) recognition is an important motivator for teachers as it directs them on the path towards professional growth and improvement. All teachers yearn for re-assurance that they are doing a good job.

4.11 Responsibilities held in school

Shared governance refers to sharing responsibilities by administration, staff and other appointed personnel. In the study shared leadership between the headteachers and class eight teachers was looked at in the level in which headteachers in a school may share responsibilities to deputy headteacher, senior teacher, games teacher and class teacher. The teachers were asked to indicate their current responsibilities in the school. The results are as shown in table 4.12.

Table 4.11: Responsibility held in school

Responsibility held	Frequency	Percentage
Class teacher	38	59
Games teacher	6	9
Senior teacher	10	16
Deputy head teacher	10	16
Total	**64**	**100**

On the responsibility held in the school, majority indicated to be class teachers as shown by 59%, 16% indicated to be either senior teacher of deputy head teacher and only 9% indicated to be games teacher. This shows that like all the teachers had an extra responsibility other than the normal teaching responsibility. Nzuve (1999) says that individuals should be provided with greater responsibilities and encouragement to implement their ideas.

Teachers were asked to indicate the mean scores of the subjects they taught in 2012 in order to show the general performance in their subjects to confirm the low performance of their schools. The findings are indicated in table 4.11.

Table 4.12: KCPE performance

Mean scores	Frequency	Percentage
No response	8	12.4
20 to 29	1	1.6
30 to 39	16	25.0
40 to 49	26	40.6
50 to 59	8	12.5
60 to 69	4	6.3
70 to 79	1	1.6
Total	64	100

From the findings 40.6% indicated 40 to 49 , 25% indicated 30 to 39 , 12.5% indicated 50 to 59, those who indicate were 12.4% , 6.3% indicated 60to 69, those who indicated 20 to 29 were 1.6% and 71 to 79 were 1.6%. This is an indication that most of the subjects mean scores were within the 40 to 49 range, which is below average performance.   Kenya National Examination Council (2007), state that performances lower than 50 points is below average. The low performance by teachers in their subjects could be attributed to low motivation of teachers by headteachers.

4.12 Staff development

Staff development includes matching of persons to jobs, performance, evaluation and progressive increase of staff competencies. It is a deliberate move by the management to improve the qualify of staff, 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 jobs (Persey, 1992). In a school it is done by encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study, funding for conferences and workshops and developing other training opportunities, including inservice programs (Monanhan, 1996). Class eight teachers were asked to indicate their feelings on the headteachers' involvement in staff development in their schools. The responses strongly disagree, disagree, neutral, agree could strongly agree were given scores 1-5 and the sum product was divided by the number of class eight teachers to obtain the mean and standard deviation of each item. The results are shown on table 4.12

Table 4.13: Agreement on statements relating to staff development

Staff Development	Minimum	Maximum	Mean	Std deviation
Teachers receive encouragement and assistance from the head teacher to participate in in-service courses and seminars	3	5	3.80	0.17
The head teacher is willing to assist teachers acquire a study leave	3	5	3.41	0.18
Information is promptly availed to teachers by the head teacher on available training opportunities	3	5	3.27	0.13
Teachers in your school are fairly recommended for promotion by head teacher	3	5	3.45	0.10

On the respondents level of agreement on statements relating to staff development, majority of them agreed that teachers receive encouragement and assistance from the head teacher to participate in in-service courses and seminars as shown by a mean of 3.80. They further agreed that teachers in their school are fairly recommended for promotion by head teacher as shown by a mean of 3.45. the respondents and a neutral opinion on the statement that the head teacher is willing to assist teachers acquire a study leave as shown by a mean of 3.41 and that information is promptly availed to teachers by the head teacher on available training opportunities as shown by a mean of 3.27. According to Benell (2007) the head teacher must 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

4.13 Teachers Support

Teacher support refers to advice and support for new teachers about lesson plans, resources, classroom management, administration location. The headteacher needs to support new teachers by assigning them mentor teachers to break the isolation and transmit instructional planning and management skills. The experienced teachers can help new teachers with locating housing, share information about the community and the school (Fraser, 1992). Class eight teachers were asked to indicate their feelings on induction of new teachers and assistance to learn from colleagues in the school by the headteacher. The results are shown on table 4.14.

Table 4.14: Teacher support

Teacher support	Minimum	Maximum	Mean	Std deviation
Teachers in this school are well inducted on their job	3	5	3.30	0.07
The encouragement and assistance you receive from the head teacher to learn from your colleagues is satisfactory	3	5	3.61	0.19

The study further investigated the level of agreement on statements relating to teachers support, from the findings respondents agreed that the encouragement and assistance they received from the head teacher and learning from their colleagues was satisfactory as shown by a mean of 3.61 and that teachers in their school were well inducted on their job as shown by a mean of 3.30.

Fraser(1992) states that this support can help the new teachers with locating housing, share information about the community and introduce the new teacher to other teachers.

4.14 Performance of the school

Teachers were asked to give their opinion on punctuality of teachers in attending duty and the progress of their schools in KCPE performance. The results is shown on table 4.15.

Table 4.15: Performance of the school

Performance	Minimum	Maximum	Mean	Std deviation
Teachers in the school are always punctual for duty	3	5	3.89	0.16
The KCPE results in the school has been improving	3	5	3.52	0.13

On performance evaluation, the respondents agreed that teachers in their respective schools were always punctual for duty as shown by a mean of 3.89, and the KCPE results in the school had been improving as shown by a mean of 3.52.Alley (1989) states that the more motivated a teacher, whether this motivation was intrinsic or extrinsic, it could be assumed that such a teacher a teacher would be more effective

4.15 Teacher motivation survey

Motivators are the crucial factors in motivating teachers to high levels of performance, (Kageha , 2008). Teachers were asked to give their motivational level. The responses makes me very happy, makes me happy, makes me unhappy and makes me very unhappy were given the scores 1-4 and the mean and standard deviations of each item were obtained as shown on table 4.16

Table 4.16: Shows the results on the motivation survey

Attributes	Minimum	Maximum	Mean	Std deviation
Recommendation to attend seminars and workshops	1	2	1.64	0.21
Recognition by the administration for a job well done.	1	2	1.50	0.24
Being allowed to schedule my own work and make job related decisions.	1	2	1.69	0.19
Being given authority to carry out the job delegated to me.	1	2	1.39	0.26

From the study the respondents stated that they felt very happy in the event they are given authority to carry out the job delegated to them as shown by a mean of 1.39, they also felt happy when recognized by the administration for a job well done as shown by a mean of 1.50. It's also the same case when recommended to attend seminars and workshops as shown by a mean of 1.64

and finally when they are allowed to schedule their own work and make job related decisions as shown by a mean of 1.69. These findings concurs to those of Armstrong(2006) who states that issues like motivation, incentives and capacity building, are crucial aspects in education. Motivation is extrinsic when one derives satisfactions of needs using work as a means to an end

On the various ways that the head teacher could use to improve teacher motivation, the respondents recommended that the head teachers should appreciate teacher's efforts by providing conducive environment for work. They should also increase teacher's academic tour and, enhance good relationship with teachers.

It was also recommended that the headteachers should provide necessary teaching materials, use material rewards and involve teachers in decision making. Finally they should keep commending teachers for job well done and delegate duties without favoring and should avoiding partiality in handling teachers issues and be a role model.

4.16 Focus group discussion for STD 8 pupils

This section covers a focus group discussion (FGD) with class eight pupils on the daily attendance of teachers, punctuality of teachers for lessons, headteachers relation with other teachers, teachers lateness, headteachers action on good results, responsibility held by class eight teachers, the number of teaches furthering their studies and the school' performance in KCPE. This was intended to confirm the responses given by headteachers and class eight

teachers. 164 class eight pupils out of 168 pupils targeted earlier participated in the group discussion.

4.16.1 Head teachers action on good results

In order to establish the research system in schools, pupils were asked to state what the headteacher does to teaches when pupil performed well in KCPE.

Table 4.17: Head teacher action on good results

Head teacher Actions	Frequency	Percentage
Give presents	72	44
Praise teachers	2	1
None	90	55
Total	**164**	**100**

According to the study55% of the respondents indicated that the head teachers does nothing to the teachers,44% indicated that the teachers are awarded with presents and only 1% who talked of praising the teachers. This shows that teachers have not been well motivated in the area of rewards in case of excellent performance. Much needs to be done to make the teachers maintain the spirit and neither lose track.

4.16.2 Shared Leadership

In order to establish whether there was shared leadership between the headteachers and other teachers, pupils were asked to state other responsibilities held by teachers apart from teaching in class and the results are tabulated in table 4.22.

Table 4.18: Other responsibilities

Other responsibilities	Frequency	Percentage
Co-curricular	30	18
Guidance and counseling	72	44
Collection funds	62	38
Total	**164**	**100**

On other responsibilities that the teachers are involved in apart from teaching, the study established that majority of the teachers were involved in guidance and counseling as shown by 44%, 39% were involved in collection of school funds and 18% were involved in co curriculum activities. This shows that all the teachers were actively involved in other schools activities which made them feel part and parcel of the fraternity and hence feel motivated.

4.16.3 Staff development

The researcher wanted to establish whether head teachers encouraged teachers to further their studies as a way of motivation, since advancing in studies enhances ones chances of getting promoted. Table 4.23 shows the findings.

Table 4.19: Number of Teachers Furthering their studies

Furthering of studies	Frequency	Percentage
None	3	2
1 to 3	106	65
4 to 6	55	33
Total	**164**	**100**

On the number of teachers furthering their studies, the study found out that majority of the respondents felt that in the whole school only around 1 to 3

had been furthering in their education as shown 65%, 33% indicated 4 to 6 and only 2% indicated none. This is an indication that most of the teachers have not been doing further studies which may help them gain promotions in the schools.

4.16.4 Teacher support

The pupils were asked to rate the head teachers' relation with other teachers in their schools. The results were as shown on table 4.19.

Table 4.20: Head teachers' relation with teachers

Head teachers' relation	Frequency	Percentage
Very good	132	80
Good	21	13
Fair	8	5
Poor	3	2
Total	**164**	**100**

From the study, 80% of the respondents were of the opinion that the relationship was very good, 13% indicated good, 5% indicated fair and only 2% who indicated poor. This shows that the head teachers with their vast knowledge in management are putting in place the right mechanisms in ensuring there is peaceful coexistence in the school and all members of staff are well motivated.

Pupils were asked to state how often the teachers came late for work, an indication of lack of commitment due to low morale for work. The findings are shown on table 4.20

Table 4.21: Teachers lateness

Lateness	Frequency	Percentage
Always	16	10
Sometimes	98	60
Rarely	50	30
Total	**164**	**100**

On how often the teachers came late for work, the respondents had an opinion that the teachers sometimes comes late and this was represented by a 60% response level, 30% indicated rarely and only 10% indicated always. This shows that lateness could be one of the factors affecting performance in these schools. The head teachers should look into this matter with a lot of concern and act swiftly so that time wastage will be a thing of the past in the schools.

4.16.5 Level Of Teachers Motivation In Attending To Their Duties

The class eight pupils were asked to rate the daily attendance of their teaches in the school. The results were as shown on table 4.17

Table 4.22: Daily attendance

Daily attendance	Frequency	Percentage
Very good	130	79
Good	21	13
Fair	8	5
Poor	5	3
Total	**164**	**100**

From the study majority of the pupils felt that their teachers attendance was very good as shown by a response rate of 79%,13% rated the teachers

attendance as good,5% indicated fair and only 3% that indicated poor. This shows that the teachers were very much committed in their class work and that could be one of the reason behind the improved performance in the previous years.

4.16.6 Punctuality of teachers

Class eight teachers were asked to state the teachers punctuality level in attending lesson, using the scale very punctual, punctual and not punctual. The findings were as shown on table 4.28

Table 4.23: Punctuality of teachers

Punctuality	Frequency	Percentage
Very punctual	72	44
Punctual	82	50
Not punctual	10	6
Total	**164**	**100**

From the table above on how punctual the teachers were in attending their various classes, the study established that the respondents indicated that the teachers were punctual as shown by 50% respondent rate, 44% indicated very punctual and only 6% who indicated that the teachers were not punctual. This is an indication that the headteachers are playing a fundamental role in ensuring that classes are attended on time and teachers doing their level best to enhance excellent performance in the schools. This cannot be possible without good motivation from the headteacher.

4.16.7 School's performance

Pupils were asked to give opinion on the performance of their schools in KCPE for the last two years. The results are shown on table 4.24.

Table 4.24: School's performance

School performance	Frequency	Percentage
Very good	31	19
Good	70	43
Fair	44	27
Poor	19	11
Total	**164**	**100**

On the school performance for the last two years, the pupils stated that their school performance rating is good as represented by 43%, 27% indicatedfair,19% indicated very good and only 11% indicated poor. This shows that teachers and the head teachers have been playing a significant role in ensuring that their schools perform excellently. This is however, contrary to the overall divisional performance as indicated on table 1.1, where the performance has been declining. The pupils may have acted out of fear of discrediting their schools in giving their opinion on performance.

CHAPTER FIVE

SUMMARY OF STUDY , CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter explains the summary, conclusion and recommendations and the extent to which the researcher objectives have been achieved. The study focused on the influence of head teachers motivational practices on teacher performance

5.2: Summary of the findings

The purpose of the study was to investigate the influence of headteachers' motivational practices on teachers' performance in public primary schools in Ikerege Division, Kuria West District, Kenya. The objectives of the study were to determine how headteachers' staff recognition influence performance of teachers, to determine how shared leadership between teachers and headteachers influence performance of teaches, to establish how headteachers' participation in staff development programs influence performance of teachers and to determine ways in which support by headteachers influence teachers performance.   The literature review relevant to the study provided guideliens and laid the background to the study.

Descriptive survey design method was used to collect data. To achieve this purpose, three instruments, an interview for guide for headteachers, a questionnaire for class eight teachers and Focused Group Discussion (FGD) guide for class eight pupils were used to collect data from respondents. In

testing the validity of the instruments that were used, a pilot study was conducted in two schools form a neighboring division. Pre-testing helps in determining clarity of questions and to enhance reliability of the research instruments. The test-retest method which involved the administration of the same instrument twice to the same group of respondents was applied. The analysis of the pilot study showed that the instruments had a reliability of 0.7 which showed the instruments were reliable for data collection.

The target population consisted of 14 headteachers, 67 class eight teachers and 381 class eight pupils from fourteen public primary schools in Ikerege division, Kuria West district. All the 14 headteachers participated in the interview schedule showing a 100% return rate; 64 class eight teachers out of 67 responded to the questionnaire representing 95.5% return rate while 164 class eight pupils out of the targeted 168 participated in the focus group discussion representing 97.6% return rate. Descriptive statistics was used to analyse the data and then presented as mean, frequencies and percentages. The data was analysed using the statistical package for social sciences (SPSS) Windows version 6 programme.

5.2.1 How headteachers' staff recognition influence performance of teachers

The study revealed that some headteachers appreciated the teachers' efforts through material incentives, tours and very few through oral praise. It also revealed that many teachers had a neutral stand on the level of recognition

after doing a good job as shown by mean of 3.02. it was also revealed that in most cases the headteachers do not respect other teachers views.

5.2.2 How shared leadership between teachers and the headteachers influence performance of teachers

The study also revealed that the headteachers had played a significant role in sharing leadership especially on guidance and counseling, co-curriculum activities among other activities in school. These activities made the teachers feel attached to the school and also felt recognized in the schools. The study further revealed that these roles mad the teachers feel motivated to work and also feel part and parcel of the school. When the teachers have been empowered, they always become innovative and accountable. It was further revealed that the teachers were actively involved in decision making and this was represented by a mean of 1.0.

5.2.3 How headteachers' participation in staff development programmes influence performance of teachers

The study established most of the teachers from these schools attended seminars organized by the District Education Office. The school also organized workshops, educational tours and also school based in service programmes. Kageha (2004) found out that those teachers who were sponsored to attend workshops and seminars were highly motivated to perform their jobs. It also came to the researcher's attention that that headteachers gave teachers freedom to select teaching methods and gave them information

available to the teachers for further training and this was represented by a mean of 1.00.

5.2.4 Ways in which support by the headteachers influence teacher performance

It was established that new teachers were assigned experienced teachers to orientate them and let them know how the school operates. It was further revealed that the new teachers receive encouragement and assistance from the head teacher to participate in in-service courses and seminars. The study further revealed that the encouragement and assistance teachers receive from the head teacher and learning from their colleagues is satisfactory. It was finally revealed that the teachers and the headteachers had been playing a significant role in ensuring that their schools perform excellently, although lateness in reporting for work was still a problem which could be attributed to poor performance.

5.3: Conclusion

From the findings of the study the researcher would like to make the following conclusions.

There is a relationship between recognition and teacher performance. This is because recognition by the headteacher is an important factor on motivation of teaches, since most of them said they feel very happy when their efforts are recognized.

Shared leadership between teachers and the headteacher have a positive influence on the performance of teachers leading to a more motivated teacher. This is because teachers would like to make job related decisions, they also enjoy autonomy in decision making.

Teachers professional growth is catered for well. The headteachers sponsor teachers to attend seminars and workshops organized by the DEO's office. This has a positive influence on teachers' motivation and subsequently their performance since this enables them sharpen and update their pedagogical skills. Hence there is a positive relationship between participation of teachers in staff development programs and performance of teachers.

There is a positive influence of teachers support by the headteachers on performance of teachers. Most headteachers assign experienced teachers to orientate new teachers on the school programmes, relation with the school community and locating accommodation which breaks the isolation of new teachers from the rest of the colleagues hence making them feel part of the school and motivated.

5.4: Recommendations

In line with the findings and conclusion of the study, the following recommendations are made in order to improve teachers' performance.

The study found out that public primary school teachers agreed that recognition by the headteacher is an important factor in motivation. Hence the education administrators in a school should recognize staff recognition enables the teachers to achieve meaningful performance.

Teachers enjoy autonomy in decision making which had a positive influence on the performance of teachers leading to a more motivated teacher. The school management committee (SMC), T.S.C and the headteachers should provide opportunities for shared leaderships.

The study shows that teachers' personal and professional growth has a positive influence on teachers' morale and subsequently their performance. The teachers must be engaged in several staff development programmes to constantly update their knowledge in order to be adaptive to their job.

The Ministry of Education (MoE) should allocate more funding to the schools to enable headteachrs organize more inservice programmes in their schools for teachers instead of depending on the DEO's organized workshops and seminars. There should be improved school management through improved training of teachers by the Kenya Education Management Institute (KEMI).

Without proper support and aid the teacher might be demotivated. The TSC, SMC and headteachers should find ways of supporting teachers by improving their working conditions.

The study found out that there are two factors of motivation namely; hygiene and motivators. The headteachers should supply hygiene factors to prevent dissatisfaction and motivators to improve motivation of teachers.

5.5 Areas for Further Research

1. The study recommends an in-depth study to assess the impact of head teacher motivational practices on the general performance of primary schools using a bigger sample and covering a wider geographical area.

2. A study be conducted to show the level of performance of teachers with governmental motivational strategies

3. There should be a study on influence of headteachers motivation practices on teachers' performance in private schools in Ikerege division.

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APPENDICES

APPENDIX I:

INTRODUCTION LETTER

<div align="right">
Thomas Maroa Sobe
University of Nairobi
PO Box 30197
Nairobi, Kenya
</div>

The Head Teacher

……………………..

Dear Sir/Madam,

<u>RE: INVITATION TO PARTICIPATE IN RESEARCH</u>

I am a post graduate student in the Department of Education Administration and Planning, University of Nairobi. I am conducting a research study on: **Influence of Head Teachers' Motivational Practices on Teacher performance in Ikerege Division, Kuria West District, Migori County**. This is in fulfillment of the degree of Master of Education in Educational Administration.

You have been selected to take part in the study.   I would be grateful if you would assist me by responding to all items in the attached questionnaire. The information will be used for academic purpose only, while your identity will be kept confidential. Your co-operation will be greatly appreciated.

Yours sincerely,

Thomas Maroa Sobe

INTERVIEW SCHEDULE FOR THE HEADTEACHERS

PART A

This part intended to gather demographic information on headtechers. Please use a tick (√) in the right box to complete the information.

a) What is your gender?   Male (   )   Female (   )

b) How old are you? Below 25 years (   ) 26-30 years   (   )

   31 – 35 years   (   )   36-40 years (   )   40 and above   (   )

c) What is your highest professional qualification?

   P1 teacher (   )   Approved teacher (   )

   Diploma teacher (   )   Bachelor of Education (   ) Masters (   )

   Any other (specify) ……………………………………………………

d) How long did you serve as a teacher before becoming a head teacher?

   1-5 years (   )   6 – 10 years (   ) Over 10 years (   )

e) How long have you been in your present school?

   Below 5 years   (   )   6 – 10 years (   )   Over 10 years (   )

PART B

This section is intended to gather information on how regular the headteacher carries out some motivational practices on teachers.

In the items below please indicate by a tick (√) the frequency in which you do the following:-

		Always	Sometimes	Rarely	Never
1	Recommend teachers for further education and training.				
2	Give information available to the teachers for further training.				
3	Assist teachers to acquire study leave.				
4	Involve teachers in decision making.				
5	Delegate duties to teachers.				
6	Give teachers freedom to select teaching methods.				

7	Teachers in this school come to work in time.				
8	The schools performance in KCPE has been improving.				
9.	Teacher absenteeism is not a problem in the school.				

PART C

1. What added responsibilities other than teaching do you give to your teachers?...

2. In what ways do added responsibilities influence your teachers' job performance?…………………..

3. How do you recognize your teachers for a job well done?
   ....

4. What programs does your school have on staff development?
   (at least 3)………………………………………………
   …………………………………………………………….
   …………………………………………………………….

5. How does the school integrate the new members of staff into the school system?...

Thank you very much

QUESTIONNAIRE FOR CLASS EIGHT TEACHERS

You are kindly requested to fill this questionnaire. Your participation will help gather information on influence of head teachers' motivational practices on teacher performance in public primary schools in Ikerege Division, Kuria West District. Kindly answer all questions as honestly as possible. Your name or that of your school is not required; this will help to ensure maximum confidentiality.

PART A

Put a tick (√) in the spaces provided.
1. What is your gender? Male ( ) Female ( )
2. What is your age bracket?
   Below 25 years ( ) 26-30 years ( ) 31 – 35 years ( )
   36-40 years ( ) 40 and above ( )
3. What is your highest professional qualifications?
   P1 teacher ( ) Approved teacher ( )
   Diploma teacher ( ) Bachelor of Education ( )
   Masters ( )
   Any other (specify) ……………………………………………………..
4. How long have you been in your present school?
   1-5 years ( ) 6 – 10 years ( ) Over 10 years ( )
5. What responsibility do you hold in the school?
   Class teacher ( ) Games teacher ( ) senior teacher ( )
   Any other (specify) ………………………………………………
6. Your teaching subject(s) in KCPE 2012 and their mean scores
   (i) ……………………………. ……………………

   (ii) ……………………………. …………………………

   (iii) ……………………………. …………………………

PART B

For the following question areas, tick (√) the number that best describes your feelings against each of the statement given.
1 = Strongly disagree 2 – Disagree 3 – Neutral
4 = Agree 5= Strongly Agree

	Staff Development	1	2	3	4	5
1.	Teachers receive encouragement and assistance					

		1	2	3	4	5
	from the head teacher to participate in in-service courses and seminars.					
2.	The head teacher is willing to assist teachers acquire a study leave.					
3.	Information is promptly availed to teachers by the head teacher on available training opportunities.					
4.	Teachers in your school are fairly recommended for promotion by head teacher					

	Responsibility and Recognition	1	2	3	4	5
5.	The extent to which you are allowed to make job related decisions is satisfactory					
6.	The authority given to you to carry out the job specified to you is enough.					
7.	The level of teachers' recognition after doing a good job is very high					
8.	Teachers are highly involved in decision making on matters pertaining to school and teachers.					
9.	The head teacher respects other teachers' views.					

	Teacher support	1	2	3	4	5
10.	Teachers in this school are well inducted on their job					
11	The encouragement and assistance you receive from the head teacher to learn from your colleagues is satisfactory					

	Performance	1	2	3	4	5
12.	Teachers in the school are always punctual for duty					
13	The KCPE results in the school has been improving					

For motivation survey

PART C

For items 1-5 please indicate by use of a tick (√) how the following items influence your job performance using the following scales

1 = make me very happy
2 = make me happy

3 = makes me unhappy

4 = makes me very unhappy

		1	2	3	4
14	Recommendation to attend seminars and workshops				
15	Recognition by the administration for a job well done.				
16	Being allowed to schedule my own work and make job related decisions.				
17	Being given authority to carryout the job delegated to me.				

18. Suggest ways head teachers can use to improve teacher motivation

……………………………………………………………………………………

……………………………………………………………………………………

Thank you very much

APPENDIX IV

FOCUS GROUP DISCUSSION FOR STD 8 PUPILS

Influence of head teachers' motivational practices on teacher performance in public primary schools in Ikerege Division, Kuria West District.

1. What does your head teacher do to teachers when candidates do well in KCPE?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

2. What other responsibilities do your teachers engage in the school apart from teaching in class?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

3. How many of your teachers are furthering their studies?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

4. How is your head teachers' relation with other teachers?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

5. How is your teachers' daily attendance to school?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

6. How punctual are your teachers in attending lessons?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

7. How often do your teachers come late for work?

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

8. How has been your school's performance in KCPE for the last two years?

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Thank you very much

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REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/972**

Date: **10th June 2013**

Thomas Maroa Sobe
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **31st May, 2013** for authority to carry out research on *"Influence of headteachers' motivational practices on teacher performance in public primary schools in Ikerege Division, Kuria West District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Kuria West District** for a period ending **31st July, 2013.**

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

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

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

Copy to:
The District Commissioner
The District Education Officer
Kuria West District.

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

	Location
Kuria West	District
Nyanza	Province

on the topic: Influence of headteachers'
motivational practices on teacher performance
in public primary schools in Ikerege
Division, Kuria West District, Kenya.

for a period ending: 31st July, 2013.

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Research Permit No. NCST/RCD/14/013/972
Date of issue   10th June, 2013
Fee received   KSH. 1000

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

CONDITIONS

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

REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK6055t3mt10/2011

(CONDITIONS—see back page)

APPENDIX VI

AUTHORIZATION LETTER

OFFICE OF THE PRESIDENT

Telegrams: "DISTRICTER", Kehancha

TELEPHONE 059 52868/fax 0202415790

E-mail: dckuriawest2010@gmail.com

REF: ED.12/15/VOL.II/20

DEPUTY COUNTY COMMISSIONER
 KURIA WEST DISTRICT
P.O. BOX 1 - 40413
KEHANCHA

17th June, 2013

ASSISTANT COUNTY COMMISSIONERS
- IKEREGE DIVISION ✓
- KEHANCHA DIVISION

RE: RESEARCH AUTHORIZATION.

This is to inform you that Mr. Thomas Marwa Sobe,of University of Nairobi P.O Box 92-0902 KIKUYU, has been authorized by the National Council for Science and Technology to carry out research on ''**Influence of Head Teachers' motivational practices on teacher performance in public primary schools in Ikerege Division,Kuria West District,Kenya.**''Within the District up to 31st July, 2013.

The purpose of this letter therefore is to inform you of the same and request you to accord him the necessary support.

Inform all your Chiefs accordingly.

BILLIAN A. OMOGI
FOR: DEPUTY COUNTY COMMISSIONER
KURIA WEST.

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MINISTRY OF EDUCATION

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION OF MR. THOMAS MAROA SOBE

The above named is currently teaching at Taranganya Girls Boarding School.

He has permission to carry out research in Ikerege Division about'' *Motivational practices on teacher performance in Public Primary Schools".*

I am requesting you to give him   maximum co-operation while undertaking his research.

Thanks in advance for your support.

Yours faithfully,

SAMSON O. NYANUMBA
FOR: DISTRICT EDUCATION OFFICER
KURIA WEST DISTRICT

For DISTRICT EDUCATION OFFICER
KURIA