

**INFLUENCE OF TEACHERS' INSTITUTIONAL
MOTIVATION ON PUPIL'S PERFORMANCE AT KENYA
CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC
SCHOOLS, NDOLELI DIVISION KENYA**

BY

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Requirements for the award of Degree of Master of Education in
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DECLARATION

This Research Project is my Original Work and it has not been presented for any Degree in any other University

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This Research project has been submitted for Marking with our Approval as University Supervisor.

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DEDICATION

This research project is specially dedicated to my wife Ann Nkirote and children
Linnet Njoki, Raynod Mutugi and Justin Mwirigi .

ABSTRACT

The purpose of this study was to examine the influence of teachers' institutional motivation on pupils performance at Kenya corticated of primary education in public primary school in Ndoleli division, Igembe north district. One of the challenges faced by the public primary schools in the division is poor performance at KCPE. The stake holders have raised alarm over the poor performance of the pupils at the KCPE. the objectives of the study were to determine or establish the extend to which incentives given to teachers influence pupils performance at KCPE, determine how teachers – pupil ratio influence pupils performance at KCPE, establish the extent to which availability of teaching/learning facilities influence pupils performance at KCPE, determine how democratic sharing of subjects among teachers influence pupils academic excellent at KCPE and establish the extent to which head teachers leaderships styles influence pupils performance at KCPE.

The study design used was descriptive survey which was conducted on a sample of 102 public primary schools teachers in Ndoleli division. The total sample of study was selected using stratified random sampling procedure in order to achieve a proportionate representation. Descriptive statistics where used in analyzing the data. Data was summarized in bar graphs, pie charts and in frequency tables and percentages. It was found that from the study teachers' institutional motivation is lacking in public primary schools in Ndoleli division. Based on the finding of the study, it was recommended that schools management to find means and ways possible to provide institutional motivation to the teachers in their schools to improve their academic excellence of pupils at Kenya Certificate of Primary Education.

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LIST OF ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
CDF	Constituency Development Fund
DEO	District Education OFFICER
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
PTA	Parent and Teachers Association
SPSS	Statistical Package for Social Science
KTN	Kenya Television Network
ROK	Republic of Kenya

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In many organizations the most important information to have regarding an employee is a validated measure of his or her level of motivation in the work place. One major reason why people join and work in organizations or institutions is to satisfy their personal needs. Thus they are attracted to institutions that have means of satisfying these needs. Teachers alike join the teaching force in order to satisfy their own needs. The teaching profession plays a crucial role in social economic development of any country.

The study carried out in Nigeria on teaching motivation and initiatives has found that Nigerian education system is staffed by teachers with poor morale and low level of commitments to their work. Some of the factors that contributes to these problems includes: poor condition of school buildings, overcrowding and high teaching burdens. With high teacher-student ratio in rural areas, largely unsatisfactory rewards system in terms of salary and emoluments, failure to pay incentives for teaching in rural areas , government school lack fringe benefits offered to teachers at private schools , teachers have lower status compared to other major professions and rather than performance based advancement. Promotion can be arbitrary or emphasize on years of experience. Research on the determinant of motivation suggest that motivation is influenced by the

rewards a person achieves. Foster (1965). In a study of secondary school in Ghana, found that students ranked teaching position 18 among 25 occupations in terms of prestige. The attitude of young people towards teaching profession is generally unfavorable worldwide. Reavens and Logsdon [1986] explains that this can be explained on the grounds of inadequate salary, lack of motivation at the work place and schedule of the past. An unfavorable attitude towards teaching, which has been developed towards years, has been that the young people has been recruited into teaching because they have been unable to meet the requirements of other prestigious professions like engineering , medical and law.

According to Willard (1957), the teacher is more or less perceived as a stranger in the community he/she lives since he/she is perceived as a stranger hired to mediate certain skills. His low social status in our culture, which he/she is rated among the persons of little important and which has not changed for the better in few decades is a major cause of de-motivation to the teacher. It has been argued that the social standing of any community is a pretty accurate mirror in the economic standing, and therefore the low financial rewards of the teaching in primary school are a sufficient cause of it not being considered one of the most honorable pursuits and this leads to lack of motivation among teachers.

Locke (1976), says that every organization, if it has to succeed, must have contented workers., if this is not taken care of, it leads to strikes, go slows, absenteeism and employee turnover. It may also lead to low productivity, disciplinary and organizational

difficulties. Olando (2003), argues that there has been an exodus from profession to better paying jobs. This exodus has thus deprived the teaching services of young energetic and qualified people. This has become a major constrain on the expansion of education. Olando also stated that for any efficient work to take place there is a need for favorable conditions. Thus an individual should be provided with an enabling environmental perform and produce the desired results. The teacher being an instrument of this success required the physical, psychological, economical and social efforts.

Okemwa (2003), notes that teachers have the responsibility of implementing education policies and programmers which leads to manpower development. A more efficient and effective teaching force is therefore key to the country growth and development. Consequently, it is important that the available teaching personnel be optimally utilized in order for the country to adequately respond to the development needs. In Kenya we need more motivated teachers so that we can realize and be able to attain the vision 2030.

Combs (1987), notes that teachers shortage has plagued most countries. The problem being more acute in the developing countries. In Kenya many trained teachers have been leaving teaching to seek jobs which they consider better paying and more prestigious. In sixties, independence opened up avenues of employment and made available numerous jobs in the public service. Availability of these jobs attained the position of the teaching professional in Kenya and other parts of Africa. The working conditions and the environment in which the teacher find himself / herself may be a

source of dissatisfaction. Omamo (1971), notes that majority of teachers work in the rural areas in Kenya since 80% of the country's population lives there. For this reason, most primary schools are located in these areas.

The working conditions and the environment of the rural primary schools teachers is relatively poor and not conducive for the best performance of the teachers who happened to be trained in decent colleges where they used to pleasant living conditions as most of the colleges are located in urban areas with good infrastructure.

Development of education has been characterized by frequent reviews through commissions. This includes such commissions as Ominde (1964), NCEOP (1976), Marky (1981), Kamunge (1988) and the Koech commission. Although the commission was necessitated by certain needs, therefore justifiable, they have nevertheless contributed to the education system being unsuitable and very difficult to manage properly. The implication of this state flux characteristics of the educational system may not be apparent but are likely to have some unintended consequences.

Among those unintended consequences is the teacher who is a very important organ for the education system to be properly managed. The teacher faces certain challenges in the profession, which contributes to lack of motivation and job satisfaction in the career, hence making him unable to manage the system as efficiently as it is intended to be.

The pupil being the recipient of the service being offered in the education system in public primary schools, need to be considered and be given a quality education resulting from motivated teachers. The pupil need to get high grades at K.C.P.E so as to be able to join good secondary schools with better facilities of which may determine their future life. This study has been inspired by the need to find a lasting and sustainable remedy to the poor performance of pupils in public primary schools at KCPE in Ndoleli Division.

1.2 Statement of the Problem:

Documented literature and various government policy documents have shown how education is important in the stimulation of social-economic development of a nation. Kenya's visionary plan of being mindle industrialized by the year 2030 demands that a majority of the youth should be able to access secondary education as a component of basic education(Nike wanjohi 2013). The level of litracy of the citizens should be improved so as to get the required personnel to work in the modern economy, to have the economic power to offer market to the produced goods and services and also to be able to use information technology and more from analog to digital.

However, despite the importance of education in the process of economic development, the high costs at its provision and expansion of quality education have been escalating as a result of high demand brought about by demographic trend of primary school age population caused by F.P.E (Rok 2005).

The increased demand comes at a time of building resources as the government faces poor economic growth and increasing demand from other sections of the economy who are competing for the share of the national care. The household is faced in faced with increasing poverty levels and donor funding which is unreliable as they keep shifting

conditions. This has made reliance on traditional sources inadequate to support pupils' access, retention, completion rate and good performance. The available resources at the school disposal are not enough to facilitate proper teaching/learning facilities like proper class rooms, reference books, furniture's, staffrooms and libraries. The government is not able to employ more teachers to cope with the demand caused by FPE. At the same time the children from the poor social economic background are worst off by the access of quality education as those who are economically advantaged are taking their children's to private schools.

There is a great concern among parents, teachers and other stakeholders about certain problems facing public primary schools in Ndoleli Division in Kenya. This includes the deteriorating standards of education (performance), dropout rates and the transfers of teachers from the division. Ndoleli division performance in public primary schools has been declining year after year, a factor that is worrying the stakeholders a great deal. The division has a total of 27 public primary schools.

The table below shows the performance at the Kenya certificates of primary education of Igembe North District. This District has three divisions: Laare, Ndoleli and Mutuati. Therefore there is a need to investigate the causes of this low performance.

Table 1.1: Igembe North district means scores for the last five years Kenya certificate of primary education.

Years	Mutuati	Ndoleli	Laare
2008	274.19	238.57	285.27
2009	281.92	235.45	296.53
2010	268.32	234.16	293.07
2011	269.47	235.27	285.81
2012	279.94	240.1	304.36

Source: Igembe North district education office statistics department 14TH May 2013

1.3 Purpose of the Study

The main purpose of this study was to find out the influence of teachers' institutional motivation to pupils performance among public primary school teachers in Ndoleli division Kenya.

1.4 Objectives of the study

The objectives of this study as per the purpose were:-

- i.)** To establish the extent to which incentives of teachers influence pupil's performance at KCPE.
- ii.)** To determine how teacher-pupil ratio influence pupils performance at KCPE.
- iii.)** To establish the extent to which availability of teaching /learning facilities influence pupil's performance.
- iv.)** To determine how democratic sharing of subjects among teachers influence pupils academic excellent at K.C.P.E.
- v.)** To establish the extent to which the head-teacher's leadership styles influence pupils performance at KCPE.

1.5 Research Questions

- i.)** To what extent does incentives influence pupils performance at KCPE?
- ii.)** What are the ways in which class size handled by the teacher influence pupil's performance at KCPE?
- iii.)** To determine how teaching/learning facilities in primary schools influence pupils performance at KCPE?

- iv.) To determine how democratic sharing of subjects among teachers in primary schools influence pupils performance at KCPE?
- v.) To find out how the head teachers' leadership styles influence pupils' performance at KCPE? [Democratic, Charismatic, Autocratic, Laissez-faire, Idiographic, Nomothetic and Transactional]

1.6 Significance of the Study

This study is significant in a number of ways, it will first of all add to the growth of literature on influence of teachers institutional motivation on pupils performance at K.C.P.E., it would provide avenues for interventions, which would help to improve teachers institutional motivation in public primary schools and consequently improve the academic achievement of pupils particularly in Ndoileli division. Thirdly, it will enable the researcher, educational administrator and other stakeholders to have a better understanding on how institutional motivation to teachers affect the performance of pupils at Kenya Certificate of Primary Education.

It will enable the public primary school head teachers to be able to create a desirable learning atmosphere by motivating their teachers for better academic excellence.

1.7 Limitation of the Study

The limitations of this study are:-

There are two main limitations of this study. First, the study was done in one division only, Ndoleli division Igembe North district.

Secondly, it was done in a rural area so that the findings of this study can only be generalized to other primary schools in Kenya with caution since the factors institutional motivation to teachers in those other parts may vary from one part of the country to the other.

1.8 Delimitations

The delimitations of this study are:-

- i.)** The study was confined to teachers of Ndoleli division public primary schools excluding head teachers and the findings will not be appropriate for countrywide generalization.
- ii.)** This study was limited only to institutional motivation of teachers while there are other factors influencing motivation of teachers.

1.9 Basic Assumptions of the Study

The study has the following assumptions:-

- i.)** That all teachers have undergone the same type of training in their profession.
- ii.)** That performance at the K.C.P.E. is a good measure of the performance of the teachers and pupils.
- iii.)** That most head teachers are aware of how to motivate their teachers for better performance.

1.10 Definitions of Significant Terms

Head teacher:- is a headmaster or headmistress in charge of daily running of a primary school.

Incentives:- Something that incites or tend to incite to action or greater effort, as a reward offered for increased productivity.

Leader:- This is a person who guides or directs a group or team for achievement of stated goals and objectives. Leadership is therefore the interpersonal process in which an individual takes the initiative to help group members attain organizational goals.

Leadership style:- This is the manner and approach of providing direction, implementing plans and motivating people.

Motivation:- Is a psychological feature that arouses an organism to act towards a desired goal and delicits, contrasts, and sustains certain goal-directed behaviours.

Public primary school:- It refers to an institution of learning which comes before secondary and is run by funds from the government and the public.

Pupil:- Refers to a child who attends school for purposes of learning in primary institution.

Teachers institutional motivation:- This is a motivation which is provided to teachers by the school management in an educational institution.

1.11 Organization of the Study

The study was organized into five chapters. The first chapter include introduction and background to the study. The highlights will be the statement of the problem, purpose of the study, objectives of the study, research questions , significance of the study, limitations and delimitations of the study, basic assumptions of the study, and the organization of the study.

The second chapter concerns the literature review for the study. The study has been reviewed under various sub-topics which include the provision of incentives to teachers, democratic sharing of subjects among the teachers, the teacher-pupil ratio, provision of teaching/learning facilities and the head teachers' leadership styles.

The research methodology in chapter three concerns areas on the research design of the study, target population of the study, sampling techniques and sample size, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques.

Chapter four covers the analysis of the data collected where the researcher interprets the collected information. Chapter five covers the researchers recommendation about the study and highlights on that requires further research.

CHAPTER TWO

LITRATURE REVIEW

2.1 INRODUCTION

The purpose of this chapter is to review relevant literature on teacher's institutional motivation on pupils performance at the Kenya certificate of primary education. The review focuses on five areas:- provision of incentives to teachers, the teacher-pupil ratio, provision of teaching / learning facilities and the head teacher leadership skills.

2.2 Provision of Incentives to Pupils Performance

An overview of the theories of motivation emerges a reference of the carrot and stick. Its reference relates to the use of rewards and punishment to induce the desired behaviors. The assumption employed her is that to make teachers perform, one must place a carrot in front or cane him /her from behind. In all the theories of motivation, the inducement of some kind of "carrot" are recognized Koontz (1981) . The stick on the other hand refers to some punishment like the fear of the loss of job or income, reduction of the reward, demotion or transfer.

According to a research carried out in pakistan by Muhammad Naseer (2008), it revealed that motivation is one heart of teaching and learning process. It was defined as an internal state that arouses directs and maintains behavior for a certain period of time. However, it is the process of arousing sustaining and regulating activities.

The entire human behavior triggers in response to some kind of internal (physiological) or external environment- stimulation. Varying behaviours are thus purposeful or goals directed and hence are the direct results of the arousal of certain motives. Though a teachers level of motivation occupies a very important position it also depends on the pupils level of maturation which plays even more role in the cycle of teaching learning process. Motivated employees are more likely to produce a supervisor quality product or service than those who lack the essential of motivation. A motivated work force means a highly productive staff (Smith, 2013), all of which will help you achieve your business goals. Before you build a motivation strategy, the first step you need to take is to understand what are the motives of your employees. What drives them to their peak performance will better help you develop programs that both motivate and retain the best employees for your business. While not every teacher will be motivated by the same thing, focusing on a list of key motivating programs can help. The head teachers plan can include everything from monetary incentives rewards and recognitions, building programs that support work- life balance, to simply creating a fun related office environment.

Employees incentive programs are one of the easiest ways to incentivize your work force. While not every program needs to be monetary in nature, should you have limited budget, the end results are the same, employees become more motivated when they are recognized and rewarded for good work. The type of programs which a school management can include in their incentive include rewards recognition such as “teacher of the term”. Teachers need to be recognized and appreciated, and taking time out to

give a simple “thanks” for a job well done is another strong employee motivation. So teachers should be frequently acknowledged for other work they have done.

The institutional based incentives which are given to teachers in public primary schools includes money and rewards. Willa and Walton , (1992). Observed that most of employees do not believe that the work which they are doing is properly remunerated and teachers are not exceptional. It is also certain that money can motivate but only when the payment is large in relation to person’s income or salary. Salary increments in most cases are not enough to motivate the receiver. They may keep the teacher dissatisfied and he may be tempted to looking for other jobs to supplement what he/she is earning from the employer, but unless they are large enough to be felt, they are not likely to be a strong motivator.

Okumbe (1988), says that, the expectancy theory of motivation relates to how a person perceives the relationship between efforts, performance and rewards. He further says that, a newly employed teacher rewards for instance would be low, if the rewards are made to go higher from one length of a service , the teacher will then see that performance does not lead to immediate reward and his/her efforts would not be worthwhile. He explained that efforts however does not lead to effective performance since an individual perception of his/her role may be poor or lack sufficient skills and knowledge to perform effectively.

Koontz (1981), further agrees that , the only way for the school management to ensure that the money has meaning as a reward for accomplishment and as a way of giving

teacher pleasure for accomplishment, is to base compensation as possible on the performance. The school management should therefore design a reward system for motivating their teachers and this should be actual performance. The performance-rewards contingencies should be increased so that teachers are assured that good work is equitably rewarded. The teachers in an institution need to be motivated by being given rewards for their performance. The school management can make arrangement whereby teachers are given a token when pupils whom he/she has been teaching perform well in K.C.P.E. in his or her subject. The school management should set what they will be giving a teacher for the grade scored in his/her subject area.

Porter and Lawler Model in Okumbe (1998) argue that motivation leads to satisfaction. That rewards that follow performance and are perceived by the employee will determine his/her morale. When a worker's needs, which motivate him or her are satisfied by the institutional reward system, then no dissonance exist and so the employee strives to give his/her best at the work place and this improves the output in the institution or improves the quality of service and the outputs. On the other hand, if the needs which motivate the employee lead to low morale and dissatisfaction hence low job performance.

The public primary school management should motivate all the teachers in all the classes because it is not only those who are in class eight who are responsible for the pupils performance at K.C.P.E. DEO Tom Omeno Igembe North District, speaking during a price giving day at Theera primary school stressed the importance of school management to motivate the teachers. He said that the teachers need to be highly

motivated so that they can give their best to make the pupils perform better at K.C.P.E. He equated the motivation of teachers with how a lactating cow should be taken care of so as to get high yields.

2.3 Democratic Sharing of Subjects among Teachers to Pupils

Performance

In analyzing Maslow's hierarchy of human needs, (Okumbe, 1998) argues that teachers have satisfied their basic needs and are in for a higher order needs. In the same line, Koontz (1981), says that these needs include need for affiliation and acceptance, self-esteem and self-actualization and that the need for affiliation and acceptance can be fulfilled through participation, which is a means of recognition.

The teachers in an institution need to be recognized by the head teacher and this can be through democratic sharing of subjects among the teachers. The teachers are allowed to suggest the subjects which they feel they can perform best, if the voices of these teachers are listened to by the head teacher and all the teachers gets the teaching subjects of their choice, they become more motivated to teach these subjects because they are the ones who have chosen them.

In cases where the teachers are not consulted in sharing of subjects, and they are given some subjects not of their preference it ends up lowering their morale and it demotivates them. A research carried out by Trusty and Sergivanni, Okumbe (1998) revealed that teachers were deficient of esteem, autonomy and self actualization needs.

The head teachers therefore needs to create an environment that can enable teachers to satisfy these needs. An enabling work environment should provide opportunities for teachers to have democracy when sharing the subjects which they are going to teach. Lack of such an environment will lead to increased frustrations, tension, job dissatisfaction and low job performance.

The sharing of subjects among the teachers should be done in a way that they all get the same amount of work load. There should be no teacher who has more or less than others, unless there is a justifiable reason. The head teacher and the deputy head teacher can be allowed by the other teachers to take fewer subjects because of their office work which they are carrying out in their daily routine. When the sharing of subjects is done democratically the teachers feels motivated and their ability to make innovative decisions is very high.

McGregor's theory (Okumbe, 1998) of work motivation is of the assumption that people are not naturally lazy and new work as natural as rest. They therefore exercise self-direction and control if committed to the objectives which they have set themselves. Public primary schools head teachers can effectively apply this theory in enabling the teachers to share the subjects democratically; it can lead to creation of enabling work environment which creates high level of motivation for the release of teacher's potentials for their own good, the learners and the entire school.

2.4 The Influence of Teacher-Pupil Ratio to Pupils Performance

According to a research carried out in India (Asheka Mody 2012). Prem Singh Ramat, an unsung hero among rural India's government schools functionaries has been fighting for equitable resources for the education of children in his remote district, Mori in Uttarakhand. He is still trying to ensure an effective teacher-pupil ratio, which is completely away in Mori district.

It has 129 government schools, but only 164 teachers Mori needs at least 200 teachers have not worked because the authorities are unable to persuade teachers to go to Mori.

This district of Mori is found in an inhospitable, remote corner of the country and far from all the amenities that teachers need for their own families. Ramat identified around hundred unemployed educated people in his district (pensioners who have a class X qualification) and gave them a hundred-day assignment as temporary teachers in his schools. His desperate measures are a seething indictment of the ineffective governance of the school education system.

Ndoleli division faced with the same problems as the ones above can find the relevant solutions to address the problem.

Teachers are faced with too much work, which has resulted to stress and de-motivation in their work. According to Kaari AEO Ndoleli division, during a divisional teachers meeting she argued that teachers are faced with a very high work load which has been caused by the influx of pupils in the schools due to the introduction of Free Primary Education (F.P.E). She said that the government is not able to employ the required number of teachers to take care of the large number of pupils in the schools. She asked

the teachers to bare with the situation until when the government employs more teachers in the near future.

The classes in many schools according to the report from the Igembe North district shows that there are more than seventy pupils per single class which is taken care for by a single teacher. This large class is caused by the influx of pupils to school and the low number of teachers who are available to teach them. The schools are not able to have many streams because if they split these classes they will not have enough manpower to take care of them.

Mukundi C. (1999), in her study, teachers reported that they taught 41 – 45 lessons per week and this was even before the introduction of F.P.E . With the reduction of examinable subjects in primary schools from 13-6, teachers are now faced with the problem of high number of pupils per class. When the classes are very large the teachers experiences many difficulties. This situation makes it difficult to effectively handle pupils' work and to give them individualized attention. The large numbers of pupils in every class as reported by AEO Kaari (70 on average) makes learning difficult and goes further to explain the circumstances surrounding teaching in public primary schools and the level of morale it creates hence de-motivating teachers and finally resulting to low academic achievements of pupils at K.C.P.E.

The school management when faced with such problems should find means and ways to reduce the number of pupils per class. The stakeholders can find means of getting

funds to build more classes and also to employ P.T.A. teachers so as to subdivide the class to have more streams where a teacher will have fewer pupils who comprises a number which he/she can manage without many difficulties.

According to Wambugu (a facilitator during a seminar for languages teachers at Laare, 2012) argued that teachers of languages are faced with much work of marking the pupils compositions in English and insha in Kiswahili due to the large classes which they are managing. He said that these teachers' motivation is becoming low due to the workload which they are handling. He further suggested that, the work of marking composition and insha for class eight and seven not to be left to the subject teacher alone but to be distributed to all teachers. In this case the teacher to get few pupils who he/she can be marking their work.

The head teachers if possible can talk to their teachers to adopt this method of marking pupils work and it can make the teachers who were overburdened to be relieved and become motivated and improve the pupils' performance at K.C.P.E.

2.5 Influence of Teaching/ Learning Facilities to Pupils Performance

Provision of physical learning facilities, funds and other resources are essential in any institution to the academic excellence to be attained. Lack of facilities makes teaching ineffective for the teacher and this demoralize the teacher no matter how determined he/she may be in achieving certain goals. In this case the teacher is left to teach without essential facilities and where possible forced to improvise in order to make learning

effective. According to Olukemi Anike (2011), school facilities can be defined as those things that enable the teacher to do his/her work very well and helping the learner to learn effectively. The chalkboard for example, facilitate the imparting of information on the learner. School facilities also include school building e.g classrooms, assembly halls, laboratories, workshops, and libraries. Others includes teaching aids, chairs, tables, desks, devices such as modern educational hardware's and software's in the form of magnetic tapes, film(like the ones to be provided by the Jubilee government to the public primary schools in the year (2013). School facilities are all that is needed for effective teaching-learning process to take place.

According to a research carried out in Taxes (Holmes, Shannon 2012). It has shown there is relationship between school facilities conditions and student academic achievement. The participating schools designated as have new facilities were performing better than those with old and poor facilities.

Abrahams (2003), argues that the quality of education that our children get beans direct relevance to the availability or the lack of physical facilities and overall atmosphere where the leaning takes place. The free primary education (F.P.E.) is a laudable education program that can only be successfully implemented with availability of adequate and quality school facilities. There are strong indicators that the school facilities needed for effective execution of F.P.E are inadequate, and in some places, the school buildings are dilapidated, some have leaking roofs, broken under panes, earthen floors which are very dusty, and others in the state of total neglect.

Consequently, the existing states of schools facilities leaves much to be desired. Most of the primary schools in Kenya are ugly sights to be hold. It is only recently that M.P.s have used the constituency development funds (C.D.F.) to build classes and upgrades other facilities in schools. Other facilities which need to be provided for efficient learning and teaching in the schools are recreational, residential and general purpose facilities.

With inadequate provision of the school facilities and non-existence in some schools, it will be difficult for the school management to motivate the teachers to give their best which they can to improve academic excellence of the pupil.

2.6 The Head Teacher Leadership Style to Pupils Performance:

Leadership has been described as the process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task, (Chemers, 1997). Hence leadership here is seen as ultimately creating a way for people to contribute to making something extraordinary happen. According to Kenny and Zaccaro (1983), effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals. A leader is therefore one or more people who select, equip, train and influence one or more followers who have diverse gifts and skills and focuses them to the organization mission and objectives. The leader should also build credibility and trust through interaction and feedback to and with the followers in order

to shape their values, attitude and behaviours towards success. He/she should also build the follower's sense of self worth and self efficacy such that they are willing and ready to take obey orders and directives.

The leader should also recognize the impact and importance of audiences outside the organization system and endeavour to shape a favorable image of the organization to the outside environment through controlled discipline, seeking what is right and good for the organization, showing mercy in his actions with all people, focusing on the purpose of the organization and on the well-being of the followers and creating peace in the organization – not a lack of conflict, but a place where reave grows. (Cole, 1995). The leadership styles which are commonly used by the head teachers are:-

2.6.1 Autocratic or Authoritarian Style

Under the autocratic leadership style, all decision-making powers are centralized in the leader, as with dictators. Leaders do not entertain any suggestions or initiatives from subordinates. The autocratic management has been successful as it provides strong motivation to the manager. It permits quick decision making as only one person decides for the group and keeps each decision to him/herself until he/she feels it needs to be shared with the rest of the group (MBITI, 2007). According to the contingency theorists, this leadership style works better in periods of crisis but fails to win the 'hearts and minds' of followers in day-to-day management of the school.

2.6.2 Democratic or Participation Style

The democratic leadership style favours decision making by the group. Such a leader gives instructions after consulting with the group. They can win the co-operation of their group and can motivate them effectively and positively. The decision of the democratic leader are not unilateral as with autocratic because they arise from consultations with the group members participation by them. The contingency theorist postulate that the democratic leadership is more adequate in situations that require consensus building (Mbiti, 2007; Okumbe, 1998).

2.6.3 Laissez-faire or free Reign Style

A free-reign leader does not lead but leaves the group entirely to itself. Such a leader allows maximum freedom to followers. They are given a free hand in deciding their own policies and methods (Mbiti, 2007). This according to the contingency theorist can be perceived as a failure of the leaders to take charge of situations. However, all agree that different situations may call for different leadership style hence the style adopted should be one that most effectively achieves the objectives of the group while balancing the interests of its individual members. Lewin et al 1939, in journal of American Psychologist Vol. 3).

2.6.4 Charismatic Style

A charismatic leader is able to move people and cause a change in disposition with respect to a wide variety of issues. A gregarious and extroverted leader is very effective as they are able to convey a greater degree of emotion to their subordinates. In this type of leadership members may view success in relation to their leaders.

Different administration use different styles in the administration of their schools. Some of the styles being used are coercive while others are not. Administrators, who use coercive styles of leadership find themselves at logger heads with their teachers, frustrate the teachers hence leads to strained relationships between two parties. The teachers in such school feel de-motivated and dislike their work and also longed for the day they would resign or move to another institution. This kind of atmosphere causes tension and unfriendly atmosphere, which does not favors effective learning to take place.

According to Hughes (1975) , the work of the administrator (school heads) have been influenced by management theories which were formulated in the twentieth century . These theories were originally meant for business or formal organization, but have with time influenced the school. The teacher are forced to work like machines where qualities of outputs are expected by the end of the eight years processing of the raw materials (pupils).

Lunenberg and Ornstein (1991) quoting Getzel and Guba (1957) , have looked at school as a social system involving two dimensions that are independent and interactive. According to Guetzel and Cuba, the first dimension is the institution with certain roles and expectations, aimed at fulfilling the goals of the system, (homothetic dimension). Secondly, the individual with their personality and need to (idiographic).

Thus Maranga (1993), points out those educational administrators in schools should apply administrative theory in carrying out their administrative tasks. When the application of these theories is neglected, the results may be made manifested through strained relationships between the head teachers and the teachers, inefficiency in the pre-current and use of resources and consequently de-motivate the teachers resulting to poor academic performance of the pupils at KCPE.

One of the poor administration styles used in spying (management by walking around) where head teacher decide to be spying on activities or even the teaching of certain teachers or use some members of the staff to spy their colleagues. Olembo,Wang and Karungu (1992), and Kariuki (1998), points out that spying on teachers is still observed in schools where:-“The head teacher sneaks unexpectedly in classrooms, or hides behind the doors or window to sense what may be going on in classrooms” unless done carefully, unloved and spied on may cause lack of confidence in the teachers ability to perform leading to distress to the teacher being spied on.

Kariuki (1998), in a study on teachers perception on the head teachers leadership using a questionnaire showed that 30.5 of the female head teachers encourage spying on teachers. Some even goes to the extent of using pupils to spy on teachers.

Another poor administrative style is favoritism where some head teachers discriminate some teachers against others. The head teacher may distribute duties and opportunities to teachers differently. The head teacher may give fewer duties to some teachers, give promotion to senior teachers and leaves others, give some opportunity to attend seminars and allowing some teachers to be absent for some days. Griffins (1994) emphasize that:- “The foundation of good staff attitudes must stand with the head being strict but fair”. He/she must disregard threatening hints that certain teachers possess “tall relatives in politics or government “There must be no “untouchable “teachers who do as they want in his or her school.

Favoritism of some teachers is likely to breed bad staff attitudes and this may lead confrontations and hatred among the staff members. Kariuki(1998) , shows that 30.5% of the teachers in her study felt that women head teachers favored some teachers and these leads to bad staff attitudes.

Dale L. (1970), says that some head teachers play favorite with teachers by giving their friends the best classes to teach and give the teachers who are not in their favor the most difficult classes and task to perform. This causes hatred among teachers and leads to bad working environment hence de-motivate teachers.

Another problem with the teachers and administrators usually occur when a teacher is posted in a school to begin their career especially young teachers from colleges. According to Herbert (1969), speaking of teachers mind about an issue in the school during a staff meeting may create a bad blood and disagreements between a teacher and the head teacher. This may lead to dislike for the teacher and a times untimely transfers to unwanted schools as a punishment. Such head teachers are generally eager to get rid of young teachers who are potential sources of bad ability.

Head teacher who help young teachers to experiment and support them are rare; few are interested in helping the young teacher's cope with problems that arise in the classroom. They judge teachers primarily according to how they fit into the social structure of the school.

New teachers realize this and not get surprised colleague who has a long tenure is weighed more heavily against them than successes in the classroom is weighed for them. This becomes a contrast to the expectations of the new comer.

This kind of reception may make the new teacher get a different perception about the teaching profession and this may have an adverse effect as far as job motivation is concerned and may take too long for him/her to change his/her job hence, affecting the performance of the pupils in the school he/she is teaching.

From the above literature review, studies have shown that teachers need to be motivated at work place but they have not shown to what extent this motivation is to be provided

and also it has not shown what are the exact facilities which need to be provided hence the necessity for this study.

Teachers want to feel that they are good at their jobs; they seek face-to-face feedbacks from their head teachers. This should also include constructive criticisms needed to address issues and help the teachers reform their jobs more effectively. The teachers want to feel that they are being heard, and more so in a team environment. The feedback should be encouraged since this will help them feel that their opinions matter and they have a role in defining the success of the school.

2.7 Summary of Literature Review.

From the information gathered in the literature review, it has shown that the teachers in public primary schools need to be provided with institutional motivation for them to be able to perform their duties efficiently and compete with their counterparts in the private schools at the Kenya Certificate Of Primary Education.

Due to the above reason, there is need for a study. This research therefore will bridge the gap by investigating to what extent the above factors contribute to lack of motivation among public primary schools teachers in Ndolelei division and how it affects the pupils' performance at K.C.P.E.

Set as a positive tone. The tone of any institution begins at the top and trickles down. It is a study of the head teacher to inspire his/her teachers to have and create a positive

environment. This can be accomplished by employing simple techniques of talking nice to your teachers to express their ideas openly.

2.8 Theoretical Framework

This study was based on Herzberg's (1959) two factor theory. The theory is also referred to as motivator-hygiene theory (Bennet,1957). Hygiene factors were dissatisfies which should be removed by the manager. Hygiene theory is linked to the analogy that hygiene does not improve health but only prevent illness.

According to Herzberg's (1959), hygiene factor cannot motivate employees but they can minimize employees dissatisfaction if catered for. Since this hygiene factors are key in minimizing increasing dissatisfaction among employees, it is essential to examine their influence on employees motivation level in order to make the necessary improvements aimed at improving performance at work place.

On the other side, motivation are those factors that create satisfaction by fulfilling individual needs for meaningful personal growth. The theory suggest that both hygiene and motivation factors have to be considered in an attempt aimed at enhancing workers job motivation and satisfaction in a bid to acquire desirable outcome. It is in this dimension there for that Herzberg's (1959) theory of motivation became directly applicable to this study on influence of teachers institutional motivation on pupils performance at KCPE in public primary schools in Ndoileli Division , Igembe north district.

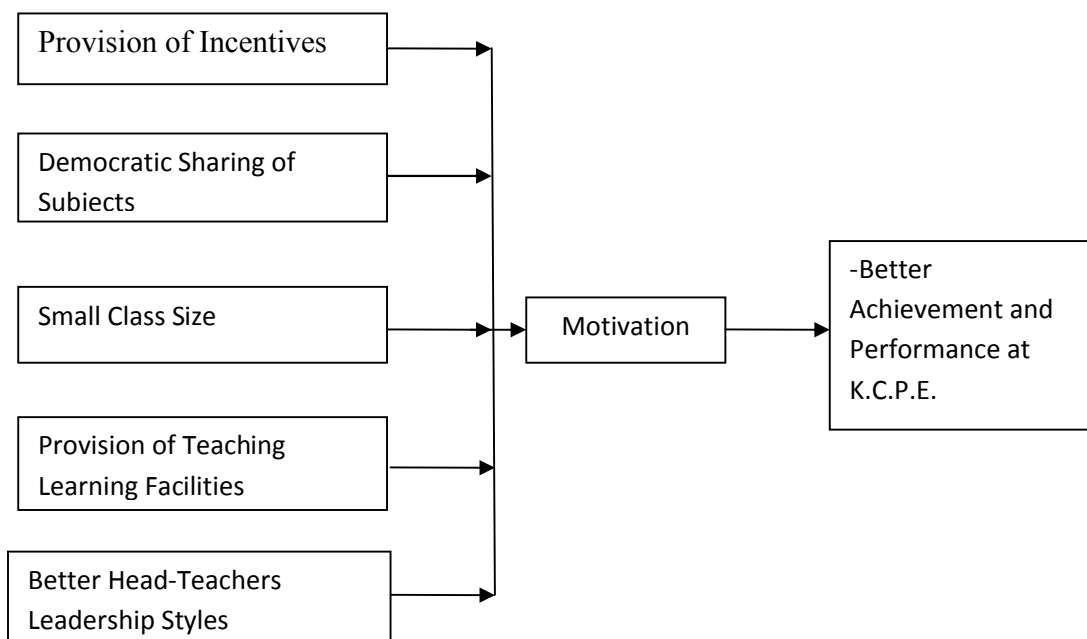
2.9 Conceptual Frame Work

Mugenda and Mugenda (2003), states that Conceptual Framework is a set of broad ideas and principles taken from relevant field of inquiry and used to structure subsequent presentations.

Conceptual frame work involves forming ideas about relationships between variables in a diagrammatically. Conceptual framework for this study is where teachers are given institutional motivation by the school management and they are able to carry out their teaching job effectively and pupils academic performance at K.C.P.E is improved.

Figure 2.1:- shows the relationships between teacher's institutional motivation factors and the pupils performance at K.C.P.E. the institutional motivation factors (this is hereby treated as independent variable) makes the public primary school teachers to get motivated and this leads to the pupils performing better at K.C.P.E

The researcher is of the argument that teachers' institutional motivation is required for the better performance of pupils at K.C.P.E



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter emphasizes the description of the method to be used in carrying out the study.

It is organized along the following sub-heading research design, target population, the sample size, sampling procedures, research instruments, instrument validity, and reliability of instruments, data collection procedure and the data analysis.

3.2 Research Design

The research design which has been used is descriptive survey research method. Ary Jacobs and Rezavieh (1996) define survey research methods as a research technique in which detailed information concerning a social phenomenon is gathered by posing questions to respondents and through such investigations it becomes possible to find explanations of the social phenomenon in questions. The survey method was selected because it promised to meet the goals of the study, and provide a means to contextualize, interpret and understand the influence of teachers' institutional motivation on pupils' performance at K.C.P.E and also the teachers' perceptions about factors affecting their motivation. The flexibility and openness of the survey inquiry (Bodgan and Biklen (1989), successfully manage the inherent complexity for the interactions of the teachers' working environment.

3.3 Target Population.

Target population is defined as the number of real hypothetical set of people events or subjects to which a researcher wishes to generalize the findings, Borg and Gall (1989). The target population for this study will consist 339 public primary schools teachers in the 27 public primary schools in Ndoleli Division.

3.4 Sample Size and Sampling Techniques

Sampling techniques and sample size for fair representation, Mugenda and Mugenda (1999), recommended 10-30% of the target population. For this study 30%of the teachers in the 27 public primary schools was sampled. A total of 102 teachers from a population of 339 teachers was involved in the study .To get teachers from a given school, random sampling was used.

3.5 Research Instruments.

The researcher employed self-administered questionnaire to gather data. There was one set of questionnaires for the respondents:-

The questions was either closed ended or open-ended .data relating to teachers institutional motivation among teachers in public primary schools in Ndolelei division was gathered trough responses to the questionnaires that ware the research instrument.

The questionnaire was administered to the teachers in 27 public primary school in Ndoleli Division and excluded the head teachers.

The questionnaire was the best for this study because it is economical and many respondents ware reached easily and it saves time.

3.6 Instrument Validity

Borg and Gall (1989) defines validity as the degree to which a test measures what it purports to measure. To enhance content validity, appropriate and adequate items relevant to research objectives were contained in the questionnaire. A pilot study was carried before the main study. Stratified random sampling was used to select the schools and teachers, questionnaire were given to one teacher in each of the four schools who become the respondents. During the pilot study instrument were discussed with the respondents in order to establish their suitability, clarity and relevance. The pilot study helped the investigator to identify the questions items that were inappropriate in collecting data and make final copies of the questionnaires with suggestions made from the pilot test.

3.7 Instrument Reliability.

Thorndike and Hagen (1961), point out that instrument reliability refers to the level of consistency or the stability of the measuring device. Reliability focuses on whether the instrument used in research give consistent results or data after repeated uses. The researcher used test-retest techniques. The researcher prepared an instrument in form of a questionnaire and administer it twice on the same group of participants.

This group was selected through random sampling. The instruments was administered to the group for the first time then time lapse allowed in between administering the second time.

The results of the two administrators were then compiled to establish the differences and similarities. The results scores and similarities. The results scores were then correlated mathematically. Since the correlations are high then the conclusion is that the instrument is reliable.

3.8 Data Collection Procedure.

In order to carry out the study, a research permit was obtained from the national council for science and technology. The District Commissioner and the District Educational Officer Igembe North District were informed before the commencement of the study. Public primary schools were then visited with the consent of area education officer (AEO). The researcher drew a visit schedule to enable him administer the reach instruments to the respondents. The respondents were assured that strict confidentiality will be maintained in dealing with their responses.

3.9 Data Analysis

According to Mugenda O. and Mugenda A. [2003] data obtained from the field in raw form is difficult to interpret. Such data must be cleansed, coded and key-punched into a computer and analyzed. The researcher instrument in this study yielded both the quantification and quantitative data. Quantitative data is tabulated and analyzed using percentages and frequencies for demographic variables of the respondents.

For qualitative data, coding was developed to organize the data collected according to the particular question item. This involved the data numbering sequentially and searching for regularities and patterns related to the question item. The regularity and patterns were presented by words and phrases, which formed the basis for coding

categories and were a means of sorting out the data so that material bearing on the given questions item was physically separated from the other data. The data was then analyzed using frequencies and percentages through the statistical package for social science (SPSS)

CHAPTER FOUR

DATA ANALYSIS

4.1 INTRODUCTION

This chapter contains a detached presentation of the results obtained after data analysis. The study focused on the research objectives to answer the research questions from the study of influence of teachers' institutional motivation on pupil performance at Kenya Certificate of Primary Education in public schools in Ndoleli division.

This scenario point to the need of analyzing data using both inferential and descriptive statistics. A good response was achieved from the convenience sampling of teachers given the facts that teachers were constantly attending to both curricular and co-curricular activities in their schools. The response rate attached was 100% of the administered questionnaires.

4.2 Demographic and Background information of the Respondents

This data for the study was collected through self-administered questionnaires to sampled teachers from all the public schools in Ndoleli Division, Igembe North district. These questionnaires were administered to a total of 102 teachers.

All questionnaires were fully completed and therefore the analysis involved questionnaires from 102 public primary school teachers.

The composition of the sampling of the respondents by gender is represented in figure 2 below.

Figure 4.1: Gender of respondents:

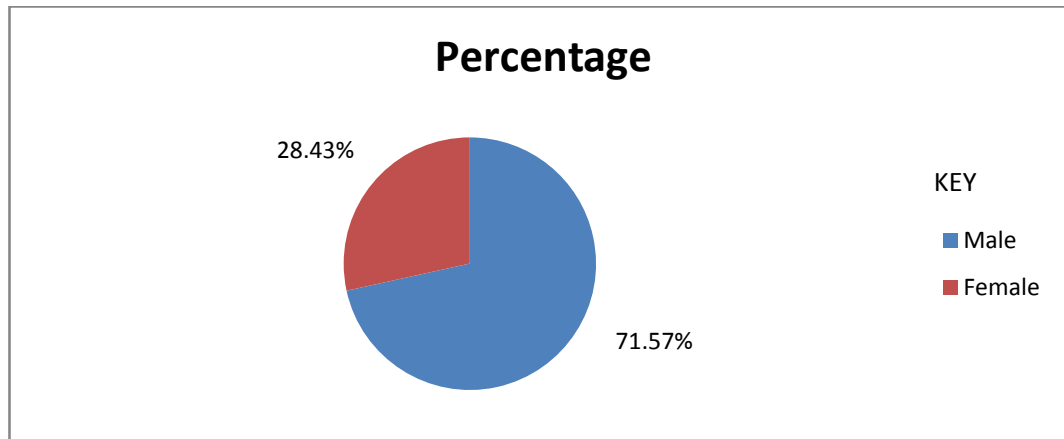


Figure 4.1 above shows that there were more male teachers (71.57%) than female teachers (28.43%) in public primary schools in Ndoleli division.

This shows that majority of teachers in this division are males, a factor can be attributed to the social factor of most women refusal to be posted in areas with hard ship and the girls in these schools can lack a role model to emulate in their studies.

4.3 Age of the Respondents

Figure 4.2: Age of Respondents

The composition of the sample of respondent's age is presented in figure 3 bellow:

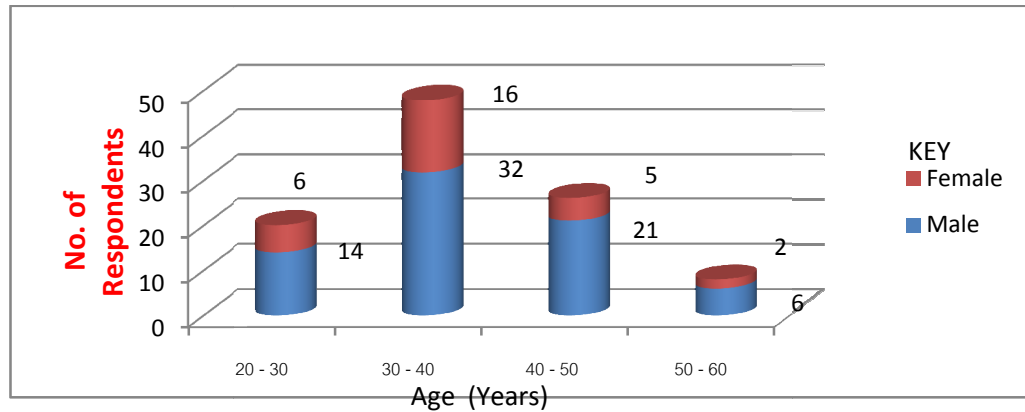


Figure 4.2 above shows that majority of the teachers (80.39) are over 30 years with only 19.61 being below 30 years of age.

Despite the majority of teachers being of old age figure (4-2) the study found that majority of them are quit experienced in teaching and this can not be a factor to make pupils perform below average at Kenya certificate of primary education in the last 5 years.

4.4 Professional Qualification

Table 4.1: highest level of professional qualification

Professional Qualification	Frequency	Percentage	Cumulative Percentage
P1	67	65.69	65.69
Diploma	26	25.49	91.18
BED	7	6.86	98.04
MED	2	1.96	100
TOTAL	102	100	

Table 4.1 shows frequency, percentage and cumulative percentage of teachers when categorized by their highest level of professional qualification. It can be observed that 67 (65.69%) are P1 teachers, 26 (25.49%) teachers are diploma holders, 7 (6.86%) are graduate teachers and 2 (1.96%) teachers have attained a post graduate degree in education.

Majority of teachers in the division hold P1 and diploma in education. However, few had attained a BED and MED Degree. This could be explained by the fact that teachers are not able to satisfy their basic needs because education is one of the basic need. From the finding of the study, the researcher concluded that education served as an avenue to acquiring high grades.

4.5 Education Level

Table 4.2: Highest level of education Respondents

Education Level	Frequency	Percentage	C/P
KCSE	64	62.75	62.75
EACE LEVEL	2	1.96	64.71
EACE KACE LEVEL	2	0.98	65.69
BED	7	6.86	72.55
MED	2	1.96	74.51
DIPLOMA	26	25.49	100.00
TOTAL	102	100	

The table 4.2 brings out the frequency and percentages of teachers when analyzed by their highest

Level of education attained. It can be seen that 64 (62.75%) of all the teachers holds the Kenya Certificate of Secondary education .

The teachers of Ndoleli division are generally from four leavers comprising of (62.75%). They have not been able to climb the ladder because of enumeration package which they are being offered by the TSC. The findings can lead to conclusion that the teachers are not motivated since they get little salary of a P1 teacher of which needs to be adjusted upward.

4.6 Teachers experience

Table 4.3: Teaching experience of the Respondents

Years	Frequency	Percentage	Cumulative Percentage
Less than 2	1	0.98	0.98
2-5	7	6.86	7.84
6-10	21	20.59	28.43
11-15	56	54.90	83.33
16-20	15	14.71	98.04
More than 20	2	1.96	100.00
TOTAL	102	100	

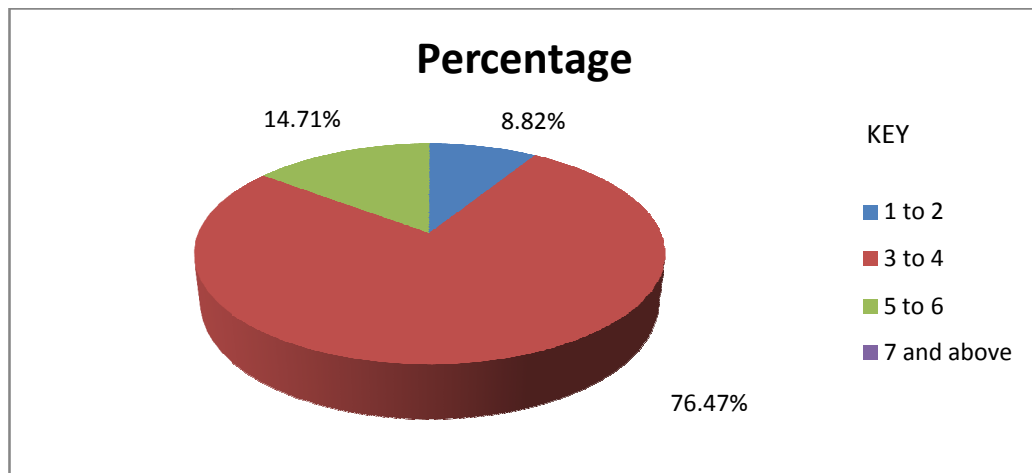
Table 4.3 above shows that public primary school teachers with a teaching experience less than 10 years are fewer than those with 10 years and above. It can therefore be concluded that over 71.57% of the public primary schools teachers in this division have enough experience in teaching primary schools.

Majority of teachers have a high teaching experience in schools and this cannot be the factor which is making pupils to perform well at the KCPE. The pupils should be getting high marks because they are taught by teachers who have experience in other work of teaching. This is in agreement with Schuctz and Schultz (1986) who observed

that experience on the job usually brought greater competence, confidence, self esteem and high levels of responsibilities among employees

4.7 Size of the School

Figure 4.3: size of the School where respondents are teaching (in streams)



Pie – Chart showing percentage of respondents according to number of streams in the school

Figure 4.3 above shows there are more teachers (76.47%) teaching in schools with 3-4 streams than those who are teaching in schools with 5-6 streams (14.71%) and 1-2 streams (8.82%)

These findings show that majority of the teachers are teaching in the schools which have 3-4 streams. From the above it can be concluded that the pupils in many schools in Ndoileli division are very many. This enormous number of pupils in a school require a

large work-force of teachers for it to be well managed. This could be factors contributing to poor performance of pupils at KCPE.

4.8 Teachers Institutional Motivation on Pupils Performance at KCPE

The study focused on establishing whether provision of incentives to teachers, influence performance of pupils at Kenya certificate of primary education,. It focused on establishing whether democratic sharing of subjects by teachers influence the pupils performance at KCPE.

The study sought to determine whether provision of teaching leaning facilities influence the performance of pupils at K.C.P.E. and it focused on establishing whether head teachers administrative style influences pupils performance at Kenya certificate of primary education in public schools in Ndoleli division , Igembe north district. The variables are discussed in this section.

4.8.1 Influence of Provision of Incentives to Teachers on Performance of Pupils at KCPE.

To determine how Provision of Incentives to teachers by the school management influenced their motivation and pupils performance at K.C.P.E. the teachers were asked to indicate whether they are able to satisfy their basic needs, if the head teacher is able to meet the social needs of teachers through providing a harmonious environment within the organization. The school has a mechanism through which new teachers in

the profession are normally inducted into the system/organization, teachers get the salary package which motivates them to be more committed to their jobs and they were also asked if the incentives given to them in their schools are highly motivating.

Their responses are presented in Table 5.

Table 4.4: Respondent responses on provision of incentives.

Statement	SA		A		D		SD	
	F	%	f	%	f	%	f	%
- The head teacher is able to meet the social needs of the teaches through providing harmonious environment within the organization	19	18.6	74	72.6	6	5.9	3	2.9
- The school has mechanisms through which new teachers in the profession are normally inducted into the system/organization.	22	21.6	67	65.7	13	12.7	-	-
- Teachers get the salary package which motivates them to be more committed to their jobs	-	-	-	-	15	14.7	87	85.3
- The incentives given to them in their schools are highly motivating.	-	-	-	-	6	5.9	96	94.1

The data in the table above revealed that majority of teachers were in agreement that their head teachers are able to meet their social needs through providing a harmonious environment within the organization. This is indicated by 74 (72.6%) who agreed and 19 (18.6%) who strongly agreed. However 6 (5.9%) disagree that head teachers are able to meet their social needs through providing a harmonious environment within the school and 3 (2.9%) strongly disagree that their head teachers are able to meet their social needs required by teachers in order to have a harmonious environment within the institution.

The finding indicated that head teachers were able to meet the social needs of the teachers through providing harmonious environment within the organization. The teachers agreed that in their schools there is a mechanism through which new teachers in the profession are normally inducted into the system/organization. This is shown by 22(21.6%) who strongly agreed, 67 (65.7%) who agreed and 13 (12.7%) who disagreed. This indicates that there is a mechanism in public primary schools in Ndoleli division in which new teachers in the profession are normally inducted into school systems.

The teachers disagreed that they get salary package which motivates them to be more committed to their jobs. This is shown by 15(14.7%) who disagreed and 87 (85.3%) who strongly disagreed. Teachers also indicated that they disagreed that incentives they are given in their schools are highly motivating as shown by 6 (5.9%) who disagreed and 96(94.1%) who strongly disagreed. The finding shows that the incentives given to

teachers in their schools by the management are not enough to motivate teachers as they carry out their duties of teaching.

The above findings corresponds to Koontz (1981) who argued that school management should ensure that rewards and token should be given for accomplishment and as a way of giving recognition of task well accomplished. The school management should put into place a mechanism where teachers are inducted well in their jobs when they are new in the profession.

4.8.2 Influence of Democratic Sharing of Subjects among Teachers to Pupils Performance at Kenya Certificate of Primary Education

The study also sought to establish the effects of democratic sharing of subject among teachers on pupils performance at K.C.P.E.

The teachers were asked to indicate whether the subjects and classes were shared among the teachers democratically and fairly.

The responses are tabulated in table 4.5.

Table 4.5: Frequency of democratic sharing of subjects among teachers

Perception	F	%	Cumulative Percentage
Strongly agreed	38	37.3	37.3
Agreed	51	50	87.3
Disagreed	13	12.7	100
Strongly disagreed.	-	-	-
Total	102	100	

Data showed that 38 (37.3%) teachers strongly agreed and 51 (50%) agreed that subjects and classes were democratically and fairly shared among teachers in their schools and only 13 (12.7%) who disagreed that the subjects and classes were democratically and fairly shared in their schools. This findings therefore shows that the subject were democratically and fairly shared among teachers in majority of schools and it was in few schools where democracy and fairness was not practiced in sharing of classes and subjects.

These findings therefore shows that there is a need for democratic and fairness in sharing classes and subjects among teachers for the battement of the performance of the pupils at KCPE.

If subjects are not democratically and fairly shared among teachers in all schools, this would also lead to de-motivation on the parts of teachers which could lead to poor performance at Kenya certificate of primary education.

4.8.3 Influence of Teachers-Pupils Ratio to pupils Performance at Kenya Certificates of Primary Education

The study also sought to establish the influence of Teachers-Pupils Ratio in determination of teachers work load in his /her job on performance of the pupils. They were therefore asked to indicate the average size of the class they are teaching if it is manageable and if they are comfortable with their work load and if they are able to give each pupil individual attention.

The data is presented in Table 4.6.

Table 4.6: Teachers Responses on Teachers- Pupils Ratio

Statement	SA		A		D		SD	
	F	%	f	%	f	%	f	%
- The average size of the classes you teach are manageable.	-	-	-	-	13	12.7	89	87.3
- Teachers are comfortable with their work loads and are able to give each pupil individual attention.	-	-	-	-	5	4.9	97	95.1

Data revealed that majority of teachers were in disagreement that the average size of classes which they are teaching is manageable. This is indicated by 13 (12.7%) who disagreed and 89 (87.3%) who strongly disagreed.

The findings indicated that teachers are not able to manage the number of pupils who are in the classes which they are teaching.

This shows that the number of pupils per class is very large and the teachers during the lessons are not able to manage them in the best way possible. If this is not checked in the near future it may compromise the quality of education offered in the public primary schools and the pupils will perform poorly at Kenya certificate of primary education.

Teachers also disagreed that they are comfortable with their work loads and they are able to give each pupil individual attention.

This was shown by 5(4.9%) who disagreed and 97(95.1%) who strongly disagreed.

This shows that teachers in public primary schools in Ndoileli division are not comfortable with the amount of work which they are doing on their daily routine and this means that they are overworked. The teachers experiencing this situation may develop stress and further get de-motivated in their work and get tempted to do only what they can and leave the rest of the work undone. This may lead to poor coverage of the syllabus in many of the subjects in many classes and it can cause poor performance of pupils at Kenya certificate of primary education.

4.8.4 Influence of Provision of Teaching /Learning Facilities on Pupils Performance

The study also sought to establish the Influence of Provision of Teaching /Learning Facilities on Pupils Performance at Kenya certificate of primary education. The teachers were asked to indicate if their schools have enough teaching and learning facilities which creates a good environment for learning at their school. The response which they gave are tabulated in the table 4.7.

Table 4.7: Frequency of if the school has enough teaching facilities

Perception	F	%	Cumulative Percentage
Strongly agreed	-	-	-
Agreed	-	-	-
Disagreed	29	28.4	28.4
Strongly disagreed.	73	71.6	100.0
Total	102	100.0	

Data shows that 29 (28.4%) teachers disagreed and 73 (71.6%) strongly disagreed that in their schools there are enough teaching /learning facilities. As it is indicated by majority of the respondents that many a schools in Ndoileli division are lacking many teaching / leaning facilities and the ones which are there are not in good condition. Majority of the classrooms in these schools have earthen floors which are very dusty, many classes don't have windows and doors so when it is cold or raining the teachers and pupils get it rough . On the other hand the staffrooms in many schools are too small , the teachers get congested there and they even lack spaces to keep their reference books. I could see some books placed on the floor. This could lead to low morale on teachers as they are faced with this rough situations which could lead to poor performance of pupils at Kenya certificate of primary Education.

The findings are in agreement with Hellriegel (1986) who noted that worker job satisfaction and motivation depends on the match between working conditions and physical needs.

4.8.5 Influence of Head Teachers Leadership Styles on Pupils

Performance

The study also sought to establish the effect of head teachers administrative styles on pupils performance at Kenya certificate of primary education. The teachers were asked to indicate whether the head teacher is considerate in his/her dealing with teachers in the school and if the administrative styles used in the schools enable the head teacher to involve teachers in decision taking and does not give room to spying on teachers and favoritism. The data concerning their responses is presented in table 4.8.

Table 4.8: Head teacher’s administrative styles on pupils performance

Statement	SA		A		D		SD	
	F	%	f	%	f	%	f	%
- The administrative styles used in the schools enable the head teacher to involve teachers in decision taking and does not give room to spying on teachers and favoritism.	-	-	5	4.9	21	20.6	76	74.5
- The head teacher is considerate in his/her dealing with teachers in the school.	11	10.8	20	19.6	62	60.8	9	8.8

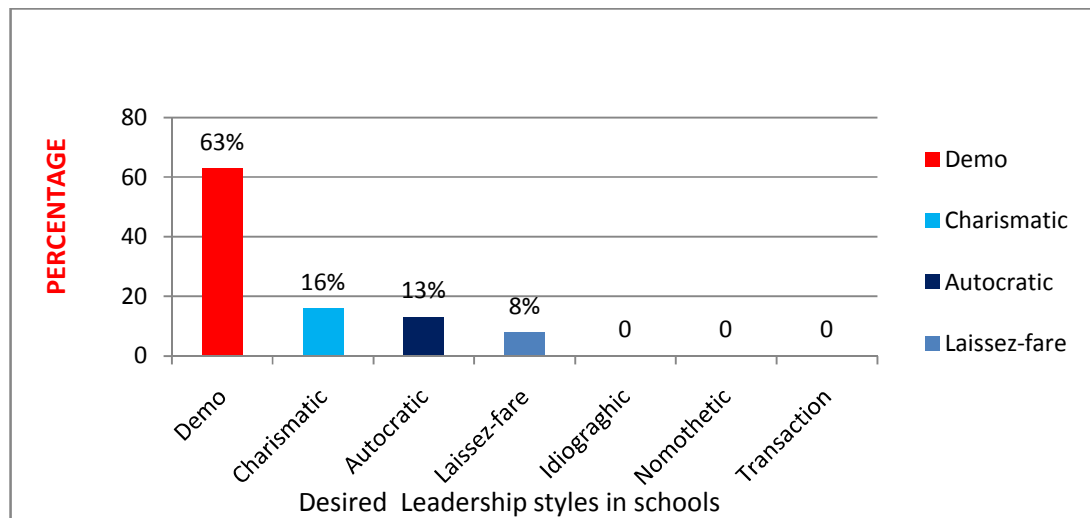
Findings indicate that majority of the teachers 21(20.6%) disagreed while 76(74.5%) strongly disagreed that administrative styles used in the school enable the Head teacher to involve teachers in decision taking and favoritism . It is only 5(4.9%) teachers who agreed . this findings show that head teachers are not employing good management practices that enhance good governance of the schools. In situations

where teachers are not involved in decision making it becomes very difficult to implement those decisions because the teachers were not given a chance to give their views. When the head teacher keeps on spying on teachers as they teach, the teachers lose confidence in themselves and also the head teacher and they become demotivated in their work. This may create tension in the school between the teachers and the management and it can lower the performance of pupils at KCPE.

The data also revealed that majority of head teachers are not much considerate in their dealings with teachers in the schools. This is indicated by 62(60.8%) who disagreed and 9(8.8%) who strongly disagreed.

It is only 11(10.8%) who strongly agreed and 20(19.6%) who agreed that head teachers are considerate in dealing with teachers in their schools. The respondents were asked to indicate the type of leadership style which they would like their head teachers to be using in their schools in contrast to what they were practicing and they give the following data.

Figure 4.4:



Majority of the respondents said that they would like democratic style of leadership to be practiced in their schools in Ndoleli division. This was in agreement with Omolayo (2007) who noted that democratic leadership styles, if practiced by the head teachers could lead to high motivation among teachers since they would feel valued by the leadership.

4.8.6 Suggestions for Improving Institutional Motivation

The respondents were asked to give what motivates them in their schools. The findings indicated that majority of the teachers are motivated by fellow teachers companionship, the love of children and the respect which they get from the young children at school. The respondents were also asked to give factors that de-motivate them at schools and they give the following:- large classes, lack of learning

teachings facilities like furniture in poor conditions and in some cases not enough , classrooms where teachers are attacked by jiggers and they also claimed that they are not given recognition when their pupils perform well in Kenya certificate of primary education.

This was also noted by Luthans (1992) who argued that friendly and co-operative co-workers are moderate sauce of job satisfaction and motivation to individual employees and that a cohesive work-group makes the job more enjoyable.

4.8.7 Relationship between Teachers Institutional motivation and performance

The Respondents were asked to indicate if there is any Relationship between Teachers Institutional Motivation and the Performance of Pupils at KCPE.

The data is presented in table 4.9

Table 4.9: There is a relationship between teachers institutional motivation and pupils performance at KCPE.

Opinion	F	%	Cumulative Percentage
Yes	89	87.3	87.3
No	13	12.7	100.0
TOTAL	102	100.0	

Data showed that 89(87.3%) teachers said that there is a relationship between teachers institutional motivation and the pupils performance at Kenya certificate of Primary education.

It is 13(12.7%) teachers who disagreed.

The reasons which were given by those who agreed are: in schools where teachers are given fair treatment by the management by being given tokens, given autonomy in their subject areas and they are treated with equality without favoritism teachers become motivated and they work on extra mile. This can lead to improvement in pupils performance at KCPE.

4.8.8 The Respondents were further asked to describe the Performance of their Schools as Compared to Others in the Division for the last 5 Years

The responses are tabulated in table 4.10.

Table 4.10: Performance of the School as compared to others

Opinion	F	%	Cumulative Percentage
Has held high position	15	14.7	14.7
Has performed fairly	51	50	64.7
Has held low position	36	35.3	100.0
TOTAL	102	100.0	

The above findings showed that 15(14.7%) teachers said that their schools held high position compared with others in the division, 51(50%) half of the teachers said that their schools performed fairly and 36 (35.3%) said that their schools performed poorly and held low positions compared with others in the division.

Findings from the data showed that majority of the schools are not performing as it is expected by not getting high marks at the KCPE which can help them get a good secondary school. It means that pupils are forced to end their schooling at primary level since they are not having chances to join secondary schools because of their low marks.

The respondents were asked to give the possible reasons for the low performance of their schools and they gave the following:-

Large class size, inadequate teaching/ learning facilities, head teachers' dictatorship, and lack of rewards in form of tokens to teachers when their pupils have performed well at the KCPE.

This shows that if the above factors which make the performance to be low are taken care of the pupils can have high academic excellence in schools in this division.

4.8.9 Discussion of the Findings

The research had five objectives the first objective was to establish the extent to which incentives given to teachers by the school management influence pupils performance at Kenya certificate of primary education. The findings of this objectives reveals that it is the duty of the school management to provide harmonious environment within the school for the teachers to get motivated and hence Improve the performance of pupils at Kenya certificate of Primary education. 72.6% agreed that their head teachers are able to provide them with perfect working environment. The teachers disagreed that the school where they are teaching there is mechanism through which new teachers in the profession who have been posted to their schools are indicated into the system. This was shown by 65.7%.

The teachers disagreed strongly that the salary which they are given by their employer is not enough to motivate them to be more committed to their jobs. This concurs within the literature reviewed where Milla and Waton (1992) observed that most of the employees do not believe that the work which they are doing is properly remunerated. Therefore since teachers are not getting enough salary to motivate them, the school management can find ways which they can provide institutional motivation to teachers.

The respondents also strongly disagreed that the incentives which they are given in their schools are highly motivated. This was indicated by 94.1% who strongly disagreed. This shows that the teachers in Ndoleli division are not well motivated by

their school management in their working stations. This is in agreement with what DEO Tom Omeno insisted during an education day at Theera Primary school.

Objective two was to determine how teacher-pupil ratios influence pupils performance at Kenya certificate of primary education. The findings indicated that the class where teachers were teaching were not manageable. This was indicated by 87.3% of the respondents who disagreed with the statement that that the average of the classes where they are teaching are manageable. This implies that the teachers are overworked by teaching a very large class which is above the normal number of pupils per class. When pupils are very many in the class, it becomes difficult to teach them because marking their work is a better and to maintain class control is another problem because some pupils are far away from where the teacher is.

The teachers were also asked if they are comfortable with their workloads. The respondents said that they are not comfortable with the work load which they are having in their schools compared to the number of teachers who are in those schools.

This is evidenced by (95.1%)of the teachers who are strongly disagreed with the statement that they are comfortable with their work load and are able to give individual attention to pupils. This reveals that there are majority of pupils in classes who are not taken care of. The teachers only moves with the bright pupils and does not get time to deal with the slow learners in the class. The teachers who are teaching languages and mathematics find it difficult in the marking pupils work when the size of the class is

very large. In lower classes also when the number of pupils is very high in the class, it is very difficult to keep class control when teaching.

Objective three was to establish the extent to which availability of teaching/learning facilities influence pupils performance. From the finding there is evidence that teachers reported that their schools have classrooms with earthen floor, no windows, nor door, the furniture's are not enough for pupils to seat on, congested classrooms and lack of library services with the absence of the above facilities in schools the teachers can get motivated enough to concentrate more on pupils work, which may lead to improvement of performance at Kenya certificate of primary education. It was noted that teachers claimed of disturbance of weather conditions in their classes like when it is cold or rainy and the classrooms do not have windows and doors. This is also extended to the young peoples who are in this classes they suffer more than the teachers because they don't have warm clothes to put on during the cold weather seasons.

Objective four was to determine how democratic sharing of subjects among teachers influence pupils academic excellent at Kenya certificate of primary education. It is evidenced from the findings that there is democratic sharing of subjects among teachers. The results indicated that a half of the respondents agreed that there is democracy in sharing of subjects. This shows that a number of teachers are motivated by the way they are sharing the subjects and this can have a positive effect towards the pupils performance. On the other hand, there are (12.7%) teachers who said that they disagree. This implies that they are de-motivated by the way subjects are shared in their schools

due to the effects of their dissatisfaction. Arising from sharing the subjects they may not perform to their best and this can directly affects the performance of pupils at Kenya certificate of primary education.

The fifth objective was to establish the extent to which the head teachers leadership styles influence pupils performance at the Kenya certificate of primary education. It is evidenced from the findings that there is relationship and performance. The results indicated that majority of the teachers (74.5%) strongly disagreed that administrative styles used by the head teachers enable the teachers to be involved in decision taking and does not give room to spying on teachers and favoritism. A number of respondents indicated that they are de-motivated by the head teachers favoritism among some teachers. When the head teacher shows favoritism among some teachers, a rift cuts across subdividing the loyalist and the rebellious making the school teaching staff to have two groups. When this situation becomes moiré pronounced, a conflict between the two groups may erupt which may require attention from the education office and it may take time to solve it. The pupils may end up suffering when these two groups of teachers are fighting each other and it can lead to poor performance at Kenya certificate of primary education.

Majority of the respondents (60.8%) also indicated that the head teachers are not considered in dealing with teachers in their schools. There was evidence from the findings that teachers would like their head teachers to use democratic style of leadership in their schools because currently majority of the head teachers are using

autocratic style of leadership. When democratic style of leadership is practiced in schools by the head teachers the teachers becomes highly motivated. This concurs with the findings of Maranga (1993) in the literature review. The teachers need to be motivated by being involved in decision taking, being treated with the same dignity by the head teacher and also the head teacher to be considerate when dealing with the staff members.

4.8.10 Summary of Findings

A significant number of respondents indicated that there is a strong relationship between teachers' institutional motivation and pupils performance at Kenya certificate of primary education. The respondents disagreed that the incentives given to them at their schools are highly motivating and this may be a factor of demotivation leading to poor performance. The teachers agreed that there is a large work load in their schools caused by the high number of pupils in the classrooms and teachers are being strained. The respondents stated that the teaching/learning facilities in their schools are not enough and the ones which are available are in dilapidated conditions and they need to be constantly improved.

The respondents further recommended that the head teachers leadership styles are not the best, it needs to be re-evaluated to accommodate the teachers in the decision taking for easy implementation of the decisions which are the implementation at school.

The respondents agreed that their schools have not been performing well at KCPE in the last 5 years – and they gave the factors which causes this poor performance in the whole division. The school management should try in all ways and means to see to it that they have provided institutional motivation to their teachers so that there can be an improvement in the pupils performance at KCPE.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the study and presents conclusion and recommendations. It also gives suggestions for further research.

5.2 Summary of the study

The purpose of this study was to determine the influence of teachers' institutional motivation on pupils performance at Kenya certificates of primary education in public primary schools in Ndoleli division Igembe North district. Five research questionnaires were formulated to guide the study. Research question one sought to establish to what extent does incentives influence pupils performance at KCPE in Ndoleli division. Research question two aimed at determining ways in which class size handled by teachers influence pupils performance at KCPE. Research question three sought to establish whether availability of teaching/learning facilities in public primary schools influence pupils performance at KCPE IN Ndoleli division. Research question four aims at finding out whether democratic sharing of subjects among teachers in public primary schools influence performance at KCPE. Research question five aimed at determining whether head teachers leadership styles influence pupils performance at Kenya certificate of primary education.

The study was conducted using descriptive survey research method. The study targeted all the 27 public primary schools in Ndoleli division.. A target population of 339 public primary school teachers excluding the head teachers. A sample size of 102 teachers was selected as the respondents of the study. Questionnaires were the data collection tool.

Findings revealed that teachers in public primary school in Ndoleli division lacked institutional motivation. This was shown by the fact that teachers are not given rewards in form of tokens at their schools when their pupils perform well at KCPE, some teachers claimed that subjects and classes are not democratically and fairly shared, the number of pupils in the classes is very high leading to a big work load, the teaching / learning materials are not enough and are in poor conditions and the head teachers leadership styles are not good.

5.3 Conclusions

Based on the findings, the study concluded that teachers in Ndoleli Division are not institutionally well motivated by the management. It was also concluded that pupils performance at Kenya certificate of primary education was influenced by the ability of the school management motivation which it gives to the teachers. It was evidenced by the fact that in the schools where teachers indicated they are slightly motivated the performance of pupils at KCPE for the last five years held high position in the Division compared with others.

5.4 Recommendations

Based on the findings, it was recommended that:

- a) The school management should provide the required incentives to the teachers in form of rewards, tokens, retreats, appraisal and meals at school because this has an influence on pupils performance at KCPE.
- b) Head teachers should support democratic sharing of subjects and classes among teachers by making sure all the teachers have equal work load in the school.
- c) The school management should find means and ways of employing PTA teachers to help in assisting in reducing the pupil-teacher ratio in the classes.
- d) The school management should motivate teachers by providing teaching leaning facilities which are both teachers and learners friendly in order to improve performance of pupils at KCPE.
- e) Head teachers should motivate teachers by creating positive attitude by allowing teachers to participate in decision making and listen to their views and put them into consideration and avoid favoritism when dealing with teachers.

5.5 Suggestion for Further Research

The study found out that teachers in Ndoleli division have not been institutionally motivated by school management to a great deal. Therefore there is a need for identifying factors hindering teachers institutional motivation practice at Ndoleli division , Igembe districts. It can be on the following areas:

- i.)** Why management does not provide incentives to teachers at their primary schools.
- ii.)** How teacher-pupil ratio influence pupil performance at public primary schools.
- iii.)** Find out the extent to which head teachers leadership styles influence pupils academic excellent at KCPE.

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APPENDIX I:

University Of Nairobi
Department Of Education
Administration and Planning
P.O. Box 30197
Nairobi

Dear respondents,

I am a post graduate student at faculty of Education, University of Nairobi. I am currently working on research project on influence of teachers institutional motivation on pupils performance at Kenya certificate of primary education in public schools in Ndoleli division Kenya.

Your input through corresponding to all the items in the questionnaire will be valuable in identifying those factors that leads to lack of institutional motivation among teachers in public primary schools in Ndoleli division.

Thanks you in advance

Yours sincerely

Benson Mwenda Ngiri.

Post graduate student.

APPENDIX II

This table two shows the number of pupils who have come to school due to free primary education and the number of teachers who are teaching them.

Table 1.2 List of Public Primary Schools in Ndoleli Division

	Schools	Number of Teacher			Deficit	Class eight pupils	Total No. of pupils
		Male	Female	Total			
1	Akume	13	4	17	5	113	921
2	Kalulu	7	1	8	6	45	423
3	Kathatene	9	3	12	3	77	631
4	Kamiruru	9	6	15	6	114	882
5	Ndoleli	11	1	12	3	61	578
6	K.K. Aaru	9	3	12	3	52	545
7	Kiani	6	4	10	4	78	534

8	A/Rujine	13	4	17	5	107	864
9	Kamuwe	7	5	12	1	63	516
10	Theera	13	9	22	8	147	1,243
11	Kiromwathi	9	4	13	9	98	772
12	Kanaathu	8	5	13	6	73	740
13	Nairuru	5	6	11	7	74	699
14	Kabukuro	13	0	13	2	81	720
15	Baibario	9	2	11	1	48	458
16	Miriki	8	2	10	6	76	586
17	Murere	8	0	8	0	23	302
18	Ajalu	8	6	14	7	92	866
19	Kawiri	10	9	19	8	113	1152

20	Karichu	10	5	15	1	41	495
21	Kathithine	8	0	8	5	27	428
22	Matirine	9	3	12	4	53	641
23	Luciuti	6	4	10	7	74	746
24	Kalankware	10	3	13	3	58	667
25	Thimbili	14	5	19	8	112	1,127
26	Malaene	6	1	7	2	17	279
	TOTAL	243	96	339	122	1,939	19,215

The number of pupils and deficit of teachers in Ndoleli Division 2013

Source: Ndoleli Division Education Office; Statistics Department.

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire seeks to gather information to be used in the study of teacher's institutional motivation on pupils performance at Kenya Certificate of Primary Education in Ndoleli division Igembe North district. You are kindly requested to fill in the questionnaire.

Your responses will be used for the purpose of the study only. To ensure the completeness confidentiality, please do not write your name or the name of your school anywhere in the questionnaire. Please indicate the correct options by ticking against your application option, fill in the blank for the questions requiring answers.

Part A: Background Information:

1. What is your gender?

MALE

FEMALE

2. What is your age in years?

20-30

31-40

41-50

Above 50

3. What is your professional qualification

P1

DIPLOMA

BED

MED

4. What is your highest academic qualification?

KCSE

EACE LEVEL

EACE/KACE- ALEVEL

BED

Others (Specify)

5. For how long have you served as strained teacher?

Less than 2 yeas

2-5 years

6-10 years

11-15 years

16-20 years

More than 20 years

6. What is the size of the school where you are currently teaching from the following sizes?

1 to 2 streams

3 to 4 streams

5 to 6 streams

7 streams and above

Part B:

DIRECTIONS:

Below are statements about characteristics of institutional motivation in your school.

For each item, indicate the extent to agreement, from strongly agree to strongly disagree by checking the appropriate category.

Kindly respond to all items.

Key :-S. A. –Strongly Agree, A – Agree, U D – Undecided

D – Disagree, S D – Strongly Disagree

		SA	A	UD	D	SD
1.	Most teachers are able to satisfy their basic needs					
2.	The head teacher is able to meet the social needs of the teachers through providing a harmonious environment within the organization.					
3.	The school has enough teaching and leaning facilities.					
4.	The school has a mechanism through which new teachers in the profession are warmly inducted into the system/organization.					

5.	Teachers gets the salary package which motivates them to be more committed to their jobs					
6.	The administrative styles used in the schools enable the head teacher to involve teachers in decision taking and does not give room to spying on teachers and favoritism.					
7.	The average size of the classes you teach are manageable					
8.	The head teacher Is considerate in his/her dealing with teachers in the school.					
9.	The incentives given in your school are highly motivating.					

10.	Teachers are comfortable with their work loads and are able to give each pupil individual attention.					
11.	The subjects and classes were shared among teachers democratically and fairly.					

12 .How do you rate the leadership styles of your immediate head teacher

- i. Democratic
- ii. Charismatic
- iii. Autocratic
- iv. Laissez-fare
- v. Idiographic
- vi. Nomothetic
- vii. Transaction

PART C:

Open –Ended Questions

Please answer the following questions on how you are personally feel about your school motivation in your teaching career.

1.) What personally gives you motivation in your school?

2.) What factors makes you de-motivated in your school?

3.) According to you, is there any relationship between teachers institutional motivation and the performance of pupils at K.C P.E

Yes

No

State the reasons for your answer:-

4.) How can you describe the performance of your school as compared to others in the division for the last 5 years?

Has held high position

Has performed fairly

Has held low position

5.) What do you think are the possible reasons for the trend in number four above?

(Give two probable reasons :)

Thank you for your cooperation

APPENDIX IV

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/14/013/1107** Date: **18th June, 2013**

Benson Mwenda Ngiri
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **14th June, 2013** for authority to carry out research on ***“Influence of teachers’ institutional motivation on pupils’ performance at Kenya Certificate of Primary Education in public schools Ndoileli Division Kenya,”*** I am pleased to inform you that you have been authorized to undertake research in **Igembe North District** for a period ending **31st December, 2013**.

You are advised to report to the **District Commissioner and the District Education Officer, Igembe North 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
Igembe North District.

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

APPENDIX V

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/1107

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution **Date of issue** **18th June, 2013**

Benson Mwenda Ngiri **Fee received** **KSH. 1000**

of (Address) University of Nairobi

P. O Box 92-0902, Kikuyu

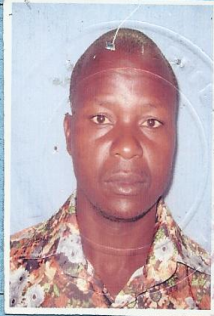
has been permitted to conduct research in

Igembe North	Location
Eastern	District
	Province

on the topic: Influence of teachers' institutional motivation on pupils' performance at Kenya Certificate of Primary Education in public schools Ndoileli Division Kenya.

Benson Mwenda Ngiri

Applicant's Signature



Mwenda Ngiri

For Secretary
National Council for
Science & Technology

for a period ending: 31st December, 2013.