

**INFLUENCE OF JOB FACTORS ON THE LEVEL OF MOTIVATION
OF PUBLIC PRIMARY SCHOOL HEAD TEACHERS IN NDOLELI
DIVISION MERU COUNTY**

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for the Award of the Degree of Master of Education in Educational
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DECLARATION

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



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This research project has been submitted for examination with our approval as university supervisors.



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LIST OF ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
DC	District Commissioner
DEO	District Education Office
EFA	Education for All
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KEPSHA	Kenya Primary School Heads Association
KNUT	Kenya National Union of Teachers
MOE	Ministry of Education
NARC	National Rainbow Coalition
NCES	National Centre for Education Statistics
NCST	National Council for Science and Technology
ROK	Republic of Kenya
SPSS	Statistical Package for Social Services
SMC	School Management Committee
TSC	Teachers Service Commission
PDE	Provincial Director of Education

ABSTRACT

This research project investigated the influence of job factors on the level of motivation of public primary school head teachers in Ndoleli Division Meru County. The purpose of the study was to assess the influence of job factors on the level of motivation of public primary school head teachers in Ndoleli division and the study objectives were; to examine the level to which job factors of remuneration, promotion, recognition, workload, work environment and job security influence the head teacher motivation in public primary schools.

Literature was reviewed on theories of motivation and job factors that affect employee's level of motivation. Theoretical framework was based on Herzberg's Motivation Hygiene Theory which postulates that there are certain factors in an organization that directly motivate employees to worker harder.

Study design was descriptive research method which is appropriate for behavioural concepts. All the 29 head teachers participated since leaving out any case from such a small population could have eliminated useful information. Data was collected using questionnaires and an interview schedule. The instrument used was questionnaire which was validated through a preliminary pilot study. The test-retest technique was used to determine reliability which gave a coefficient of 0.83 which showed that the instrument was reliable for data collection. Permit to carry out the research was sought from the National Council for Science and Technology and reported to the District Commissioner and District Education Officer Igembe North respectively. The researcher distributed and collected the questionnaires after completion and analysis was done using the statistical package for social sciences.

The research found out that most of the head teachers are not motivated by the remuneration that they get from the teachers service commission and the allowances that they are entitled to. They requested a review of the salary structure and improvement of the current salaries. The study also found out that most head teachers were not satisfied with the way promotion decisions were made and requested fairness in the promotion process. Majority of the head teachers were moderately motivated by the recognition accorded by the employer. The study also found out that most head teachers were overburdened by the work load that they had and this was attributed to understaffing of teachers in primary schools which led to head teachers assuming some of the duties that should be handled by teachers. The study revealed that the work environment influences the motivation of primary school head teachers with 48% moderately satisfied. Also they were slightly satisfied with the terms of service provided by the employer which ensured their job security. The teachers demanded increases in funds for free primary education in order to enable them procure enough learning resources for the schools.

Recommendations:

TSC to review responsibility allowance for head teachers to equal with the duties they carry of managing the school affairs, promotions be conducted fairly and on merit in order to motivate the teachers to enhance their performance of duties, define clear employment policies which will ensure job security for head teachers and work content must be clearly outlined if head teachers have to sign the contracts.

The Ministry of Education should hold seminars comprising of teachers, sponsors, parents and politicians to discuss the importance of recognition in enhancing performance through motivation. Also more funds should be allocated to schools in order for the learning institutions to be able to improve the work environment and provide facilities / resources for execution of duties. The government policy on employment should be reviewed to have more teachers employed in order to reduce the workload of head teachers and allow them to handle administrative work

The K.I.E. as the curriculum developers should incorporate the concept of motivational practices in the teacher education syllabus to equip the teachers with motivational skills and knowledge to enable them carry out their duties with ease.

The head teachers should embrace motivational practices and extend the same to those who are under them.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

According to Nelson and Quick (2009), motivation is the process of arousing and sustaining goal directed behaviour. Etymologically, the word motivation comes from the Latin word 'movere' which means the move. The move progresses from psychological behaviour to physical behaviour. Mental decisions activate the body into action which may be active or inactive.

Head teachers are leaders by virtue of their legal positions and therefore can exercise leadership in their places of work (Beare, Caldwell and Millikan, 1989). In exercising their leadership, their aim is to achieve objectives set to realize a certain goal. In this case the goals of education can only be achieved through set objectives. The effectiveness and efficiency of the head teacher in achieving the set objectives and goals can certainly be hindered by lack of motivation or boosted through motivation. According to Beare et al (1989), traits which are potential in a leader and consistently characterize more effective and efficient leaders are a sense of responsibility, concern for task completion, energy, persistence, risk taking, originality, self-confidence, and capacity to handle stress, capacity to influence, and capacity to coordinate the efforts of others in the achievement of purpose. Not unless head teachers become motivated to lead the school, the other improvements will not reach full potential. These improvements include reduced absenteeism by teachers,

pupils and parents, discipline in school, officially recorded delinquency and examination results.

The head teacher is the supervisor and harmonizer of the roles of many groups within the school community. He or she is in charge of the general school management which includes management of curriculum and instruction, finance and business, material and physical resources, students and staff personnel and school community relations (Onyango, 2007). In order to have the education wheel in motion, there is need to have a workforce that is aroused through motivation and sustained in the positive behaviour in order to achieve the set goals. The head teachers' morale in managing education issues in their capacity as chief executive officers therefore needs to be boosted to avoid the tragedy of having a population that is poorly educated.

Globally, education is perceived as a cornerstone of economic and social development and benchmark for providing the welfare of individuals equipping them with skills, knowledge and attitudes to enhance realization of development goals and needs of an individual and the society. According to the United Nations (UN) statutes, education is regarded as a basic human right hence the focus of all stakeholders (Orodho, 2002). From this perspective therefore, the head teachers who manage the greatest number of human resource world over, which include teachers, non-teaching staff, students, school management committee and parents need to be well motivated. An inspired and engaged workforce is a key in providing customers with exceptional products and services (Nelson and Quick, 2009). Therefore, there

is need to acknowledge head teachers' needs both in workplace and in their personal lives.

A report on job satisfaction among American teachers identified more administrative support and leadership, good student behaviour, a positive school atmosphere and teacher autonomy as working conditions associated with higher satisfaction (NCES, 1997). Schmidt (1976) found out in his research on job satisfaction of school principals in Chicago USA that both recognition and achievement were important determinants of their overall job satisfaction while salary, interpersonal relationships, school policy, administration and type of supervision were dissatisfying. Brown (1976) in his study on relationship between perceived needs of administrators which he categorized as security, social esteem, autonomy and self actualization in addition to other variables like job level and expected time in office found out that school administrators are motivated by high occupational status.

In the African Teachers' Managers Workshop held on September 24-28, 2007, it was noted that head teachers are working under very difficult circumstances such as high enrolment, understaffing, scarce resources, poor infrastructure, and other social economic circumstances. These challenges hamper the realization of the education for all (EFA) goals. Other challenges cited were inadequate physical and human resources, HIV and AIDS pandemic, lack of structured teacher development, inadequate supervision and promotional opportunities (MOE, 2007).

Head teachers have official duties to carry out in school such as managing and supervising the teaching force, the learners' discipline, teaching, organizing School Management Committee (SMC), parents and accounting for the finances. On the personal level, they may be advancing in academic level, raising children, caring for the elderly and the orphaned while others are volunteers in community development. The above challenges and duties are overwhelming and can only be overcome by a motivated head teacher. According to Cherrington (1989), praise and recognition are effective in motivating employees hence producing job satisfaction. This entails credit for work done which can be supported by verbal praise of excellent work and public recognition through rewards.

People may be within the system physically but be psychologically absent as a result of low status, meager remuneration, constant ridicule by politicians in public, overwork, deplorable working conditions and lack of future prospects. Such a situation may not improve the quality and quantity of performance. Okumbe (1992) ranked job security as a factor that contributes to job satisfaction among secondary school graduates. Nzuve (1999) argues that when workers are reasonably satisfied with job security they will respond to the concept of job enrichment. Okumbe (1998) suggests that teachers' motivation can be improved through changes in the nature of job. Head teachers should have maximum control over mechanisms of tasks they perform so as to experience a feeling of accomplishment as well as feedback of their performance. They should be motivated to perform their tasks and aspire to professionally grow through promotion and further training.

Head teachers carry the blame of the day whenever their schools perform poorly in national examinations hence affecting their motivation and job satisfaction. This can affect their health leading to psychological disorders, stress, high blood pressure, heart attack, and diabetes. In Ndoileli division performance in Kenya Certificate of Primary Education (KCPE) examinations has been the focus of all the stakeholders. Head teachers who are managers in their respective schools work 24/7 in order to improve their schools' mean score which is the focus of their superior supervisors. Poor performance and other challenges mentioned earlier have affected morale and performance of head teachers in the division.

Robert Nyasato, in Murithi (2007), reported that in Nyamira twenty head teachers had quit the responsibility duty and preferred to go back to the classroom instead of balancing books of accounts and attending the vigorous process of auditing. They blamed the programme as being too involving particularly in dealing with funds that little or no time is left to supervise the curriculum. Head teachers' movement to and from the education offices to check of disbursement are endless. Education officers had also concluded that teachers are reluctant to head schools

Literature suggests that there is low level of motivation among employees in the education sector. There is high state of job dissatisfaction among secondary school teachers in Kenyan secondary schools (Olando, 2003; Okemwa, 2003). De-motivation and demoralization lead to low motivation. Poor performance by teachers is seen in their general laxity, lack of

commitment, high staff turnover, lateness, absenteeism and unwillingness to go extra mile to assist students. Religious Education teachers were not satisfied with the method of promotion based on academic and professional qualification and stagnation in one grade more than three years (Wasonga, 2004).

Matheka (2005) found out that majority of teachers felt that the salary paid to them de-motivated them although it enabled them to meet basic needs. Poor payments led to less commitment in their jobs. Matheka recommended that all head teachers be trained in order to acquire management skills necessary for the proper management of schools. Teachers' salaries should be increased to match those of other workers in other professions who have qualifications similar to those of teachers. Murigu (2007) noted that employees in Provincial Director of Education's (PDE) office in Nairobi are not adequately motivated.

Njue (2007) and Muchiri (2004) noted that twenty head teachers in Nyamira district had quit the responsibility and preferred to go back to classroom instead of balancing books of accounts and attending the vigorous process of auditing. Head teachers blamed the program as being too involving particularly in dealing with funds that little or no time is left to supervise the curriculum. Head teachers' movement to and from the education offices to check on disbursement are endless. Education officers had also concluded that teachers are reluctant to head schools.

It is from this background that the researcher wants to assess the influence of job factors on the level of motivation of public primary school head teachers in Ndoleli division, Meru County, Kenya.

1.2 Statement of the problem

According to statistical data collected from the AEO's office in Ndoleli division (2011), seven head teachers have stepped down since 2007. This figure translates to two head teachers per year. Seven head teachers out of the twenty nine head teachers as a percentage of the total is 24%. D. Meeme (Personal communication, July 29, 2011) noted that a number of head teachers in public primary schools in Ndoleli division have opted to step down due to the pressure from their supervisors, sponsors and parents due to poor performance in national examinations, blames on mismanagement of FPE funds and poor management of students and staff personnel. Others have suffered diploma disease (move towards achieving higher levels of education) to avoid suffering inferiority complex for managing workforce with higher academic qualifications. Another option that they have taken is transferring to other schools voluntarily or by their supervisors to save them from embarrassment. This trend usually happens at the beginning of the year, a time which is very crucial for laying down strategies for the whole year.

Okumbe (1992) noted that there is scarcity of studies done on motivation especially in Kenya. The gap still exists owing to few studies done on motivation of head teachers in public primary schools. The researcher wants to bridge the gap by assessing the influence of job factors on the level of

motivation of public primary school head teachers in Ndoleli division, Meru County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of job factors on the level of motivation of public primary school head teachers in Ndoleli division, Meru County.

1.4 Objectives of the study

The study focused on the following specific objectives:

- i. To examine the level to which remuneration influence the head teacher motivation in public primary schools.
- ii. To examine the level to which promotion influence the head teacher motivation in public primary schools.
- iii. To establish the level to which recognition by stakeholders influence head teacher motivation in public primary schools.
- iv. To determine the level to which workload influences head teacher motivation in public primary schools.
- v. To assess the level to which work environment influence the head teacher motivation in public primary schools.
- vi. To assess the influence of job security on head teacher's level of motivation in public primary schools.

1.5 Research questions

The following questions were used to give direction to the researcher:

- i. How does remuneration influence head teacher level of motivation in public primary schools?
- ii. How does promotion influence head teacher level of motivation in public primary schools?
- iii. To what level does recognition by stakeholders influence the head teacher level of motivation in public primary schools?
- iv. To what level does workload influence head teacher level of motivation in public primary schools?
- v. Does work environment influence the head teacher level of motivation in public primary schools?
- vi. What is the influence of job security on head teacher level of motivation in public primary schools?

1.6 Significance of the study

The Teachers Service Commission (TSC) and the Ministry of Education (MOE) may use the findings to address the motivational needs of head teachers so that they can provide high quality services to the education sector. It can also enable the MOE and TSC administrators to recognize the unique challenges that head teachers in Ndoleli division face so as to put strategies in place to solve them. It can act as a basis for further research in the area of management. It can add to the growth of knowledge on motivational needs of workers and managers.

1.7 Limitations of the study

The design of the study being descriptive research poses limitations to the study since the researcher could not manipulate independent variables which were already in place such as remuneration, work-load, work-environment, academic and professional qualification of the respondents. The conclusion were made on a sample of head teachers in public primary schools in hardship area hence may not be generalized to all head teachers in public and private schools in urban and rural areas. Due to few studies done on level of motivation of public primary school head teachers the researcher used related literature adequately.

1.8 Delimitations of the study

The study was conducted in Ndoleli division of Igembe North district. The subjects of this study were head teachers in public primary schools. The study excluded private schools since they operate in a different environment and job factors that influence motivation level of head teachers may possibly not be similar. The target population for the study was public primary school head teachers and one AEO. The study was carried in a division characterized as hardship area.

1.9 Assumptions of the study

The study was based on the following three assumptions:

- i. The basic assumption of the study was that the respondents will give accurate, truthful and honest responses to the items in the questionnaire.

- ii. The study assumed that the AEO would cooperate during the interview and give accurate and in-depth information useful to this study.

1.10 Definition of significant terms

In this study the operational terms are defined as follows:

Effects refer to something that is produced by an agency or cause or what results from an action.

Head Teacher refers to the manager charged with the duties and responsibility of implementing and supervision of government policies and those of the MOE and TSC within the school.

Influence refers to the power and effect that a job factor has on the head teacher behaviour that affects his or her level of motivation.

Job factors refer to selected job factors in an organization (school) that directly motivate employees (head teacher) to work harder.

Manager refers to one who exercises authority and leadership over the resources under him or her.

Management refers to working with and through individuals and groups to accomplish organizational goals and objectives.

Motivation refers to forces and influences that arouse, energize, direct and sustain head teacher behaviour.

Motivational level refers to the degree to which the head teacher is aroused to act in order to achieve a certain goal.

Motivational needs refer to elements lacking in order to arouse, direct or sustain behaviour.

Promotion refers to professional advancement in position or title accorded to the teacher in regard to achievement.

Recognition refers to how the teacher is perceived and acknowledged for his or her work or actions.

Work environment refers to the characteristics and qualities of relations and work settings in the workplace.

1.11 Organization of the study

The study is organized into five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of the study, research questions, significance of the study, limitations and delimitations of the study, assumption of the study, and the organization of the study. Chapter two tackles literature review on theories of motivation, job factors that influence motivational level and job satisfaction levels of head teachers in public primary schools and conceptual framework. Chapter three deals with research methodology which includes research design, target population, sample and sampling techniques, research instruments, data collection procedures and data analysis techniques. Chapter four covers the data analysis, presentation and interpretation of the analysis. It has the following sub-headings: introduction, questionnaire return rate, demographic information, data analysis on the

influence of remuneration, promotion, recognition, workload, work environment and job security and the summary. Chapter five gives the summary of the entire study, research findings and conclusion of the study. It also comprises of the recommendations given by the researcher and suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the literature review on theories of motivation and job factors that influence employee's level of motivation. The following serve as the sub headings: The concept of motivation, Job factors of promotion, remuneration, work environment, job security, workload and recognition, Personal attributes that are likely to affect motivational patterns of head teachers, Summary of the literature review, Theoretical framework and conceptual framework.

2.2 The concept of motivation

Motivation is different from satisfaction in that it is the process of stimulating an individual or a group to take desired action whereas satisfaction implies contentment arising from the satisfaction of a need (Wambui, 2005). According to Saleemi (1997) motivation is the drive towards an outcome whereas satisfaction refers to the outcome experienced by the person. Effective motivation creates job satisfaction, which result in cordial relations between employer - employee and employee – employee. Without motivation the workers may not put their best efforts and may seek satisfaction of their needs outside the organisation.

2.2.1 Needs hierarchy theory

Needs hierarchy theory was developed by Abraham Maslow (1943). It is concerned with human motivation based on the assumptions that needs that are not satisfied influence behaviour. Maslow's need hierarchy model is one of the widely discussed and influential perspectives of human motivation (Hoy and Miskel, 2008). Maslow (1943) came up with five basic categories which he arranged in hierarchical levels as identified in figure 2.1.

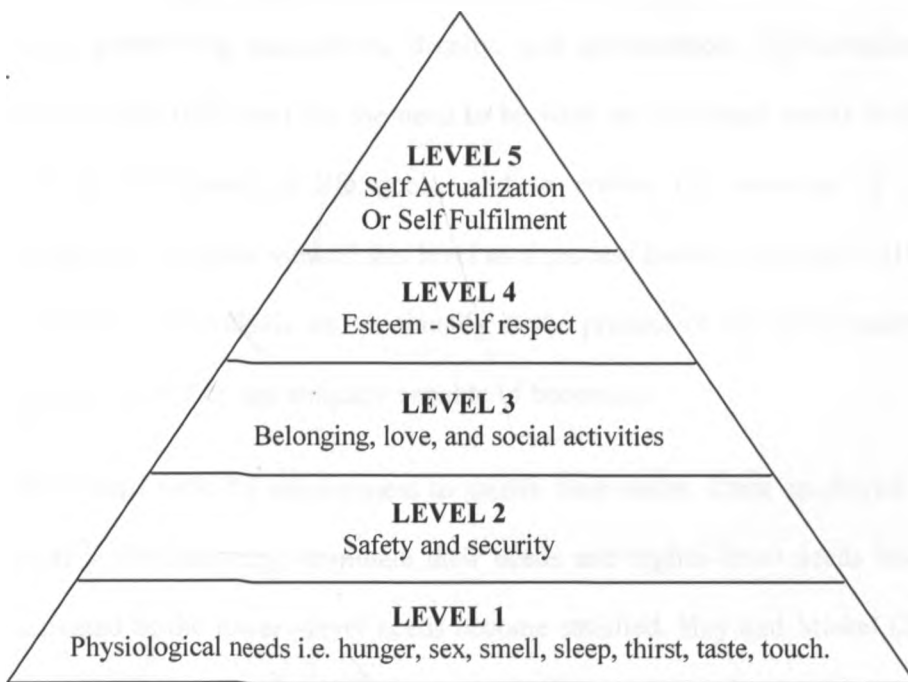


Figure 2.1: Maslow's need hierarchy theory. Source: Miskel and Hoy (2008 p.137)

At the first level of the hierarchy are physiological needs which consist of food, shelter, sleep, sex, water and others which serve the fundamental biological functions of human beings. In other words these needs are referred to as survival needs. Safety and security needs, the second level, derive from the desire for a peaceful, smoothly running, and stable society. The major concern here is the future of the individual. Belonging, love and social needs

appear on the third level. This according to Hoy and Miskel (2008) are extremely important in modern society. The major concern in this level is satisfactory associations with others, belonging to groups, giving and receiving friendship and affection. Networking has become a core value in today's life.

Esteem needs at the fourth level consists the need for self-respect which include achievement, competence, and confidence, deserved respect of others, status comprising recognition, dignity, and appreciation. Self-actualization needs at the fifth level are the need to be what an individual wants to be, to achieve fulfillment of life goals, and to realize the potential of one's personality. Maslow viewed this level as a process hence Cherrington (1991), asserts that individuals are continually in the process of becoming more and more of what they are uniquely capable of becoming.

Individuals seek for employment to satisfy their needs. Once employed, first level in the hierarchy, dominate their needs and higher-level needs become activated as the lower-level needs become satisfied. Hoy and Miskel (2008) observes that in educational organizations, physiological needs seem reasonably well met for educators. The second hierarchical level of safety and security can become motivating factors for employees since every individual has the desire for protection against danger and threat, freedom from fear, anxiety and chaos, and need for structure, order, law, limits and stability. Administrative actions such as discipline, promotion and demotion, transfers can affect every individual from students to the head teachers, custodian to

superintendent. A head teacher may decide to step-down to classroom teaching in attempt to seek safety and security. The need to belong has propelled public primary school head teachers to form their association by the name Kenya Primary School Heads Association (KEPSHA).

The need for esteem and status, the fourth in the hierarchy, has moved some head teachers to seek to be elected as teachers' representatives in the Kenya National Union of Teachers (KNUT). Their aim is to seek autonomy, respect from and for others. Finally the need for self-actualization motivates the head teacher to be the best people they are capable of being. Maslow postulates that organizations such as schools should provide the highest level of need satisfaction that is possible to improve productivity and performance. Sergiovanni (1966) in Hoy and Miskel (2008) found that the largest deficiencies for professional educators were satisfying esteem and self-actualization needs, administrators compared to teachers had fewer esteem need deficiencies and more self-actualization needs deficiencies. Grace B. Chisolm and her colleagues (1980) in their study revealed that administrators exhibit fewer need deficiencies than teachers on security, social, esteem, autonomy and self-actualization.

2.3 Job factors

According UNESCO (1993), motivational factors are important in recruiting, retaining and retention of teachers, in inducing teachers to perform a reliable job in accordance with the requirements and aims of education, in stimulating teachers to professional creativity and job effectiveness, and in boosting self

determination and self-actualization. A study by Kibe (2002) found out that poorly motivated individuals in a school are likely to function below their level of effective performance and could also influence other more positively stimulated members and de-motivate them.

2.3.1 Promotion in relation to level of motivation

According to Nzube (2010) promotion is a change of assignment from a job at a lower level to another at a higher level within the organization. It is the process of advancing an employee's position with more duties and responsibilities, as well as increased pay and higher status. Njue (2003) ranked promotion as number three in importance in promoting job satisfaction. Muchiri (2005) ranked promotion as the highest cause of dissatisfaction among public primary school head teachers. Nzube (2010) quips that one of the key ingredients to an organization's strength and growth is having the right people in the right places at the right time.

2.3.2 Remuneration in relation to level of motivation

People seek employment for various reasons: some for economic reasons, social status, identity or self esteem. Economic reason is the most important motivating factor since it provides with better livelihood, food, shelter, clothing and other basic necessities. Remuneration features salaries and wages, medical scheme, insurance, pension scheme, allowances, overtime, and other fringe benefits. Murigu (2007) in her study on motivational needs of employees in provincial director of education's office in Nairobi noted that the employees were not adequately motivated. Remuneration of employees was

not well catered for as it was discovered that there was a very big gap between the highest paid employees and the lowest paid employees which created discomfort amongst the employees.

2.3.3 Work environment in relation to level of motivation

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Even a nice chair can make a world of difference to an individual's psyche. Each employee should have his or her own personal space whether it is a desk, a locker or a room. A favorable working environment can propel employees to be more productive, creative and committed to their employer's needs. Satisfaction is largely determined by the comfort offered by the environment and the situation. A study done by Matheka (2005) revealed that most teachers teach in schools which lack teaching and learning materials and this lowers the morale of teachers. Understaffing has been a major issue in the Kenyan education sector. This is a challenge to administrators and can tend to de-motivate them especially due to poor performance in examinations and difficulties in planning. Martin and Stephen (1999) quips that when teaching 'fails', often because of a series of circumstances under which the teacher cannot succeed, failure is immediately personalized, making the teacher responsible for all the circumstances. Shiundu (1984) hints that teachers should be offered better terms of service especially remuneration and better working conditions and removing any element that could harm the status and morale of teachers.

2.3.4 Job security in relation to level of motivation

In Kenya teachers have been employed on permanent and pensionable terms. This kind of job security is no longer guaranteed due to the recent suggestion by the government to start employing teachers on performance based contracts. However this has not been implemented due to lack of clear policy and a tussle between the employer and the employees' representative. Although the employment act states clearly on teachers' job terms, that does not assure teachers security in their jobs since the government has the power to change anything without consulting the stakeholders. This puts teachers' job security at risk. In accordance with the Education Act Cap 211, the head teacher must prepare books of accounts for auditing once every year. Failure to comply with financial management guidelines and instructions constitutes a breach of duty and those responsible shall be liable for disciplinary action under the provision of TSC Act Cap 212 and Code of Regulations for Teachers. This puts the job of the head teacher at risk. Okumbe (1992) ranked job security as a factor that contributes to job satisfaction among secondary school graduates. Nzuve (1999) argues that when workers are reasonably satisfied with job security they will respond to the concept of job enrichment. Okumbe (1998) suggests that teachers' motivation can be improved through changes in the nature of job. A study by Karuga (1980) indicated that Kenyan educators in the sample group identified job security, no alternatives jobs, chance to continue learning, and communication with teachers, parents and pupils as some of the most satisfying job factors.

2.3.5 Workload in relation to level of motivation

The head teacher has the duty to induct newly employed teachers, keep records, recruit teachers, determine who attends which seminar, establish and administer performing standards, establish remedial measures, report to the TSC, discipline teachers, parents and pupils, ensure safety and welfare of teachers and students. Overall he or she is supposed to decide the objectives of the school as well as how these objectives would be met (Matheta, 2006). According to the handbook on Financial Management Instructions for Education Institutions (2003) it is clearly stated that the primary responsibility for management of primary school resources rests with the head teacher. The head teachers also have work to be done outside the teaching hours like preparing for examinations, reading papers, and marking assignment which interfere with his or her privacy and leisure time. Despite all these self sacrifice they receive no appreciation. Overloading of the workers lead to stress and de-motivation to the individual concerned. A report presented by Miklos (1975) in a commonwealth seminar indicated that principals appear to avoid intense involvement in the instructional programme, leaving this area to teachers.

2.3.6 Recognition in relation to level of motivation

Services rendered to the organization by employees need be appreciated. This will make the employee to feel wanted and it will increase his or her interest in the job. Individuals at all levels of the organization want to be recognized for their achievements since they are the key to the success of the organization.

Recognition can be formal or informal, written or verbal, monetary or without spending a dime. Any piece of good work when left unrecognized will lead to reduced level of motivation which will affect productivity. Recognition is the most powerful workplace motivator (Robbins, Judge, Millett, and Waters-Marsh, 2008).

2.4 Personal factors those are likely to influence motivational patterns

There are personal attributes that are likely to influence the motivational patterns of head teachers in relation to job factors in public schools in Ndoleli division. These are discussed as extraneous variables since they can influence the outcome of the process. These include gender, age, academic and professional rank of head teachers.

2.4.1 Gender

According to Okumbe (1992) there is no significant relationship between levels of job satisfaction and motivational needs among the graduate teachers and their gender. Okumbe however, established that though the relationship was insignificant, that male graduate teachers exhibited slightly higher levels of job satisfaction than the female teachers in all job factors except promotion and security. Study by Kimenyi (1983) showed no difference in attitudes towards teaching between female and male teachers. However, there was a significant difference in job satisfaction between male and female hence concluded that females were disadvantaged in terms of educational level and pay grade compared to males. Men can withdraw from any sort of employment due to poor or inadequate financial reward while women consider

family related factors. This study would explore motivational level of head teachers in public primary schools in relation to gender

2.4.2 Age

A study by Karugu (1980) established that there was no significant difference between motivational patterns of primary teachers and head teachers of different ages. The study however, revealed that those teachers who were 35 years and younger selected motivational terms such as organisation policies, supervision and salaries more frequently than those who were older. A study by Okumbe (1992) revealed that the levels of job satisfaction among graduate teachers increased with age and teaching experience. According to Rhodes (1983) job satisfaction increases with age, with the least satisfaction levels being reported by the youngest workers. Luthans (1992) also notes that young workers seem to be less satisfied with their jobs than their old counter parts. He continues to say that workers come with expectations that cannot be fulfilled as jobs prove insufficiently challenging.

Davis (1981) also notes that as workers grow older, they tend to be slightly more satisfied with their jobs because of lower expectations and better adjustment to their work situation. He says that young workers tend to be less satisfied because of higher expectations and less adjustment to the work environment

Age	Index
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Under - 30	3.41
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31 - 40	3.42
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41 - 55	3.57
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Over - 55	3.63
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Davis studied nearly 4000 managers and showed a steadily rising jobs satisfaction index with advancing age as above. The difference in index reveals that the four generations have different values and attitudes towards the job.

Flippo (1984) explains that even as job satisfaction increases with age, managers have a notion in their mind that older employees are considered inflexible, resistant to change, less creative and unable to deal with critical situation. This is a false impression since older employees are more satisfied with their jobs, and are more committed to the organization and possess more internal motivation than younger workers' negative beliefs (Nelson and Quick, 2009). According to Flippo, the old employees are equal to the younger in terms of quantity and quality of output.

2.4.3 Professional qualifications

A professional qualification as a variable was proved to have no influence on attitudes of teachers towards teaching (Kimenyi, 1983). Okumbe (1992) found that the professional qualification variable showed some significant influence

on graduate teachers' job satisfaction. The levels of job satisfaction among graduate teachers increased with their professional grade. Abwao (1981) showed that difference in educational levels had no significant influence on motivational patterns of non-managerial hotel workers in Nairobi. Matheta (2006) revealed that the level of dissatisfaction of head teachers increased with the level of education.

2.4 Summary of literature review

From the information gathered, it is evident that the studies that have been done mostly concentrate on motivation needs and job satisfaction of teachers both in primary and secondary schools. The same has also been done on secondary school principals. Murigu (2007) studied motivational needs of employees in Provincial Director of Education's office in Nairobi province, Muchiri (2005) studied the level of job satisfaction among public primary school head teachers in Central division of Kitui district, Wambui (2005) studied the factors contributing to job satisfaction among teachers of applied and technical subjects in Nairobi secondary schools, Matheta (2005) carried out a study on the factors contributing to lack of motivation and job satisfaction among teachers in public secondary schools in Machakos district. Literature has also revealed that there is low level of motivation and low state of job satisfaction. Few researches have been done on job factors that affect the level of motivation of head teachers in public primary schools. The research therefore bridges the gap by assessing the influence of the job factors

discussed in the literature review on the level of motivation of head teachers in public primary schools in Ndoleli division, Meru County.

2.5 Theoretical framework

According to Best and Kahn (2008) a theory establishes a cause-and-effect relationship between variables with the purpose of explaining and predicting phenomena. The analyses, interpretation and discussions of this study will be based on motivation-hygiene theory. This theory was developed by Herzberg (1968) hence it is referred to as Herzberg's Motivation Hygiene Theory. This theory postulates that there are certain factors in an organization that directly motivate employees to work harder. These factors which lead to positive job attitudes are motivators because of their potential to satisfy the individual's need for self-actualization. On the other hand there are factors that are important to be present in an organization and their absence will de-motivate the employees though they do not motivate employees to work harder. These factors are hygiene factors which are related to physiological, safety and social needs. The theory derives its name two factor theory from this perspective.

Herzberg, Mausner, and Snyderman (1959) found that positive events were dominated by references to achievement, recognition (for achievement) the work itself (challenging), responsibility, and advancement (promotion). Negative events were dominated by references to interpersonal relations with superiors and peers, technical supervision, company policy and administration, working conditions, salary, and personal life. Their conclusion was that presence of certain factors in the job act to increase an individual's

job satisfaction, but absence of the same factors does not necessarily produce job dissatisfaction (Hoy and Miskel, 2008). Herzberg argued that when people feel dissatisfied with their jobs they get concerned about the factors within the environment in which they work. These factors include policies and administration, money, status, security, supervision, working conditions and internal relations. The factors are the most important since they support or direct workers towards attainment of the organizational goal or goals. When people feel good about their work, this will be felt in the performance of work itself.

Interpersonal relations, supervision, policy and administration working conditions, personal life, job security and salary are hygiene factors which lead to dissatisfaction. On the other hand, achievement, recognition, work itself, responsibility and advancement are motivators which lead to satisfaction (Hoy and Miskel, 2008).

In the aim of achieving maximum production in any given organisation, enough effort must be exerted on motivating the employees. Motivational factors are vital in recruiting, retaining, inducing and stimulating employees to perform a reliable job in accordance with the needs and objectives of the organisation. With the school setting, the head of the institution need to be motivated to stimulate his or her professional competency, self determination and self-actualization. This can be done by ensuring that the job factors responsive of motivating the administration are put in place. The researcher has discussed six job factors which are deemed important in motivating head

teachers in carrying out their duties. These job factors include promotion, remuneration, work environment, job security, workload and recognition. The above job factors require the effort of the MOE, TSC, sponsor, parents, staff members and students each to play a role in improving motivation level of the head teachers.

When the independent variables mentioned above are catered for, there will be increased productivity, confidence, high morale, job satisfaction, high self-esteem, reduced turnover, reformation and achievement of goals by the head teachers within the set up. There is need to combine the job factors as no one factor can act as a motivator alone.

2.6 Conceptual framework

The conceptual framework has three boxes. The first box shows six selected job factors (independent variables) that influence the level of motivation of public primary school head teachers. These comprise promotion, remuneration, work environment, job security, workload and recognition. The second box shows personal attributes which act as moderating variables while the third box shows the dependent variable which is the level of motivation.

Figure 2.2 shows six job factors as inputs which affect the level of motivation (output) through personal attributes.

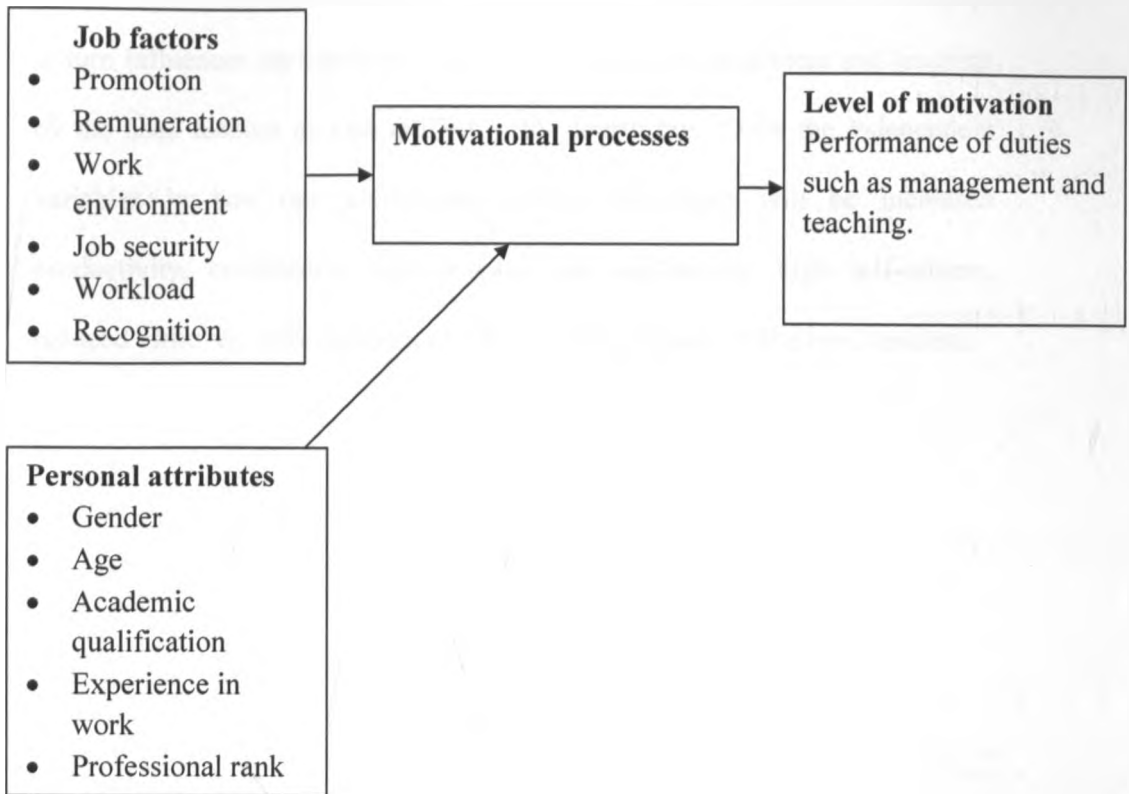


Figure 2.2: Conceptual framework

The first box in figure 2.2 illustrates the job factors that influence employees' motivation level as derived from the theories of motivation. These job factors include promotion, remuneration, working conditions, job security, workload, work content, supervision, and recognition. When an employee is moved from a lower rank to a higher rank he or she feels recognized which ideally lifts one's self image and self esteem and hence increased motivation. The second box below the first one shows personal attributes which act as moderator variables since they may influence the outcome of the measuring process. The middle box shows the epicenter of motivation processes. Both the job factors

and personal attributes factors may influence the process of motivation which in turn influences performance in areas that include management and teaching by the head teacher as exemplified in the fourth box. Once the independent variables in box one above are catered for, there will be increased productivity, confidence, high morale, job satisfaction, high self-esteem, reduced turnover, reformation and achievement of goals by the head teachers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers research methodology. The chapter outlines the following areas: research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, and data analysis techniques.

3.2 Research design

In this study, the researcher used descriptive research method. According to Best and Kahn (2008), descriptive research deals with the relationships between variables, the testing of hypothesis, and the development of generalization, principles of theories that have universal validity. In this research design the researcher does not manipulate the variable, decide who receives the treatment or arrange for events to happen. Since motivation is a behavioural concept, this research design is most appropriate. It answers questions concerning the current level of motivation of the head teachers in the study.

3.3 The Target population

A target population is that which a researcher wants to generalize the results of the study. The target population in this study was 29 head teachers in public primary schools in Ndoileli division of Igembe North district and AEO.

3.4 Sample size and sampling procedures

O. M. Mugenda and Mugenda (1999) define a sample as a smaller group obtained from the accessible population. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they select. A number of scholars have suggested various ways of arriving at a representative sample size. It is however generally agreed that the larger the sample size, the smaller the sampling error. All the 29 head teachers were sampled since leaving out any case from such a small population could eliminate useful data (Mulusa, 1990). The researcher used census sampling in determining the sample size.

Table 3.1

Sampling frame

Respondents	Population	Sample
Head teachers	29	29
AEO	1	1
TOTAL	29	30

3.5 Research instruments

For the purpose of this study, data was collected using questionnaires and an interview schedule. The questionnaire was most appropriate in this study

because it obtains factual information about the level of motivation of the head teachers. It also makes possible an economy of time and expense and provides a high proportion of usable responses. The questionnaire was divided into three sections of which each was to sort for specific information concerning the head teacher. Part 1 consisted of closed-ended questions to collect background information about the respondent. Part II consisted of closed-ended questions to elicit information on head teachers' motivation level. Part III had open-ended questions to give the respondents freedom to respond in his/her own words on job factors that influence their level of motivation.

3.6.1 Instrument validity

O. M. Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences which are based on the research results. To test the validity of the instruments, a preliminary pilot study done on a small size of 10 head teachers. Mulusa (1990) recommend that about 10 cases which represent the target population can be used in a pre-test. The pilot study was conducted in four schools in Ndoileli division of Igembe North district. The aim of piloting was to assist in determining the accuracy and clarity of the instrument and the estimated time required to completing and returning of the questionnaires. Content validity was ascertained through the results of the pilot study.

3.6.2 Instrument reliability

Reliability according to Best and Khan (2001) is the level of internal consistency or stability over time of measuring research instruments. This was

done by administering the instrument to the total respondents in the pilot study. After making their responses the researcher scored the test on the basis of the assigned scores. After one week the same instruments were administered to the same respondents in the pilot study keeping all initial conditions constant and scored. This technique is referred to as test-retest technique which is used to assess reliability of a test. Then the researcher correlated the results using Pearson's moment product correlation coefficient and obtained a coefficient of reliability of 0.83. In a research study a reliability coefficient is computed to indicate how reliable data are. A coefficient of 0.80 or more implies that there is a high degree of reliability of the data and hence can yield comparable results when administered a number of times (Mugenda and Mugenda, 2003).

3.7 Data collection procedures

The method of data collection was questionnaires and interview schedule. A research permit was sought from the National Council for Science and Technology. Permission to conduct the research in the district was sought from the District Commissioner (DC) and District Education Officer of Igembe North district. The researcher sought a list of public primary schools within the District from the DEO Igembe North district which the researcher used for sampling the participating head teachers. The researcher then administered the questionnaires for completion by the head teachers after briefing them. The researcher then collected the completed questionnaires for

data analysis. The researcher sought appointment and interviewed the AEO of Ndoleli division.

3.8 Data analysis techniques

Kerlinger (1992) defines data analysis techniques as statistical methods used to analyze data so that it can be interpreted. Research analysis breaks down data into consistent parts to obtain answers to research questions. The study was treated to both descriptive and inferential statistics. Analysis was done using the statistical package for social sciences (SPSS) program. Descriptive statistics such as frequencies, means and percentages were used. The researcher presented the data in the form of tables, bar graphs and pie charts.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with the analysis, presentation and interpretation of raw data that was collected from the sampled head teachers. The raw data was first sorted out and classified for easy analyses. The chapter relies on descriptive data analysis where frequency tables have been used. The use of descriptive statistics was adopted in order to simplify and summarize data in easy and understandable way. The chapter starts with introduction, response rate, demographic information, influence of remuneration, promotion, recognition, workload, work environment and job security on the level of motivation of public primary school head teachers, overall level of motivation of head teachers, recommendations by the head teachers and ends with a summary.

4.2 Response rate

A total of 29 questionnaires were administered to the head teachers but only 27 questionnaires were returned to the researcher, this accounted for 93 percentage of the response rate which is appropriate since it is over 50 percent the required return rate for a viable research and is shown in table 4.1.

Table 4.1

Response rate

	No. of questionnaires	Percentage (%)
Response	27	93
Non-response	2	7
Total	29	100

4.3 Demographic data

Data on head teachers' demographic information comprise of five personal factors that are likely to influence motivational patterns of head teachers. They are discussed as follows: gender, age, academic qualification, experience and professional achievement.

4.3.1 Head teachers by gender

We have gender stereotypes where some professions or responsibilities are classified as masculine or feminine. Up to the late 1980s, the common belief regarding gender and leadership effectiveness was that men made the better leader due to a stronger task focus, lower emotionality and being directive (Robbins et al, 2008). In order to get a balanced view of responses to assist the researcher to compare responses, the head teachers were asked to state their gender whether male or female since different gender may have different perceptions and attitudes on various job factors which may affect head teachers level of motivation. Their responses are as given in Table 4.2.

Table 4.2

Head teachers by gender

	Frequency	Percentage %
Male	23	85
Female	4	15
Total	30	100

Table 4.2 shows that most of the head teachers are male taking 85 percent whereas female head teachers take 15 percent. This means that there is gender disparity in the administration of primary schools in the division. There is no significance relationship between levels of motivation among head teachers and their gender. Robbins et al (2008) and Macharia (2002) write that there are no consistent male-female differences in motivation.

4.3.2 Head teacher's age distribution

The head teachers were asked to indicate their age bracket with the aim of finding out whether there was relationship between age and head teachers level of motivation. Table 4.3 indicates the distribution of head teachers in Ndoleli division as per the stipulated age groups.

Table 4.3

Distribution of head teachers as per age groups

Age-groups (years)	No of respondents	Percentage
20-29	0	0
30-39	7	26
40-49	17	63
50 and above	3	11
Total	27	100

Table 4.3 indicates that majority of the head teachers are those aged between 40-49 years as represented by 63 percent. None of the head teachers was below 29 years and this can be explained by the experience that is required by the employer for one to be promoted to be a head teacher. Those between 30-39 years accounted for 26 percent while those above fifty years accounted for 11 percent. Age is crucial in terms of individual behavior and perceptions. Motivation is usually governed by individual perceptions and values. This is in agreement with Nelson and Quick (2009) who argued that older employees are more satisfied with their jobs, and are more committed to the organization and possess more internal motivation than younger workers.

4.3.3 Head teacher's academic qualification

The extent to which an individual is educated and trained determines his/her degree of job satisfaction and the extent one is able to handle supervisory and managerial roles and tasks. The head teachers were asked to indicate their highest academic qualification to assess its effects on head teacher level of motivation and their responses are as indicated in Figure 4.1.

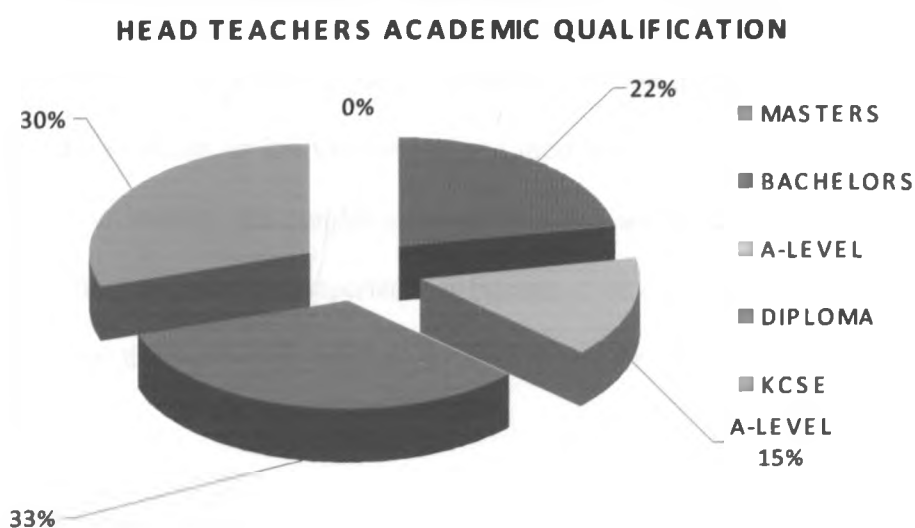


Figure 4.1: Head teachers' academic qualification

Figure 4.1 indicates that most of the head teachers are those who hold diploma from the teachers training institutions as exemplified by 33 percent (9). Another 22 percent (6) of the head teachers are university graduates with their first bachelor's degree, 30 percent (8) of the head teachers are those with the o-level qualification while 15 percent (4) accounted for those with A- level education. None of the primary school head teachers has master's degree and this can be explained by the promotion policy of the teachers' service

commission where those with master's degrees are posted to secondary schools. The level to which one is educated and trained determines his or her remuneration, recognition and chances of promotion. Njue (2003) and Macharia (2002) agree that professional qualification determines the level of satisfaction and motivation, the higher the academic qualification the higher the level of motivation.

4.3.4 Number of years served as head teacher

Number of years served as head teacher depicts the accumulated experience and thus influences job satisfaction and motivation. The head teachers were asked to indicate the number of years one had served as a head teacher to determine their level of experience in relation to level of motivation .Table 4.4 indicates the number of years served as head teacher

Table 4.4

Years of experience as head teacher

Class	Frequency	Percentage
1-3 years	6	22
3-5 years	4	15
5-7 years	4	15
7-10 years	5	18
10 + years	8	30
Total	27	100

Table 4.4 indicate that 22 percent of the respondents are those who have 1-3 years experience while 30 percent of the respondents had more than 10 years experience. Those with 3-5 years experience as head teachers accounted for 15 percent of the respondents and also the same percentage accounted for those with 5-7 years experience. Number of years served as a head teacher depicts the accumulated experience and thus influences job satisfaction and motivation. The TSC pay policy favours head teachers with the longest experience due to yearly increments and criteria for promotion. Flippo (1984) disagree by asserting that older employees are equal to the younger in terms of quantity and quality of output.

4.3.5 Head teacher's highest professional achievement

Ones job group determines remuneration and the extent one has been recognized by the employer through promotion. Teachers in primary school are ranked according to academic and professional achievement. The highest professional achievement by head teachers in Ndoleli division is as shown in Table 4.5.

Table 4.5**Head teachers' professional ranks**

Rank	Frequency	Percentage
Job group- L & ATS -1	4	15
Job group- K & ATS -11	6	22
ATS -III	4	15
ATS -IV	5	18.5
P1	8	29.5
Total	27	100

Table 4.6 indicates that majority of the head teachers are those with P1 qualifications as depicted by 29.5 percent of the head teachers. 15 percent have risen up to the highest job group for primary school teachers of job group L and ATS 1. 22 percent are those at job group K and ATS 11. ATS III 15 percent and 19 percent are at ATS IV grade. Ones job group determines remuneration and the extent one has been recognized by the employer through promotion. Recognition and remuneration determine the degree of motivation in work place and the extent one strives to achieve the institutions goals and objectives. Professional rank has an effect on the level of motivation of head teachers since they feel recognized through promotion. This is in disagreement with Karuga (2004) whose findings indicated that professional ranking had no significant effect on job satisfaction.

Influence of job factors on the level of motivation

Data on head teachers' level of motivation in relation to remuneration, promotion, recognition, workload, work environment and job security factors was analyzed, presented and discussed as follows:

4.4 Influence of remuneration on teacher motivation

Remuneration features basic salary, house allowance, responsibility allowance, commuter allowance, hardship allowance and medical allowance. Remuneration is compensation from the employer for the duties carried out. TSC pays according to professional level, job group, experience, and hardship. How does remuneration influence head teacher level of motivation in public primary schools? Table 4.6 indicates the influence of remuneration on head teacher's level of motivation.

Table 4.6

Influence of remuneration on head teacher motivation

Degree	Frequency	Percentage
Highly motivated	1	4
motivated	2	7
Moderately Motivated	8	30
Neutral	3	11
Not motivated	13	48
Total	27	100

Table 4.6 indicates that majority of the head teachers are not satisfied with the pay that they get as exemplified by 48 percent and this acts as a de-motivating factor. 30 percent of the head teachers were moderately satisfied with the remuneration that they got from the employer while 7 percent of the head teachers were motivated and 4 percent were highly motivated. Remuneration and the extent to which individuals value the rewards and have faith in the reward system determine their level of motivation and performance in work place. Also high levels of work satisfaction reduce stress in work place and increases individual performance House allowance emerged as the most motivating sub item.

Individuals feel motivated when the compensation that they get from the employer is commensurate to the efforts that they have expended in performing their duties. Wambui (2005) in her study on factors contributing to job satisfaction among teachers of applied and technical subjects in Nairobi secondary schools agree that teachers are poorly remunerated. Murigu (2007) concurs that employees are not adequately motivated because remuneration was relatively poor. There was a big gap between the highest paid employees and the lowest paid employees which created discomfort amongst the employees.

4.5 Promotion and its influence on head teachers' level of motivation

Promotion entails the recognition accorded the employee by the employer through assignment of duties from lower rank to a higher rank within the organization. Sub items in this job factor were criteria for promotion, chances

of promotion, fairness in promotion and current scheme of service. How does promotion influence head teacher level of motivation in public primary schools? Table 4.7 shows the influence of promotion on head teachers' level of motivation.

Table 4.7

Promotion and its influence on head teacher's motivation

Degree	Frequency	Percentage
Highly motivated	1	4
motivated	9	33
Moderately Motivated	3	11
Neutral	4	15
Not motivated	10	37
Total	27	100

Table 4.7 shows that most of the head teachers are not motivated by promotion as a job factor .This is depicted by 37 percent of the total sample who indicated that they were not motivated. The criteria and chances for promotion acted as the most de-motivating aspects of promotion while 33 percent pointed out that they were motivated. This culminates from fairness in promotion where those who merit are considered. This has been noted by Muchiri (2005) who ranked promotion as the highest cause of dissatisfaction among public

primary school head teachers and also supported by Nzuve (2010) who quips that one of the key ingredients to an organization's strength and growth is having the right people in the right places at the right time.

4.6 Recognition and its influence on head teacher's motivation

Recognition relates to the appreciation accorded the head teacher by the immediate supervisor, parents, the sponsor and politicians for the services rendered. To what level does recognition by stakeholders influence the head teacher level of motivation in public primary schools? Table 4.8 indicates the influence of recognition on head teacher's level of motivation.

Table 4.8

Recognition and its influence on head teacher's motivation

Degree	Frequency	Percentage
Highly motivated	3	11
motivated	4	15
Moderately Motivated	13	48
Neutral	1	4
Not motivated	6	22
Total	27	100

Table 4.8 indicates that majority of the head teachers were moderately motivated by the recognition that was accorded by the employer in terms of promotion and increased remuneration as exemplified by 48 percent of the head teachers. 22 percent of the head teachers were uncomfortable with the procedure that is adopted for promotion and recognition of teachers by the employer. 11 percent of the head teachers were highly satisfied with promotion policies used by the employer and other means of recognition used by the Teachers Service Commission. 15 percent of the head teachers were also contented with the recognition procedures used by the Teachers Service Commission. Recognition has been identified by Judge, (2008) as one of the factors that can reduce performance and reduce productivity. Recognition is the most powerful workplace motivator.

4.7 Influence of head teachers workload on motivation

The amount of work done by an individual may influence his or her level of motivation either negatively or positively. Overloading of the head teachers lead to stress and de-motivation to the individual concerned hence lowering performance and production. To what level does workload influence head teacher level of motivation in public primary schools? Figure 4.2 summarizes the influence of head teacher's workload on their level of motivation.

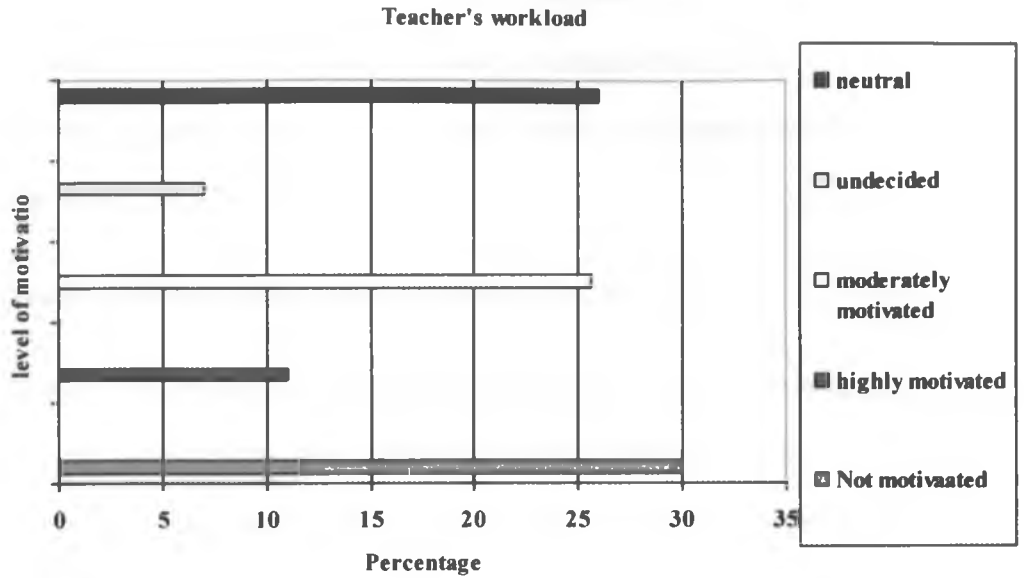


Figure 4.2: Workload in relation to head teachers' level of motivation

Figure 4.2 indicates that majority of the head teachers are not motivated by the workload that they have as depicted by 30 percent (8). 11 percent (3) of the head teachers are highly motivated by the work load that they had while 26 percent (7) of the head teachers were moderately motivated and motivated respectively by the workload they had as head teachers. 7 percent (2) of the head teachers were undecided. This concurs with Matheka (2005) who found out that most teachers had a high workload which makes them unable to prepare themselves adequately and teach effectively leading to stress and demotivation. This is also in agreement with Wangui (2005) whose findings revealed that teachers of applied and technical subjects in Nairobi Secondary Schools were not satisfied with the work content. According to the communication work load and communication under load theory individuals are motivated by the balance that exists between the inputs they receive and

the extent to which they are able to produce out puts. Excess of inputs to outputs leads to work overload and eventually to stress while excess of output to input leads to work under load and thus boredom and under performance which eventually leads to de-motivation.

4.8 Influence of work environment on teachers motivation

A favorable work environment can propel employees to be more productive, creative and committed to their employers needs. The head teachers were asked to indicate their level of motivation in relation to administration block, classrooms, the school surrounding and sanitary facilities. Does work environment influence the head teacher level of motivation in public primary schools? Figure 4.3 summarizes the influence of work environment on head teacher's level of motivation.

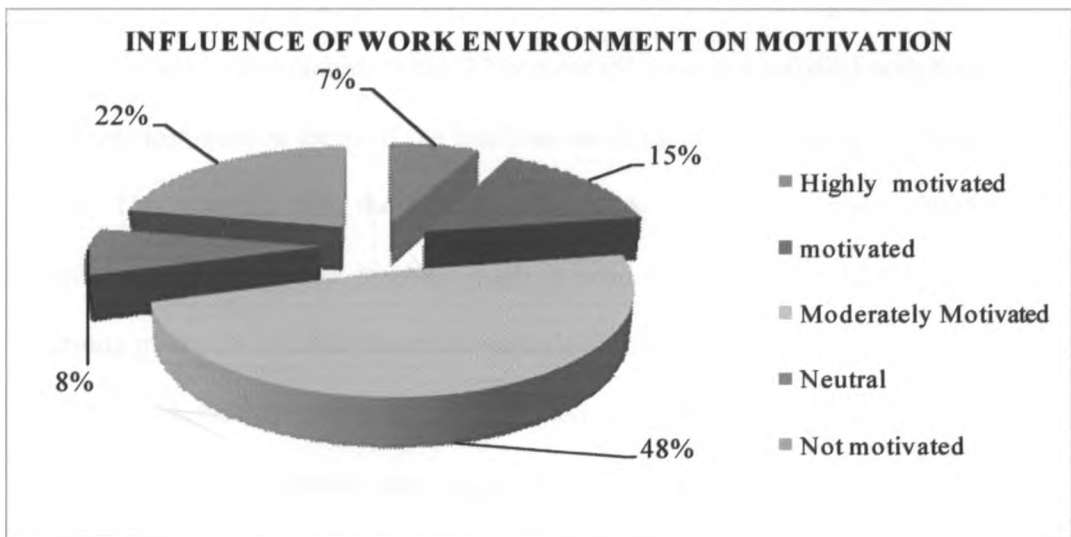


Figure 4.3: Influence of work environment on head teacher motivation

Figure 4.3 indicates the level to which the work environment influences the motivation of primary school head teachers with 48 percent (13) of the head teachers being moderately motivated with their work environment while 15 percent (4) being satisfied with their work environment in terms of the building and the facilities provided for execution of academic work. 7.5 percent (2) of the head teachers were highly satisfied with their work environment while 22 percent (6) were not satisfied with their work environment in terms of the facilities available for facilitating academic work.

Work environment influences the motivation of primary school head teachers with 48 percent of the head teachers being moderately satisfied with their work environment while 15 percent being satisfied with their work environment in terms of the buildings and the facilities provided for execution of academic work. 7.5 percent (2) of the head teachers were highly satisfied with their work environment while 22 percent (6) were not satisfied with their work environment in terms of the facilities available for facilitating academic work. This concurs with the findings of a study done by Matheka (2005) which revealed that most teachers teach in schools which lack teaching and learning materials and this lowers the morale of teachers. Provision of physical facilities, funds, and other resources coupled with self discipline and that of others in the organization can trigger motivation of the administrator. A conducive work environment can propel people to be more productive, creative and committed to their employer's needs the safety, health and welfare of employees have a lot to do with their motivation.

4.9 Influence of job security on head teachers motivation

Job security is the assurance accorded to the employee that one will hold on the job and it is a priority sought after by many job seekers. What is the influence of job security on head teacher level of motivation in public primary schools? Tables 4.9 indicate the influence of job security on head teacher's level of motivation considering security of tenure, protection by KNUT, protection by AEO/DEO and protection by sponsor.

Table 4.9

Influence of job security on head teacher level of motivation

Degree	Frequency	Percentage
Highly motivated	5	19
motivated	4	15
Moderately Motivated	12	44
Neutral	1	3
Not motivated	5	19
Total	27	100

Table 4.9 indicates the influence of job security on the motivation of the head teachers where 44 percent of the head teachers were moderately motivated by job security guaranteed by the employer while 19 percent were highly motivated in terms of job security. Also 19 percent of the head teachers were not motivated or comfortable with the job security provided and this acted as a de-motivating factor in terms of performance.3 percent of the head teachers

were undecided when it comes to the extent to which job security influence teachers motivation.

It is evident that job security influenced motivation of the head teachers where 44 percent of the head teachers were moderately motivated by job security guaranteed by the employer while 19 percent were highly motivated in terms of job security. Also 19 percent of the head teachers were not motivated or comfortable with the job security provided and this acted as a de-motivating factor in terms of performance. 3 percent of the head teachers were undecided when it comes to the extent to which job security influence teachers motivation. This agrees with Karuga's (2004) study findings that indicated that Kenyan educators identified job security as one of the most satisfying job factor.

4.10 Overall motivation of the head teachers

Motivation accounts for an individual's intensity, direction and persistence of effort towards attaining a goal (Robbins, Judge, Millet and Waters-Marsh, 2008). The head teachers were asked to indicate their overall level of motivation as the head teacher of the current primary school. Table 4.10 indicates the level of motivation of head teachers in Ndoleli division.

Table 4.10**Head teachers level of motivation**

Degree	Frequency	Percentage
Extremely motivated	0	0
Highly motivated	2	7
Motivated	9	33
Slightly motivated	13	48
Not motivated	3	12
Total	27	100

Table 4.10 indicates that majority of head teachers are slightly motivated in their work place as exemplified by 48 percent. None of the head teachers were extremely motivated which means that there is more to be done to motivate head teachers.

Figure 4.4 summarizes the overall level of motivation of head teachers as derived from table 4.10.

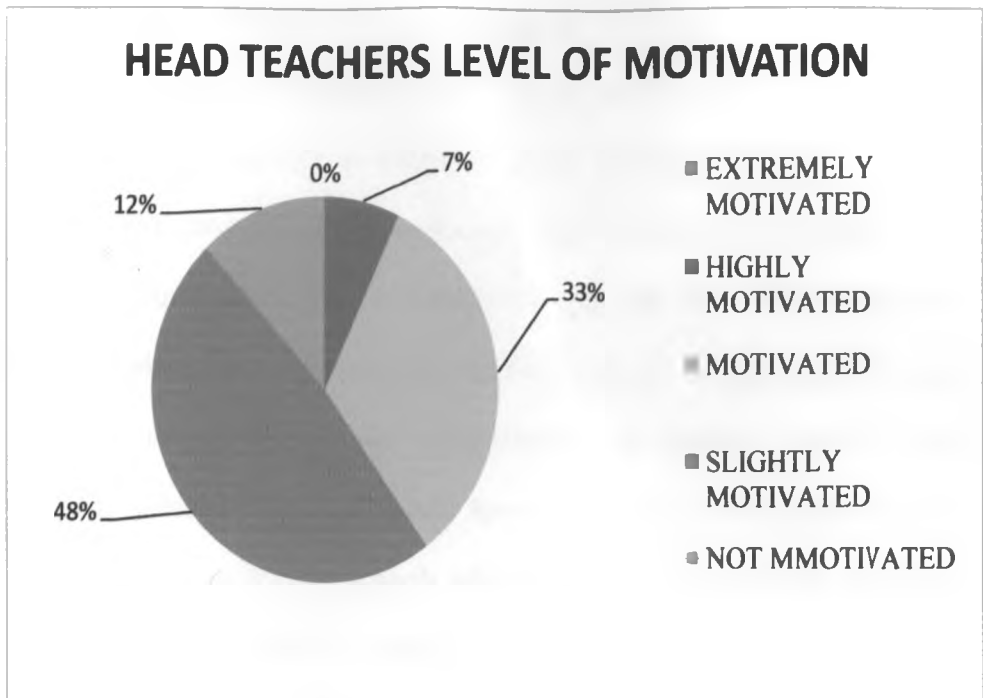


Figure 4.4: Head teachers' level of motivation

Figure 4.4 indicate that majority of the primary school head teachers are slightly motivated as exemplified by 48 percent of the head teachers. 33 percent of the primary school head teachers indicated that they are motivated in their current deployments while 7 percent were highly motivated. None of the primary school head teachers was extremely motivated. 12 percent of the head teachers indicated that they were not motivated at work place and this can be explained by individual perceptions of the reward /motivation systems used by the employer.

4.11 Recommendations by the head teachers

Most of the teachers indicated that they are motivated by promotion and prospects of job security as compared to the working conditions. The head teachers indicated that job de-motivating factors included understaffing and poor distribution of teachers in primary schools. The head teachers indicated that they should be empowered to run their schools through improved pay, increased responsibilities and corresponding allowances. Also the head teachers indicated that they should have less workload in order to handle managerial duties of their schools effectively. The head teachers demanded that more funds should be availed for free primary education in order to improve the academic facilities in primary schools. The head teachers requested for fairness in promotion, increased responsibility and addition of teachers and support staff.

4.12 Summary of data analysis, presentation and interpretation

This chapter has covered data analysis, presentation and discussion on response rate, demographic information, and influence of remuneration, promotion, recognition, workload, work environment and job security on the level of motivation of public primary school head teachers in Ndoileli division, Meru County. Data has been analyzed both quantitatively and qualitatively as per the objectives of the research. Analysis has been done using SPSS software program. Data has been presented using frequencies, percentages, tables, pie charts, bar graphs and words on all the job factors and personal attributes in relation to level of motivation of head teachers. The views of the head teachers have also been highlighted.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter sums up the entire study. It presents research findings and recommendations with emphasis being put on the issues that the study intended to investigate as per research objectives and research questions. Recommendations are given on head teacher's motivation and areas of further research are highlighted.

5.2 Summary of the Study

The study investigated the influence of job factors on the level of motivation of public primary school head teachers in Ndoileli division Meru County. The objectives covered the influence of remuneration, promotion, recognition, workload, work environment, and lastly job security on head teacher's level of motivation in public primary schools.

The researcher sought answers to the following research questions:

1. How does remuneration influence head teacher level of motivation in public primary schools?
- 2 How does promotion influence head teacher level of motivation in public primary schools?

- 3 To what level does recognition by stakeholders influence the head teacher level of motivation in public primary schools?
- 4 To what level does workload influence head teacher level of motivation in public primary schools?
- 5 Does work environment influence the head teacher level of motivation in public primary schools?
- 6 What is the impact job security on head teacher level of motivation in public primary schools?

The researcher applied descriptive research method which is appropriate for behavioral concepts like motivation. The sample consisted of all 29 head teachers in Ndoileli division. Data was collected using questionnaires and interview schedule. The questionnaire had three sections consisting of closed-ended and open-ended questions all aimed at gathering data on background information of the respondent and his or her level of motivation. To ascertain instrument validity a preliminary pilot study was conducted with four head teachers. The accuracy and clarity of the instrument and the estimated time required for completing and returning of the questionnaires was determined. In the pilot study a test-retest technique was applied on the four head teachers to test the reliability of the instruments. Permission to collect data was sought from the DC and DEO Igembe North district. Data was collected using questionnaires and interview schedule. The collected data was analyzed and presented using SPSS software program and interpreted data using words, charts, graphs, tables, frequencies and percentages.

The research findings are as follows:

The following are the research findings on the six job factors that influence the level of motivation of public primary schools in Ndoileli division, Meru County. The six research questions are answered as follows:

The research findings indicate that majority of the teachers are not satisfied with the pay that they get as depicted by 48 percent of the head teachers and this acts as a de-motivating factor. Individuals feel motivated when the compensation that they get from the employer is commensurate to the efforts that they have expended in performing their duties. Murigu (2007) concurs that employees in Provincial Director of Education's office in Nairobi were not adequately motivated because Remuneration was not well catered. There was a big gap between the highest paid employees and the lowest paid employees which created discomfort amongst the employees. The research found out that 30 percent of the head teachers were moderately satisfied with the remuneration that they got from the employer while 7 percent of the head teachers were motivated and 4 percent were highly motivated. Remuneration and the extent to which individuals value the rewards and have faith in the reward system determine their level of motivation and performance in work place. Also high levels of work satisfaction reduce stress in work place and increases individual performance.

The research revealed that most teachers were not satisfied with the way promotion decisions were made (37 percent) and this acted as one of the de-motivating factors in their work place. This has been noted by Muchiri (2005)

who ranked promotion as the highest cause of dissatisfaction among public primary school head teachers and also supported by Nzuve (2010) who quips that one of the key ingredients to an organization's strength and growth is having the right people in the right places at the right time.

The study unearthed that majority of the respondents were moderately motivated by the recognition that was accorded by the employer in terms of promotion and increased remuneration as exemplified by 48 percent of the respondents. 22 percent of the respondents were uncomfortable with the procedure that is adopted for promotion and recognition of teachers by the employer. 11 percent of the respondents were highly satisfied with promotion policies used by the employer and other means of recognition used by the teachers service commission. 15 percent of the respondents were also contented with the recognition procedures used by the teachers service commission. Recognition has been identified by Judge, (2008) as one of the factors that can reduce performance and reduce productivity. Recognition is the most powerful workplace motivator.

The research discovered that majority of the head teachers were not motivated by the work load that they have as depicted by 30 percent of the respondents. 11 percent of the respondents are highly motivated by the work load that they had while 26 percent of the respondents were moderately motivated and motivated respectively by the work load they had as head teachers. 7 percent of the respondents were undecided. According to the communication work load and communication under load theory individuals

are motivated by the balance that exists between the inputs they receive and the extent to which they are able to produce outputs. Excess of inputs to outputs leads to work overload and eventually to stress while excess of output to input leads to work under load and thus boredom and under performance which eventually leads to de-motivation.

The study found out that the work environment influences the motivation of primary school head teachers with 48 percent of the respondents being moderately satisfied with their work environment while 15 percent being satisfied with their work environment in terms of the building and the facilities provided for execution of academic work. 7.5 percent of the respondents were highly satisfied with their work environment while 22 percent were not satisfied with their work environment in terms of the facilities available for facilitating academic work. This concurs with the findings of a study done by Matheka (2005) which revealed that most teachers teach in schools which lack teaching and learning materials and this lowers the morale of teachers.

The research found out that job security influenced motivation of the head teachers where 44 percent of the respondents were moderately motivated by job security guaranteed by the employer while 19 percent were highly motivated in terms of job security. Also 19 percent of the respondents were not motivated or comfortable with the job security provided and this acted as a de-motivating factor in terms of performance. 3 percent of the respondents were undecided when it comes to the extent to which job security influence teachers motivation. This agrees with Karuga's (2004) study findings that

indicated that Kenyan educators identified job security as one of the most satisfying job factor.

5.3 Conclusions

The study has revealed that majority of head teacher are slightly motivated. The study has found out that most of the teachers are not motivated by the remuneration that they get from the teachers service commission and the allowances that they are entitled to. The study also found out that most head teachers were not satisfied with the way promotion decisions were made. The study has found out that majority of the head teachers are moderately motivated by the recognition that is accorded by the employer in terms of promotion and timely payment of salaries. The study also found out that most head teachers were overburdened by the workload that they had and this was attributed to understaffing of teachers in primary which led to head teachers assuming some of the duties that should be handled by teachers.

The study revealed that work environment influences the motivation level of head teachers with administration block being the most aspect that is not motivating. Job security emerged the highest motivating job factor having 19 percent of the respondents extremely motivated, with head teachers feeling comfortable with protection given by teachers' trade union (KNUT). Also they were slightly satisfied with the terms of service provided by the employer which ensured their job security.

5.4 Recommendations

The government should increase funding to the Ministry of Education to employ more teachers in public primary schools in order to reduce the workload of head teachers and allow them to handle administrative work.

Ministry of Education should conduct seminars comprising the teachers, parents, sponsors and politicians to discuss the importance of recognition in enhancing performance through motivation. Also more funds should be allocated to schools in order for the learning institutions to be able to improve the work environment and provide facilities / resources for execution of duties.

The TSC as the employer of teachers need to; define clear employment policies which will ensure job security for head teachers, clearly outline work content if head teachers have to sign the contracts, review basic salary and responsibility allowance for head teachers to equal with the duties they carry of managing the school affairs and conduct promotions fairly and on merit in order to motivate the teachers.

The K.I.E. as the curriculum developers should incorporate the concept of motivational practices in the teacher education syllabus to equip the teachers with motivational skills and knowledge to enable them carry out their duties with ease.

The head teachers should embrace motivational practices and extend the same to those who are under them.

5.5 Suggestions for further research

Further research can be carried out on the influence of motivational practices on head teachers' work performance.

Also further research can be done on the influence of the type of performance management system on head teachers' motivation in educational institutions.

Research can also be done on the influence of communication technology on head teacher motivation in public primary schools.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi,
Department of Educational
Administration and Planning,
P.O Box 30197,
Nairobi.
April 2012

The Head teacher

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a post graduate student in the Faculty of Education, University of Nairobi. I am currently working on a research project on **Job Factors that affect the level of Motivation of public primary schools Head teachers in Ndoleli Division**. Your input through responding to all the items in the questionnaire will be valuable in identifying the job factors that affect head teachers level of motivation in public primary schools. Your identity will be treated as confidential and your responses will be used for the purpose of this research ONLY. Therefore DO NOT write your name on the questionnaire.

Thanks in advance

Yours sincerely,

Nicholas Mutwiri Muguna

APPENDIX B

HEAD TEACHERS' QUESTIONNAIRE

Please respond to each item by use of a tick or give a brief explanation where appropriate. The information you give will be treated as confidential.

Part 1: Background information

Indicate with a tick (✓) on the responses that applies to you.

- 1) State your Gender. Male Female
- 2) Indicate your age bracket
20 – 29 yrs 40 – 49 yrs
30 – 39 yrs 50 yrs and above
- 3) Indicate your highest academic qualification
Masters degree KACE (A Level) Diploma
Bachelor Degree KCE/KCSE Other, specify
- 4) Please indicate the number of years you have served as a head teacher.....
- 5) Pick your highest professional rank
Job group L ATS III ATS I PI
Job group K ATS IV ATS II Other, specify

Part II

Please indicate by a tick your level of motivation in relation to the job factors listed below. Use the scale:

Highly motivated HM 5 Neutral N 2 Motivated M 3
Moderately motivated MM 4 Not motivated NM 1

- 6) In this question you are provided with six job factors. Each job factor is divided into a number of sub items. You are kindly requested to show precisely to what extent each of the sub-items affects your level of motivation using the scale provided above.

	HM	MM	M	N	NM
Job factor	5	4	3	2	1
Promotion					
- Criteria for promotion					
- Chances of promotion					
- Fairness in promotion					
- Current scheme of service					
Remuneration					
- Present basic salary					
- House allowance					
- Responsibility allowance					
- Medical allowance					
Work environment					
- Administration block					
- Classrooms					
- The school surrounding					
- Sanitary facilities					
Job security					
- Security of tenure					
- Protection by KNUT					
- Protection by AEO/DEO					
- Protection by sponsor					
Work load					
- Number of lessons					
- Number of teachers					
- Number of pupils					
- Management of finances					
Recognition					
- By immediate supervisor					
- The parents					
- The sponsor					
- The politicians					

7) Please indicate by means of a tick () your overall level of motivation as the head teacher of the current primary school

Extremely motivated

Very motivate

Motivated

Slightly motivated

Not motivated

Part III

Kindly write your answers in the spaces provided

8) State two job factors that you consider most motivating in your job

i.

ii.

9) State two most de-motivating job factors that you face as an administrator in your school

i.

ii.

10) Suggest ways of improving the level of motivation of head teachers in order to enhance their administrative performance

i.

ii.

iii.

iv.

Thank you for participating in the study

APPENDIX C

INTERVIEW SCHEDULE FOR AEO NDOLELI DIVISION

- 1) How long have you served in Ndoleli Division?
- 2) What is the total number of public primary schools in Ndoleli division?
- 3) Are there schools with enrolment above 500 pupils?
- 4) Are you involved in direct supervision of head teachers in public primary schools?
- 5) Are there head teachers who have been interdicted in your division?
- 6) Are there cases of head teachers who have stepped down from administrative duties in Ndoleli division?
- 7) How many head teachers have been transferred within the last one year?
- 8) Apart from free diploma offered to all the head teachers, are the head teachers pursuing other courses or degrees?
- 9) As the AEO you might have heard head teachers complaining of challenges that discourage them from carrying out their duties. Which are the challenges?
- 10) Comment on factors that affect level of motivation of head teachers in your division.

Thank you for your assistance.

APPENDIX D
LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/012/236**

28th March 2012
Date:

Nicholas Mutwiri Muguna
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of job factors on the level of motivation of public primary school headteachers in Ndoileli Division, Meru County,*" I am pleased to inform you that you have been authorized to undertake research in **Meru County** for a period ending **30th June, 2012**.

You are advised to report to **The District Commissioners and the District Education Officers, Meru County** 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 Commissioners
The District Education Officers
Meru County.

APPENDIX E
RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. **NCST/RCD/14/012/236**
Date of Issue **28th March 2012**
Fee received **KSH.1,000**

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

Location
District
County

Meru



on the topic: **Influence of job factors on the level of motivation of public primary school headteachers in Ndoileli Division, Meru County.**

for a period ending: **30th June, 2012.**

Applicant's
Signature

Secretary
National Council for
Science & Technology