

**INSTITUTIONAL FACTORS INFLUENCING MOTIVATION AMONG
TEACHERS IN PUBLIC PRIMARY SCHOOLS IN KIRINYAGA WEST
DISTRICT, KENYA**

Catherine Wanjiku Kiritu

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Requirements of Degree of Education in Educational Administration,
University of Nairobi.**

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DECLARATION

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

.....
Catherine

Kiritu Catherine Wanjiku

E55/74965/2009

This research project has been submitted for examination with our approval as University Supervisors.

.....
Ursulla

Dr. Ursulla Achieng' Okoth

Lecturer

Department of Educational Administration and Planning

University of Nairobi

.....
Ferdinand

Mr. Ferdinand. Mbeche

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This work is in memory of my sister the late Irene Wambui Kiritu.



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LIST OF ABBREVIATIONS AND ACRONYMS

D.C.	District Commissioner
DEO	District Education Officer
DLA	Desired Learners Association
EFA	Education for All
KCPE	Kenya Certificate of Primary Education
KESI	Kenya Education Staff Institute
M.S.S.	Mean Standard Score
MOE	Ministry of Education
RoK	Republic of Kenya
SSA	Sub-Saharan Africa
TSC	Teachers Service Commission

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ABSTRACT

The purpose of the study was to investigate the institutional factors that affect motivation among teachers in public primary schools in Kirinyaga West district. Specifically the study examined how participation in decision making, role conflict, working conditions, and monetary rewards affects motivation among teachers in public primary schools. Descriptive survey design was used in this study. The target population for this study included the 41 public primary schools in Kirinyaga West District with a population of 41 head teachers, 533 teachers and 82 students. Data was collected using questionnaires. Prior to the main research, the study undertook a pilot study to measure validity and reliability. The researcher ascertained instrument validity by comparing the pilot study responses to the expected responses. From the findings the determined correlation coefficients for teachers' head teachers and pupils were 0.703, 0.792 and 0.82 respectively. The researcher administered the questionnaire to the head teachers and teachers in the selected schools on agreed dates. Data collected from the respondents was both quantitative and qualitative in nature. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed using content analysis. From the findings, teachers were rarely allowed to participate in major decision making and rarely felt as part of leadership. The teachers had not experienced conflict between what the head teachers expect them to do, and what they felt they should do in the course of their duties. The study found that the teachers' personal needs were not well catered for like day offs. The working environment was not conducive. The study found that sometimes there were monetary appreciations to teachers to motivate them. The study concluded that teachers were less motivated and thus not satisfied with their job. In addition, they were not torn by conflicting job demands as they had to do things they thought they were part of their duties. The study concludes that personal needs of teachers were not well catered for and working environment in the schools was not conducive. There were no adequate monetary rewards for every teacher. The study recommended that head teachers should practice participatory leadership because a lot of knowledge and facts are gathered since the teachers will have a broader perspective. The job demands should be discussed with teachers to ensure that the duties of the teachers are in line with what they expect. Working environment should be made conducive and monetary appreciations should be used to motivate teachers. The Kenya Educational Staff Institute (KESI) should design training courses suitable in addressing motivation. This will benefit public schools primary teachers in gaining knowledge on various levels of motivation suitable in enhancing their performance in the teaching field. Having explored the institutional factors influencing motivation among teachers in public primary schools in Kirinyaga West District, a similar study is recommended in other parts of the country as well as private schools in order to investigate the validity of the findings.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Globally staff motivation has become the main thing. According to Stephen (2008), motivation is the process by which a person's effort is energized, directed and sustained towards attaining a goal. Robbins (2005) acknowledge that well motivated employees are more productive, creative, and provide better customer which may translate to higher profit making and nonprofit making organizations respectively. They also acknowledge that motivation of teachers is essential in education. They bring out their best in their places of work so that students, parents and society benefit from their services. Kombo (2006) affirms that educational productivity is a buzzword on economics, political, cultural and social development of a country. Dinham (1998) asserts that teachers attitude to work, desire to participate in the pedagogical process within the school environment, interest in student discipline and class control. They conclude that in the absence of school programmes, the major responsibilities of working with children rests with the teacher.

Many studies have been done in developed countries, Devaney and Chen (2003) conducted a survey of motivation among 211 graduates in financial services in the UK. In the study, work related variables such as whether the job is interesting, good relations with management, job security (permanent or contract jobs) higher pay, a sense of control over one's work were identified as important factors underlying motivation. Benell (2003) studied teachers' motivation in 87 schools in New York State in the United States and found that school management, and the nature of teachers' job as well as teachers' salaries were crucial in determining teacher's job satisfaction. The study conducted by Mullins (2007) on teacher satisfaction investigated the relationship among teacher work

orientation, organizational commitment and motivation of public school teachers as well as how they perceived their work and employment conditions in isolated communities. The study indicated that work orientation was related to the degree of job satisfaction among teachers. Rodgers (2002) concluded that teaching experience and organizational tenure were associated with teacher job satisfaction. This meant that the greater the experience and number of years at the job, the more the teachers were associated with teacher job satisfaction. This calls for different motivational factors to be addressed in the teaching environment for greater performance across the board among the teachers regardless of their teaching experience.

In many developing countries and particularly in Africa, employment policy in general and specifically the education employment policy have long taken into account the need to satisfy teachers and other workers (Werner and Desimone, 2006). Mwadiani (1998) contends that the schools in Nigeria are fast decaying. The 'rot' in the system ranges from shortage of teaching and learning resources due to lack of effective leadership and poor motivation of teachers. Orodho (2003) also pointed that teachers in Nigeria were unhappy, frustrated, uninspired and unmotivated. There has been a considerable increase in teachers' strike activities in Africa in recent years Daily Nation (2011 May : 14) These strikes have been precipitated by the failure of governments to implement agreement with teachers' trade unions, a good example being Kenya and Burundi (Mingat, 2002).

In Kenya, high staff motivation and good quality work from the employment and the employee respectively dictates the performance of organizations (Chen 2002). Staff movement of either joining or leaving an organization is one of the indicators of the employees' high or low motivation. According to Deci (1965), in the world of work, a

motivated workforce greatly facilitates the achievement of the expected goals. The growth and development of an economy depends on the quality of education which also depends to a large extent on the quality of its teachers (Afe, 2002). According to Afe (2002), teachers transform educational objectives into knowledge, skills and educated human labour. There is growing awareness in Kenya of the need for a motivated public work sector work force to provide good quality public services (Fullan, 2002).

In Kenya there has been a high series of teachers' strikes in October 1997, September 2002 and January 2009 over salary implementation (Muchemi, 2009). Teaching profession is facing problems relates to teachers' motivation. Moreover, there has been inconsistency in academic performance in primary schools over the years. Some of the factors attributed to this include inadequate number of teachers, lack of role models, low transition rates, drug abuse and the consumption of cheap illicit brew and inadequate infrastructure (Ngecu, 2006). Means (1990) explains that attempts to motivate can become unethical, manipulative or exploitative. This may explain why in some schools, parents are forced to pay a lot of money, all in bid to motivate teachers.

Such money paid according to performance in individual subjects has done more harm than good as teachers are divided through competition. While this may be a method of motivation it requires harmonization and proper application.

Nzuve (1999) argues that monetary incentives are not sufficient for employees' motivation. He cites the opportunity for recognition, power, social status, prestige, security, belonging, growth and development in their career and good leadership as more important than money. Furnham (1992) categorizes factors that can have an influence on motivation into three groups namely institutional aspects that have to do with the nature of

the remuneration package, supervision and decision making practices and the perception of the quality of supervision, aspects of the total workload, and the variety applied, autonomy, feedback and the physical nature of the working environment and finally the personal aspects such as self image, ability to deal with stress and general satisfaction with life.

Chen (2002) identifies the quality of one's relationship with their supervisor, the quality of the physical environment in which they work as well as the degree of fulfillment in their work as among the institutional factors affecting motivation. He has also reported institutional factors among teachers' motivation including participatory leadership, monetary rewards and working conditions.

For Kirinyaga West district, quality education is paramount in steering development and thus education is a top priority in the district. It has been noted that teachers are unmotivated, inadequate extrinsic motivation is indicated by lack of commitment in curriculum delivery and evaluation, absenteeism or technical appearances, lack of punctuality, frequent requests of transfers, a large number of teachers involved in private business among others (Ngechu, 2006). According to the D.E.O, Kirinyaga West district has forty one public schools and sixteen private schools. Although the district posts average K.C.P.E. results in general, public schools are always at the bottom of the list of schools performance. In the year 2009, the first public primary school was at position eleven. Therefore none of the public school was at top ten. The total number of pupils who sat for K.C.P.E. in the year 2009 from public primary schools were 1688. The mean standard score for that year was 256.54 as compared to 270.01 in year 2008, registering a drop of 20 marks.

In 2009 only 6 girls and 22 boys attained quality grades of between 350 – 399 marks. No student in the public schools scored 400 marks and above. Kirinyaga West district is divided into two zones, Kiine and Mwerua. Kiine had the most pupils with poor performance. In year 2009, Kiine zone had 5 candidates with less than one hundred marks, ranging from 86 marks and 98 marks. Mwerua had one candidate with less than 100 marks (D.E.O.'s office, 2011).

Table 1.1: Illustrates the trend in K.C.P.E. performance in the district as compared to the national mean standard score for six years since 2005.

Table 1.1 K.C.P.E. performances in public primary schools.

Year	2005	2006	2007	2008	2009	2010
Kirinyaga West	264.05	259.38	262.78	306.3	256.54	248.59
Kirinyaga Central	266.65	270.33	269.69	277.08	280.20	283.07

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

As shown in Table 1.1, the overall K.C.P.E. performance for public primary schools in Kirinyaga West district has generally been declining in the last six years. The district has been ranking lower in terms of mean standard scores as compared to Kirinyaga Central District. Kirinyaga West District has been inconsistent in academic performance unlike its neighbouring district over the last five years. The persistent inconsistent academic performance in Kirinyaga West District has prompted this study as shown on table 1.1.

1.2 Statement of the problem

Data from Kirinyaga West and Kirinyaga Central indicates the trends in KCPE performance. In the last five years it indicates low academic achievement in Kirinyaga West District as indicated in Table 1:1. The mean scores are low when compared to those of Kirinyaga Central.

According to Mbiti (2007), K.C.P.E. performance for all public schools was expected to improve after introduction of free primary education because pupils were since then no longer sent home for school fees, an assertion that is disapproved by the case of Kirinyaga West District. This clearly indicates that, despite the government effort in subsidized primary education in public schools a number of challenges still persist, much of it being caused by low motivation among teachers and thus poor performance. The government has also invested on teachers through training in providing them with teaching materials. A good example is SMASSE Programme where science teachers undergo training.

Many researchers such as Harrison (2003), Graffin (2004) and Duane (1973) have explored the general factors influencing teacher motivation. Others have done research on motivation of students and how teachers can motivate the learners to achieve good grades in examination. Others have explored the general factors influencing motivation. However, non has explored the institutional factors affecting motivation among teachers in Kirinyaga West District which is the concern of this study.

1.3 Purpose of the study

The purpose of the study was to investigate the institutional factors that affect motivation among teachers in public primary schools in Kirinyaga West district, Kenya.

1.4 Objectives of the Study

The study was guided by four main objectives:-

- i. To examine how participation in decision making affects motivation among teachers in public primary schools.
- ii. To determine the extent in which role conflict affects motivation of teachers.
- iii. To examine the relationship between working conditions and teachers' motivation.
- iv. To determine how monetary rewards affect motivation among teachers in public primary school.

1.5 Research questions

This research was guided by the following questions:-

- i. To what extent does participation in decision making affect motivation among teachers in public primary schools?
- ii. To what extent does role conflict affect motivation of teachers in public primary schools?
- iii. How does working conditions affect motivation among teachers in public primary schools?
- iv. How does a monetary reward affect motivation among teachers in public primary schools?

1.6 Significance of the study

Findings of this study would benefit public school primary teachers. It would inform teachers about motivation and its implication to their career. Students would benefit by achieving good grades in K.C.P.E. The findings would also benefit the school management, the parent's teachers' Association and head teachers in formulation and implementation of internal policies on motivation. The Kenya Educational Staff Institute (KESI) would employ the findings in designing training courses suitable in addressing motivation. This should be immense benefit to the public schools primary teachers and all educational stakeholders.

Findings of this study would also be useful to the Ministry of Education (MOE) and the Teachers Service Commission (TSC), should they wish to review policies in revising primary teachers' event that it happens, teachers, parents, government and society at large stand to benefit as a result of teachers improved performance.

1.7 Limitations of the study

According to Mugenda and Mugenda (1999), limitation is an aspect of research that may influence the results negatively, but over which the researcher has no control. In this study, the head teacher were hesitant to be interviewed fearing that the study would detect their administrative incompetence. This was mitigated by ensuring that the information given was kept confidential. The teachers also hesitant to give honest information for fear of revealing confidential information about their schools. The researcher assured the respondents that findings would only be used for academic purpose but not for policy decisions.

schools in Kirinyaga West are located far apart and roads are sometimes impassable. The administration and collection of some questionnaires posed a problem. The researcher made a pre-visit to mitigate the possible challenges.

1.8. Delimitations of the study

Motivation among teachers and performance of private primary schools was not included in the study, since the catalysts for their job satisfaction are not the same as for teachers in public schools. The information was sought from 25 head teachers, 106 teachers and 216 students in Kirinyaga West district. Factors outside work environment were not examined. The views and thoughts held by teachers only in the sampled schools should be focused by the proposed study.

1.9 Assumption of the study

The respondents had adequate knowledge on the factors and challenges influencing motivation among teachers in primary schools. Motivated teachers had a high morale at work.

1.10 Definition of significant terms

Decision making Refers to the thought process of selecting a logical choice from the available options.

Education refers to developmental process provided by an institution for acquisition of knowledge, skills, values and attitude.

Influence Refers the capacity to have an effect on the character development or behavior of someone or something.

Job satisfaction describes how content a teacher is with his or her job.

Leadership refers to the influence that particular individuals (leaders) exert upon the goal achievement of others (teachers in this context).

Monetary rewards refer to financial gifts given to teachers to encourage them to work and be committed toward achieving the institutional goals and objectives.

Motivation is a process by which a person's effort is energized, directed and sustained towards attaining a goal.

Working conditions refers to the working environment and all existing circumstances affecting labour in the work place.

1.11 Organization of the study

The study is organized in five chapters.

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

Chapter two presents literature review. The subtopics covered are introduction, motivation of teachers, factors influencing motivation, challenges affecting motivation in education sector as well as global, regional and local. Literature review on the link between

motivation and performance in education sector as well as global, regional and literature review on the link between motivation and performance in education sector.

Summary of literature review, theoretical framework and conceptual framework one also indicated in this chapter.

Chapter three comprises the research methodology and the subtopics in this chapter are research design, target population, sample and sampling techniques and data analysis procedures. Chapter four deals with the analysis, interpretation and discussion of the data. Chapter five comprises summary findings, recommendations and suggestions for further research findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review. The study focuses on motivation among public primary school teachers. The chapter provides literature on motivation of teachers; effects of participatory in decision making on motivation of teachers; effects of role conflict on teacher's motivation; effects of working conditions on teachers motivation; effect of monetary rewards on teachers motivation; summary of literature review; theoretical framework and conceptual framework on institutional factors influencing motivation of teachers.

2.2 Motivation of Teachers

Devaney (2003) perceived motivation as an internal state that arouses, directs and maintains behaviour. Motivation has also been defined as a process that starts with a physical or psychological deficiency or need that activates behavior or drive that is aimed at a goal or incentive (Okumbe 1998). According to Sagimo (2002) people work to satisfy basic human needs the amount of time varying from society to society. In traditional societies, work was largely associated with an effort to meet biological needs. The Industrial Revolution changed the work purpose of much of the world. However, motivation varies and researchers, for example Kyle (2004) and Khan (2007), suggests that the higher the prestige of the job the greater the motivation.

According to Salmond (2006), motivation works as the propelling force behind the growth and development of an individual. It is the act of inducting an individual or oneself to

follow a desired course of action. To get the best out of the staff one should understand the individual and the conditions of work, according to him the basic components are needs, desire, incentives and behaviour. The individual behaviour is directed towards fulfillment of needs. Individual's desire to achieve a goal is intensified by inducement which may be internal or external. If the inducement come from outside, It is often accompanied by some incentive. Gonipati (2003) suggests that different incentives are used by management to motivate their employees for higher productivity. Motivational factors are mostly related to the job itself or to job content. These include achievement, recognition, advancement, possibility of growth and responsibility. These factors produce motivation on high job satisfaction (Salmond, 2006).

Werner (2006) perceives motivation as an inner force that impels human beings to behave in a variety of ways. It is therefore a very important part of the study of human individuality. There are certain features of motivation which are regarded as generally applicable. These features are motivational force that is aroused as a result of needs which have to be satisfied, thus a state of tension that occurs that stimulates action to obtain satisfaction. The satisfaction of a need may stimulate a desire to satisfy further needs. Failure to satisfy needs may lead to a reduction or a redirection of the motivational force towards other goals seen as more obtainable (Schuler, 1989).

The relevance of motivation is very crucial to the long term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, core competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and core competencies occur when one feels effective in one's behaviour (Filak & Sheldon, 2003).

While teachers on their part urge that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job teaching performance (Wikipedia, 2007).

Only when these basic needs have been met it is possible for higher order' needs which are the bases of true job satisfaction, to be realized. There is a wide range of views about teacher motivation in Africa, most of which are county specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public schools are poorly motivated due to combination of low morale and job satisfaction, poor incentives and inadequate controls and other behaviour sanctions, (Kothari, 2008).

2.3 Effects of participatory in decision making on motivation of teachers

School operations can be explained by organizational theory.

Most education organization theories are concerned with people aggregated into departments, and organizations with the differences in structure and behaviour at the organization level of analysis (Khan, 2007). When teachers are highly involved in leadership of a school, they become more motivated and thus get satisfied with their job. Participatory leadership is recommended because a lot of knowledge and facts are gathered since groups have a broader perspective. Individuals who participate are more satisfied

with the decision they have collectively made (Okumbe, 1998). According to Mangal (2005) administrators can boost morale and motivate teachers to excel by means of participatory governance in service education. Previous research studies confirm that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision making (Filak, 2003).

According to Okombo (1990) the pressure and stress that people in leadership positions face is enormous. Today, it is highly unlikely that a single person provides the necessary leadership for all issues. The concept of shared leadership offers a way of increasing risk taking, innovation and commitment that can create an organization that is responsive, flexible and successful.

In fact, previous studies in the area of school effectiveness confirm that a majority of school administrators and teachers cited three policies that effectively improved morale and motivated their staff; they are shared governance, in-service education and systematic supportive evaluation. Shared governance or participatory management enhances teachers' professional status in their "ownership" in the planning and operation of the school. Thus shared governance gives teachers vested interest in school performance and also promotes harmony and trust among teachers and administrators (Bloom, 1982).

However, the concept of work motivation is still ambiguous in most schools all over the world. In most countries where centralization is the norm of education policy, leader is the most important person who could motivate teachers. In previous studies confirm that individuals have the potential to lead an organization, and motivate each other (Sutton , 2003) Management has to create a situation in which teachers share in decision making are in charge of their classrooms and of students in general to a certain extent . This

demonstrates trust building and is part of mentoring and shared responsibility (Dinham, 1998).

Leaders of effective schools do not exercise educational leadership alone. Such leadership is often the collective task of the principal along with other members of the organization. Participative leadership can also create problems. The time spent in calling meeting, decision take too long to be made due to long deliberations before a consensus is reached. Some workers may not want to be involved in the decision making aspects of jobs. The involvement of subordinates may be perceived as a loss or sharing of power, thus creating resentment at the leadership level.

2.4 Effects of role conflict on teacher's motivation

According to Bennette (1997) role conflict occurs when a person does not behave in accordance with expectations attached to a role to do so would place to great a strain on that person. Role conflict exists when an individual is torn by conflicting job demands things he or she really does not want to do or things not considered being part of job cooper (1997). Role resolution is defined as the state or quality of being resolute, firm and determined (Cooper, 1997). Role ambiguity is the extent to which employees have inadequate information about their role. It is experienced when employees do not know their job description details, performance standards, job objectives and strategies for meeting the standard (Nzuve, 1999).

2.5 Effects of working conditions on teachers motivation

The school leadership plays an important role when it comes to motivating teachers. Motivation is also influenced by the employee and the environment. It is the duty of the school management to create a conducive environment and setting. Adequate physical

facilities well lit stationery is key motivators to teachers (Sergiovanni, 2003). According to Chen (2002), the physical surroundings in which people are employed have an obvious effect on the amount of work that can be produced. They also have a psychological impact on workers considerably influencing their attitudes towards their jobs. The idea that poor work conditions is compensated for higher pay does not accord with the reality of the labour market. Research suggests that pay on its own does not increase motivation (Wekesa, 1993). According to Nzuve (1999) there are several human resources (HR) practices that determine and influence motivation. They include making the workers feel valued by regularly monitoring their works, recognizing their achievement proper communication, trust between workers and the management.

Finally, it is imperative that workers should be provided with an enabling environment, so as to motivate them to learn new and different procedures on the job and also experience some degrees of personal growth through promotion and further training. According to Herzberg (1959) there are hygiene HR practices which if not satisfied demotivate employees. These HR practices are company policy, relationship with supervisor, work conditions, salary and wages, status, security, relationship with subordinates and personal life. Managers need to redesign jobs to provide opportunities for individual achievement, recognition, responsibility, advancement and personal growth.

2.6 Effect of monetary rewards on teachers motivation

Monetary rewards, as perceived by Tromp (2005) are defined as “process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. Extrinsic motivation is what primarily leads teachers to perform the task assigned to them. Some teachers are motivated by the money rewards , others motivated

by the appreciation they will receive and for some it could simply be the motivation of getting back home early (Kombo, 2006).

Fulfillment of teaching is provided with extrinsic rewards. "Deriving satisfaction of needs using work as means to an end" is the definition of extrinsic motivation (Mangal, 2005).

With the help of this definition, work provides us with money and money enables us to obtain satisfaction. If pay is to motivate and indeed have any positive influence at all it should be felt to be fair in relation both to the work done and to other during the same or similar work. Teachers who feel empowered tend to have higher morale. Teachers are more personally invested in their work with an organization when (1) they have a voice in what happens to them, (2) their work has meaning and significance in contributing to a higher purpose or goals (Tromp, 2009). Stephen (1982) contends that by treating teachers in ways that empower them such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain teacher morale.

2.7 Summary of Literature review

The literature review shows that extrinsic motivation plays a critical part in acquisition and dissemination of knowledge. It points out that the quality and adequacy of resources such as physical facilities, equipment, teaching materials have a direct bearing on performance of teacher as they show how effectively the curriculum is implemented. It is also noted that teachers need high motivation in terms of housing, workload, remuneration, promotion and conducive teaching environment.

The extensive literature on school effectiveness in developed countries is that achieving better learning outcomes depends fundamentally on improvement in teaching. There are many factors that affect learning outcomes but teaching is the main school level determinant of school performance. Research has been conducted on what make the 'effective' teacher. In most countries, policy reform have been on improving learning outcomes through curriculum reforms, allocation of resources, employing more teachers and better pre-and in-service teacher training. The limited impact of this intervention has forced policy makers to focus on the needs of teachers themselves. Based on literature review, it can be concluded that teachers' motivation is a challenge to the education sector.

2.8 Theoretical framework

This study was based on the theory of motivation as espoused by Maslow (1943) which highlight the psychological basis of motivated that employees have five levels of needs: Physiological, safety, social, ego self –actualizing. The physiological needs include food, clothing and shelter. The security needs include the need for safety, fair treatment, protection against threats and job security. Affiliation needs include the needs of being accepted and loved. Esteem needs include the need for respect, achievement independence and autonomy. Self-actualization needs include; realizing one is full potential or self-development. The teachers argument on motivation is in line with Maslow is need-hierarchy theory (1943) because the theory depicts that teacher's motivation increases with better/advanced working conditions, a regularly reviewed salary scheme, provision of food during working hours. Again security is of paramount importance. Teachers who are under constant threats especially where inter-tribal wars still exist are less motivated safe buildings and facilities such as electricity, water, ICT gadgets serve to improve the

motivation of teachers. Teachers would prefer an environment where they are accepted, loved and respected. Also the theory calls for a fair balance to be struck between employees input (hard work, skill levels, tolerance and enthusiasm) and employees outputs (salary, benefits and intangibles such as recognition). The theory is built on the belief that employees become demotivated, both in relation to their job and their employee, if they feel as though their inputs are greater than the outputs.

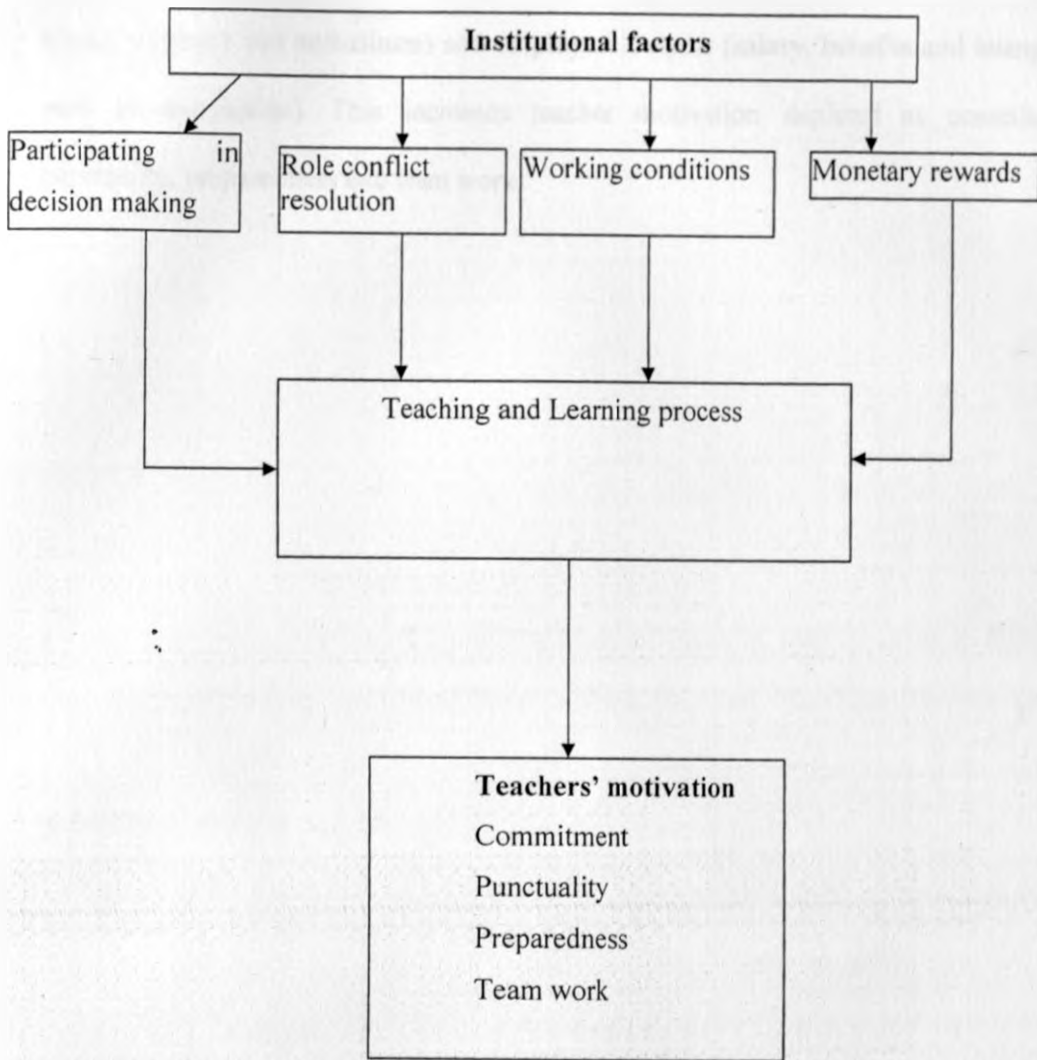
2.9 Conceptual Framework

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

The following variables formed the basis of the research conceptual framework for this study; participating in decision making, role conflict, working conditions and monetary rewards as independent variables while the dependent variable was teachers' motivation.

Figure 2.1 presents the conceptual framework indicating the institutional factors and their effects on teachers' motivation.

Figure 2.1: Institutional factors affecting motivation of teachers



The conceptual framework shows the institutional factors influencing motivation among teachers. They include participating in leadership, reduced role conflict, and working conditions. These factors influence teachers' motivation as illustrated by Figure 2.1. According to the theory of motivation psychological basis of motivated that employees have five levels of needs: Physiological, safety, social, ego self –actualizing. Teachers

would prefer an environment where they are accepted, loved and respected. Also the theory calls for a fair balance to be struck between employees input (hard work, skill levels, tolerance and enthusiasm) and employees outputs (salary, benefits and intangibles such as recognition). This increases teacher motivation depicted as commitment, punctuality, preparedness and team work

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

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

3.2. Research Design

Orodho (2005) define research design as a plan, structure or strategy of investigation conceived so as to obtain answers to research questions or problems. Descriptive survey design was used in this study. Descriptive survey designs are in preliminary and exploratory studied to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Werner 2009). The design is suitable since the variables involved in the study cannot be manipulated.

3.3. Target population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. The target of population for this study included the 41 public primary schools in Kirinyaga West District with a population of 41 head teachers, 533 teachers and 2050 students.

3.4. Sample size and sampling techniques

A sample is a smaller group obtained from the accessible population (Mugenda and Mugenda, 1999).

The study targeted 25 schools representing 60% of the whole population was an adequate sample for this study. This indicates that the sample size for head teacher was also 25. The study adopted purposive sampling technique to identify the respondents (head teachers). Purposive sampling technique targets a particular group of people and does not produce a sample that is representative of a larger population, but it can be exactly what is needed in some cases - study of organization, community, or some other clearly defined and relatively limited group (Patton, 1990). Filax (2003) suggest that a sample of 20 percent of the population is adequate though the larger the better hence the researcher opted for a larger sample. The researcher also considered sampling 20% of teachers (Filax, 2003) giving 106 teachers and 216 students. The study in this respect utilized random sampling technique. Simple random sampling is chosen among the objects since it allocates the objects equal opportunity of being sampled (Orodho 2005). The sample size for this study thus added up to 347 respondents.

3.5. Research Instruments

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

Head teacher questionnaire had both closed and open-ended questions. Head teacher questionnaire had part 1 on background information (gender, level of education, length of time in headship, and type of school). Part 2 aimed at getting head teachers' views on the effect of institution factors (participation in leadership, role conflict, appreciation, working

conditions, and monetary rewards) on teachers' motivation in public primary schools in Kirinyaga West District.

Teachers' questionnaire had also both closed and open-ended questions. The questionnaires had part 1 on background information (gender, level of education, length of teaching in years). Part 2 aimed at obtaining teachers' opinions on the effect of institution factors (participation in leadership, role conflict, working conditions, and monetary rewards) on their motivation in public primary schools in Kirinyaga West District.

Structured closed ended questionnaires were used in students' questionnaire, because it is easy to compare response given to different items (Mugenda & Mugenda 1999).

3.6. Validity of the instrument

According to Shaun (2003) validity refers to the accuracy and meaningfulness of inference which is based on the research results. Mugenda and Mugenda (1999), define validity, as the accuracy and meaningfulness of inferences, which are based on the results. Validity of the content of the proposed study should be able to depict that it is measuring what is supposed to measure.

A pilot study was conducted in 5 schools to determine instrument validity of the questionnaire. The 5 schools were not included in the final study. The researcher ascertained instrument validity by comparing the pilot study responses to the expected responses. Piloting made the researcher to realize short comings in the research instruments and make necessary adjustments and rephrasing of statements be where necessary before embarking on the actual study.

Content validity is used to examine whether the questionnaire answers the research questions (Okombo, 1990). The instrument should be designed to include the entire elements under study: The content validity of the instrument was determined by discussing the items in the instrument with supervisors (Kothari, 2008).

3.7. Reliability of the instrument

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. In other words, the reliability of the proposed study was able to address the similarity of results through repeated trials. Piloting enabled the researcher to test the reliability of the instrument. To ensure reliability, the researcher used the test – retest technique. This involved administering the test to one appropriate group selected randomly at an interval of two weeks. The researcher used this approach to calculate the correlation co-efficient using the below formula.

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

Where x = first set of scores; y = second set of scores; $\sum x$ = the sum of the first set of scores; $\sum y$ = the sum of second set of scores; $\sum x^2$ = the sum square of first set of scores; $\sum y^2$ = the sum square of second set of scores; $\sum xy$ = the sum of cross product of x and y and n = total number of respondents. From the findings the determined correlation coefficients for teachers' head teachers and pupils were 0.703, 0.792 and 0.82 respectively. According to Mugenda and Mugenda (1999), reliability coefficient above + 0.6 is satisfactory.

Therefore based on these results, the tools used in data collection were deemed highly reliable.

3.8 Data collection procedures

Data collection procedures included the activity of gathering facts or information about a subject in a research study. The researcher obtained a research permit from the National Council of Sciences and Technology (Ministry of Higher Education) before going to the field. The researcher visited the District Education Officer (DEO) and District Commissioner (DC) for Kirinyaga West to discuss the research visits to the schools. The researcher visited schools to make appointments with head teachers. The researcher administered the questionnaire to the head teachers and teachers in the selected schools on agreed dates. The respondents were assured of the confidentiality of the information they gave. Completed questionnaires were collected immediately they were filled.

3.9. Data analysis procedures

Data analysis is the process of bringing order, structure and meaning to the mass of information collected. It involves data coding, data entry and other statistical procedures (Orodho, 2008). Once the questionnaires were collected from the respondents, the researcher checked for incompleteness error. Analysis was done using statistical package for social sciences (SPSS) version 17.0 statistical package by encoding responses from questionnaires.

Data collected from the respondents was both quantitative and qualitative in nature. Quantitative data analysis consists of measuring numerical values from which descriptions such as mean and standard deviation are made. Descriptive data analysis statistics such as

percentages means and frequencies were used to report the data. The mean was used as the most efficient measure of central tendency. Data was presented in summary form using frequency tables, bar graphs and pie-charts. Qualitative data analysis for open ended questions was done using content analysis. Ideas were grouped in themes.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussion of data on the institutional factors that affect motivation among teachers in public primary schools in Kirinyaga West district. This chapter entails the following; response rate; respondents' general/background information; participation in decision making by teachers; role conflict; working conditions and; monetary reward among teachers in public primary schools.

4.1.1 Response Rate

The study sampled 25 head teachers, 106 teachers and 216 pupils in collecting data with regard to the institutional factors that affect motivation among teachers in public primary schools in Kirinyaga West district. From the study, 100 respondents out of the 150 sample respondents filled-in and returned the questionnaires making a response rate of 66.7%. This reasonable response rate was achieved after the researcher made personal calls and physical visits to remind the respondent to fill-in and return the questionnaires.

4.2 Demographic Information

The study at first sought to inquire information on diverse features of respondents' background information that is the gender, level of education, experience, type of the school and total subject scores of the pupils at the end of class seven last year. This information was meant to ascertain their suitability in responding to questions regarding institutional factors that influence motivation among teachers in public primary schools in Kirinyaga West District, Kenya.

4.2.1 Distribution of Head teachers, Teachers and Students by Gender

The study sought to find out the gender of the head teachers, teachers and students in order to determine their distribution in Kirinyaga West District. Table 4.1 presents the findings of the study.

Table 4.1: Gender of the Respondents

	Teachers		Head teachers		Students	
	frequency	percentage	frequency	percentage	frequency	percentage
Male	70	52	15	60	27	47
female	66	49	10	40	30	53
Total	134	100	25	100	57	100

From the findings, majority of the teachers were male while minorities were female. In addition, majority of the head teachers were male while minorities were female. Moreover, majority of the students were female while minorities were male.

4.2.2 Distribution of Head teachers and Teachers by Level of Education

The head teachers and teachers were requested to indicate their level of academic qualification. Level of education would depict the level of training and skills gained by head teachers and teachers. Table 4.2 presents the study findings.

Table 4.2: Level of Education of Head teachers and Teachers

	Teachers		Head teachers	
	frequency	percentage	frequency	percentage
PI	104	78	12	48
Diploma in Ed.	30	22	8	32
ATS II	0	0	3	12
B.Ed	0	0	2	8
Total	134	100	25	100

From the findings, majority of the teachers had attained PI and few had attained diploma in education. In addition, most of the head teachers had attained PI, while few had attained B.Ed. Thus the teachers had adequate training hence providing effective teaching to the learners.

4.2.3 Distribution of head teachers and teachers by Experience

The study sought to find out the experience of head teachers and teachers based on the number of years in teaching. Level of experience in job is also an indication of how the teachers have served in their respective schools and thus have rich knowledge on the various factors that influence their motivation. Table 4.3 presents the study findings.

Table 4.3: Experience of the Respondents

	Teachers		Head teachers		
	frequency	percentage	frequency	percentage	
1-5years	20	15	Less than 3 years	7	28
6-10 years	40	30	4 to 7 years	13	52
11-15 years	34	25	8 to 12 years	4	16
16-20 years	27	20	13 yrs and above	1	4
above 20 years	13	10			
Total	134	100	Total	25	100

From the findings, most of the teachers had taught for 6-10 years, while few had taught for above 20 years. In addition, majority of head teachers had taught for 4 to 7 years, while few had taught for 13 years and above. Experience in teaching, means that teachers had worked for long duration of time. Therefore, they had well rich knowledge on decision making, working conditions and monetary rewards as the factors that affect their motivation while in public primary school.

4.2.4 Distribution of head teachers by Type of the school

The head teachers were requested to indicate the type of the school in which they taught. This information was important as it would indicate the working conditions and the activities involved in the school, and thus the kinds of decisions made in the concerned schools. Figure 4.1 presents the study findings.

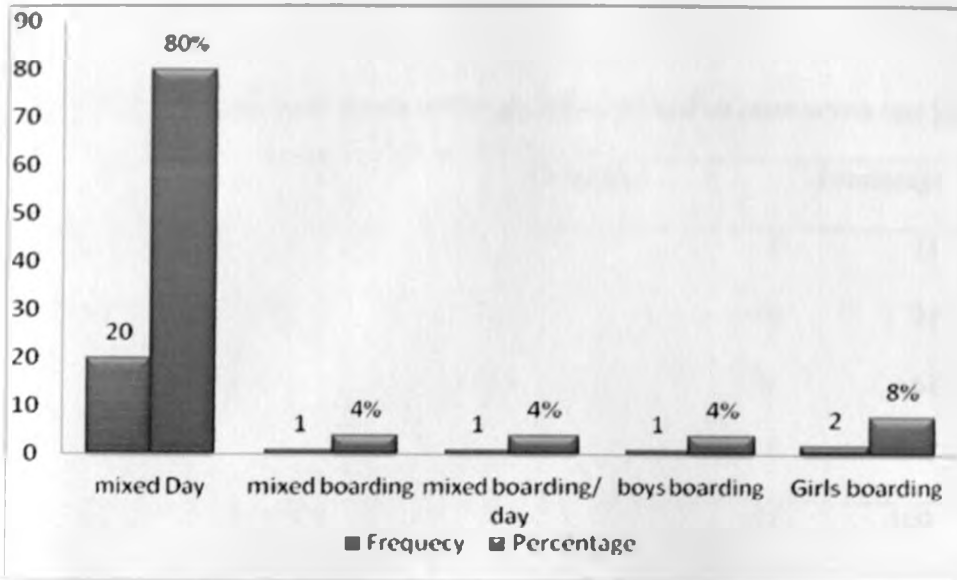


Figure4.1: Type of the school

The study sought to find out the type of school. From the findings, 20 (80%) principals were in mixed day schools, 2 (8%) in girls boarding, 1 (4%) in boys boarding, 1(4%) in mixed boarding and 1 (4%) in mixed boarding/day. Therefore it is clear that most schools in Kirinyaga West District are mixed day primary schools.

4.2.5 Total subject scores of the pupils at the end of class seven last year

The study sought to find out the total subject scores of the pupils at the end of class seven in the previous year. The performance would depict the relevant decision making structure of the schools in Kirinyaga West District. In addition, performance would depict the motivation aspect among the teachers that is geared towards enhancing their teaching and thus enhancing the performance of the pupils. Table 4.4 presents the study findings.

Table 4.4: Total subject scores of the pupils at the end of class seven last year

	Frequency	Percentage
Below 200	6	11
Between 200 and 250	12	21
Between 250 and 300	35	61
Above 300	4	7
Total	57	100

Regarding the total subject scores of the pupils at the end of class seven last year, 61% indicated that they had scored between 250 and 300, 21% indicated that they had scored between 200 and 250, 11% indicated that they had scored below 200 and 7% indicated that they had scored above 300. It is thus clear that teachers in Kirinyaga West District work towards enhancing the performance of the pupils, thus the need for them to be motivated.

4.3 Participation in Decision Making and motivation among Teachers

The study in this part sought to find out the effect of participation in decision making on motivation among teachers in public primary schools. When teachers are highly involved in leadership of a school, they become more motivated and thus get satisfied with their job. Participatory leadership is recommended because a lot of knowledge and facts are gathered since groups have a broader perspective. Individuals who participate are more satisfied with the decision they have collectively made. The study asked the teachers to state their level of agreement in regard to participation in decision making. Findings are presented in table 4.5;

Table 4.5: Participation in Decision making as viewed by teachers

Influence of motivation		Never	Rarely	Sometimes	Often	Very often	Mean
I am allowed to participate in major decision making	Frequency	40	70	12	7	5	2.0
	Percentage	29.85	52.24	8.96	5.22	3.73	
I have been delegated duty to each teacher to make them feel as part of leadership	Frequency	30	75	18	5	6	2.1
	Percentage	22.39	55.97	13.43	3.73	4.48	
I have been allocated supervisory role	Frequency	20	32	70	6	4	2.5
	Percentage	14.93	23.88	52.24	4.48	2.99	

From the findings the teachers were rarely allowed to participate in major decision making as shown by a mean of 2.0, the teachers rarely had been delegated duty to each teacher to make them feel as part of leadership as shown by a mean of 2.1 and the teachers were sometimes allocated supervisory role as shown by a mean of 2.5. When teachers are highly involved in leadership of a school, they become more motivated and thus get satisfied with their job. Participatory leadership is recommended because a lot of knowledge and facts are gathered since groups have a broader perspective. Individuals who participate are more satisfied with the decision they have collectively made (Okumbe, 1999). Previous research studies confirm that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision making (Filak, 2003). The schools managements in Kirinyaga west district has to create a situation in which teachers share in decision

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making are in charge of their classrooms and of students in general to a certain extent. This demonstrates trust building and is part of mentoring and shared responsibility.

Table 4.6: Participation in Decision making as viewed by head teachers

Influence of motivation		Never	Rarely	Sometimes	Often	Very often	Mean
I allow teachers to participate in major decision making	Frequency	2	3	5	10	5	3.5
	Percentage	8	12	20	40	20	
I have delegated duties to each teacher to make them feel as part of leadership.	Frequency	2	4	6	9	4	3.4
	Percentage	8	16	24	36	16	
I have allocated supervisory role to each teacher	Frequency	1	2	3	12	7	3.9
	Percentage	4	8	12	48	28	

From the findings the head teachers stated that they sometimes allowed teachers to participate in major decision making as shown by a mean of 3.5, the head teachers stated that they sometimes delegated duties to each teacher to make them feel as part of leadership as shown by a mean of 3.4 and the head teachers stated that they often allocated supervisory role to each teacher as shown by a mean of 3.9. The findings contrast those of teachers who indicated that they are rarely involved in decision making in their schools. According to Mangal (2005) administrators can boost morale and motivate teachers to excel by means of participatory governance in service education.

4.4 Role Conflict and motivation among Teachers

The study in this are sought to find out the effect of role conflict on motivation among teachers in public primary schools. Conflict resolution enhances job description details,

efficient performance standards, conceptualization of job objectives and strategies for meeting them (Bennette 1997). The study asked the teachers if they experienced conflict with the head teachers in the course of their duties. The results are presented in figure 4.2.

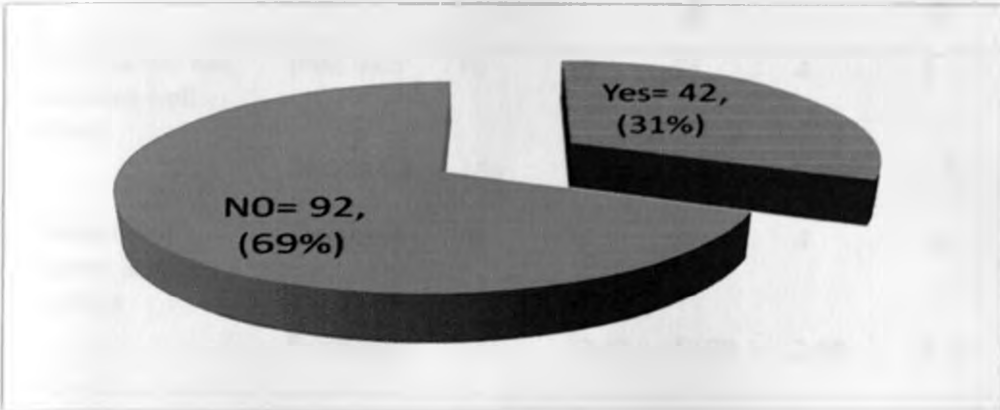


Figure 4.2: If the teachers experienced conflict with the head teachers in the course of their duties.

The study sought to find out if the teachers experienced conflict with the head teachers on duties expectation in the course of their duties. According to the findings, 69% of the teachers had not experienced conflict between what the head teachers expect you to do, and what you felt they should do in the course of their duties while 31% of the teachers had experienced conflict between what the head teachers expect you to do, and what you felt they should do in the course of their duties.

4.4.1 Role Conflict by teachers

The study asked the teachers to indicate their level of agreement in relation to the influence of conflict resolution on their motivation. The findings are presented in table 4.7

Table 4.7: Role Conflict by teachers

Influence of motivation		Never	Rarely	Sometimes	Often	Very often	Mean
Every teacher had their roles well defined.	Frequency	10	40	75	4	5	2.7
	Percentage	7.46	29.85	55.97	2.99	3.73	
Allocation of subjects is done based on	Frequency	10	30	80	4	10	2.8
	Percentage	7.46	22.38	59.70	2.98	7.46	

The study sought to find out how the teachers helped in conflict resolution. From the findings the teachers stated that sometimes every teacher had their roles well defined as shown by a mean of 2.7 and the teachers stated that allocation of subjects is done based on competence as shown by a mean of 2.8. Role conflict exists when an individual is torn by conflicting job demands things he or she really does not want to do or things not considered being part of job (Cooper 1997).

Table 4. 8: Reduced Role Conflict by head teachers

Influence of motivation		Never	Rarely	Sometimes	Often	Very often	mean
Every teacher had their roles well defined.	Frequency	2	4	6	10	3	3.3
	Percentage	8	16	24	40	12	
Allocation of roles is done on competence.	Frequency	2	3	8	8	4	3.4
	Percentage	8	12	32	32	16	

The study sought to find out how the teachers reduced role conflict. From the findings the head teachers stated that sometimes every teacher had their roles well defined as shown by a mean of 3.3 and the head teachers stated that sometimes allocation of roles is done on competence as shown by a mean of 3.4. These findings contrast those of teachers who indicated that they are rarely involved in reducing role conflict. There is the perception of role ambiguity where the teachers have inadequate information about their role. It is experienced when employees do not know their job description details, performance standards, job objectives and strategies for meeting the standard (Nzuve, 1999).

4.5 Working Conditions and motivation among Teachers

In this section, the study required to find out the effect of working conditions on motivation among teachers in public primary schools, since it is the duty of the school management to create a conducive environment and setting. Motivation is also influenced by the employee and the environment. It is the duty of the school management to create a conducive environment and setting. Adequate physical facilities well lit stationery is key motivators to teachers (Sergiovanni, 2003). The study asked teachers to state if they had in the course of their duties experienced unsupportive supervisor. The findings are presented in figure 4.3.

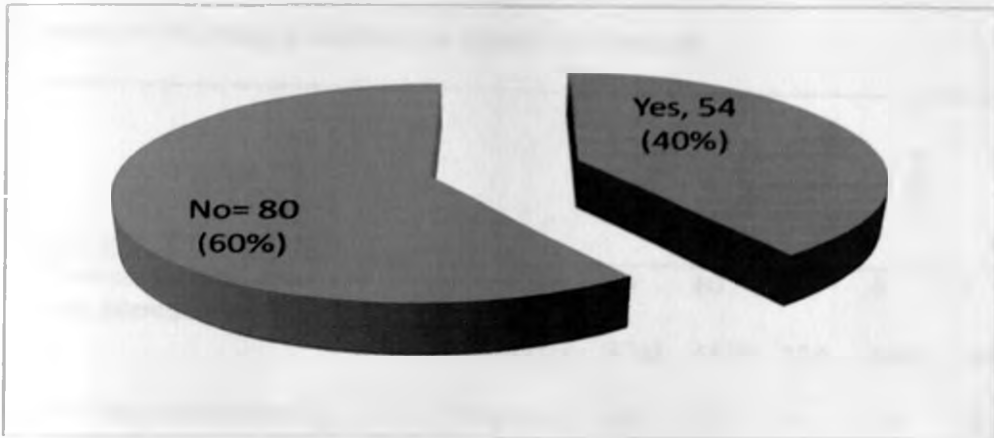


Figure 4.3: If the teachers had in the course of their duties experienced unsupportive supervisor

The study sought to find out if the teachers had in the course of their duties experienced unsupportive supervisor. According to the findings, 60% of the teachers had not in the course of their duties experienced unsupportive supervisor while 40% of the teachers had in the course of their duties experienced unsupportive supervisor. According to Chen (2002), the physical surroundings in which people are employed have an obvious effect on the amount of work that can be produced. They also have a psychological impact on workers considerably influencing their attitudes towards their jobs. Thus it emerges that some teachers in schools in Kirinyaga west District are demotivated thus reducing the amount of work produced, based on the fact that they experience unsupportive supervisors.

4.5.1 Working Conditions as Viewed by Teachers

In this section, the study asked the teachers to indicate their level of agreement in relation to working conditions in their respective schools. This would indicate whether various aspects of working conditions have influence on teachers' motivation in public primary schools in the District. The findings are presented in table 4.9.

Table 4.9: Working Conditions as Viewed by Teachers

		Never	Rarely	Sometimes	Often	Very often	Mean
Influence of motivation							
Teachers personal needs are well catered for like day offs	Frequency	50	60	14	6	4	1.9
	Percentage	37.31	44.78	10.4	4.48	2.99	
Working environment is conducive	Frequency	40	65	9	10	10	2.1
	Percentage	29.8	48.5	6.72	7.46	7.46	
There is no biasness in allocation of duties and responsibilities	Frequency	10	14	20	60	30	3.6
	Percentage	7.46	10.45	14.9	44.7	22.3	
				3	8	9	

From the findings the teachers stated that rarely their personal needs are well catered for like day offs as shown by a mean of 1.9, the teachers stated that rarely their working environment was conducive as shown by a mean of 2.1 and the teachers stated that often their there was no biasness in allocation of duties and responsibilities as shown by a mean of 3.6. According to Herzberg (1959), there are hygiene HR practices which if not satisfied demotivate employees. From the findings, sometimes there is no biasness in allocation of duties and responsibilities. In addition teacher's personal needs are rarely well catered for like day offs as well as rare conducive working environment. The practices are might be policies, relationship with supervisor, work conditions, salary and wages, status, security, relationship with subordinates and personal life. TSC need to redesign jobs to provide opportunities for individual achievement, recognition,

responsibility, advancement and personal growth aimed at providing efficient working conditions that motivate teachers, thus enhancing their performance.

4.5.1 Working Conditions as Viewed by Headteachers

In this section, the study asked the head teachers to indicate their level of agreement in relation to working conditions in their respective schools. This would show whether various features of working conditions have influence on teachers' motivation in public primary schools in the District. The results would also show whether teachers and head teachers agree on some of working condition aspects that motivate teachers to enhance performance. The findings are presented in table 4.10.

Table 4. 10: Working conditions as viewed by head teachers

		Never	Rarely	Sometimes	Often	Very often	mean
Influence of motivation							
Teachers are adequately considered for their personal needs like duty offs.	Frequency	4	6	3	8	4	3.1
	Percentage	16	24	12	32	16	
Teachers are allocated subjects based on competence	Frequency	3	2	5	9	6	3.5
	Percentage	12	8	20	36	24	

The study sought to find out the working conditions as viewed by head teachers. From the findings the teachers stated that teachers were sometimes adequately considered for their personal needs like duty offs as shown by a mean of 3.1 and teachers were often allocated subjects based on competence as shown by a mean of 3.5. The findings mean that teachers are sometimes adequately considered for their personal needs like duty offs as well as allocation of subjects based on competence. The physical surroundings in which people

are employed have an obvious effect on the amount of work that can be produced (Chen 2002).

4.6 Monetary Rewards and motivation among Teachers

Monetary rewards, as perceived by Tromp (2005) are defined as “process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. This section aimed at finding out the effect of monetary rewards on motivation among teachers in public primary schools in Kirinyaga West District.

4.6.1 Monetary Rewards as viewed by teachers

Monetary rewards, as perceived by Tromp (2005) are defined as “process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. Some teachers are motivated by the money rewards, others motivated by the appreciation they will receive and for some it could simply be the motivation of getting back home early. The study asked teachers to indicate their level of agreement on monetary rewards. This would indicate whether monetary factor creates a motivation development of competence among teachers in the District. Findings are presented in table 4.11.

Table4. 11: Monetary Rewards as viewed by teachers

		Never	Rarely	Sometimes	Often	Very often	Mean
Influence of motivation							
There are monetary appreciations to teachers to motivate them.	Frequency	30	65	40	15	5	2.7
	Percentage	22.39	48.51	29.85	11.19	3.73	
There is adequate monetary rewards for every teacher	Frequency	10	80	24	10	10	2.5
	Percentage	7.46	59.70	17.91	7.46	7.46	
Teachers are rewarded best on their performance.	Frequency	40	74	15	5	10	2.3
	Percentage	29.85	55.22	11.19	3.73	7.46	

From the findings the teachers stated that sometimes there are monetary appreciations to teachers to motivate them as shown by a mean of 2.7, the teachers stated that sometimes there was adequate monetary rewards for every teacher as shown by a mean of 2.5 and the teachers stated that rarely they were rewarded best on their performance as shown by a mean of 2.3. Extrinsic motivation is what primarily leads teachers to perform the task assigned to them. Some teachers are motivated by the money rewards , others motivated by the appreciation they will receive and for some it could simply be the motivation of getting back home early (Kombo, 2006). There is thus a need to for the government to improve monetary appreciations to teachers, and reward teachers based on their performance.

4.6.2 Monetary Rewards as viewed by head teachers

The study asked the head teachers to point out their level of agreement on the effect of monetary rewards on teachers’ motivation. This would show whether monetary reward are well considered in motivating teachers in the District. Findings are presented in table 4.12.

Table4.12: Monetary Rewards as viewed by head teachers

Influence of motivation	Never	Rarely	Sometimes	Often	Very	
					often	mean
There is adequate monetary rewards for every teachers	3	4	2	10	6	3.5

From the findings, the head teachers stated that sometimes there were adequate monetary rewards for every teacher as shown by a mean of 3.5. Stephen (1982) contends that by treating teachers in ways that empower them such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain teacher morale. Therefore there is a need for the various public primary school managements in Kirinyaga West District to review monetary rewards for every teacher to enhance motivation as well as encouraging teacher performance and productivity.

4.7 Appreciation and motivation among Teachers

The entire human behaviour triggers in response to some kinds of internal (physiological) or external (environmental) stimulation. Varying behaviors are, thus purposeful or goals directed and hence are the direct result of the arousal of certain motives. In other words motivation can be defined as the process of activating, maintaining and directing behaviour toward a particular goal. Thus appreciation refers to the state in which a harnesses his person behaviour for certain goals. Though a teacher's appreciation occupies a very important position it always depends on the management and students' level of motivation which plays even more role in the cycle of teaching learning process. The study in this part sought to identify head teachers' level of agreement on teachers' appreciation

to enhance their motivation and thus their productivity in public primary schools in Kirinyaga West District.

Table 4.13: Head teachers' views on teachers Appreciation

		Never	Rarely	Sometimes	Often	Very often	mean
Influence of motivation							
Teachers are adequately considered for their personal needs like duty offs.	Frequency	4	6	3	8	4	3.1
	Percentage	16	24	12	32	16	
Teachers are allocated subjects based on competence	Frequency	3	2	5	9	6	3.5
	Percentage	12	8	20	36	24	

The study sought to find out appreciation of teachers. According to the findings, the head teachers stated that sometimes teachers were adequately considered for their personal needs like duty offs as shown by a mean of 3.1 and the head teachers stated that often teachers are allocated subjects based on competence as shown by a mean of 3.5. Stephen (1982) contends that by treating teachers in ways that empower them such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain teacher morale.

Table 4. 14: If teachers came for lessons in time

	frequency	percentage
Sometimes	47	82
Always	10	18
Total	57	100

The study sought to find out if teachers came for lessons in time. From the findings, majority of the pupils stated that the teachers came for lessons in time while few stated that the teachers did not come for lessons in time. The findings indicate that although teachers in Kirinyaga District are rarely motivated they attend to their duty of teaching.

Table 4.15: How regularly the teachers marked pupils' books

	frequency	percentage
Sometimes	51	89
Always	6	11
Total	57	100

As per the results 89% of the pupils stated that the teachers sometimes marked pupils' books while 11% indicated that the teachers always marked pupils' books.

4.8 Challenges faced when enhancing job motivation among Teachers

The study asked the head teachers to indicate the institutional challenges faced when motivation among teachers. Several challenges were cited. Teachers feel overworked to teach extra hours, there is lack of adequate funds from the government; and parents have negative attitude towards motivation of teachers and scarce financial resources. The main problems faced by pupils while at school were going home late after school, teachers not coming to class sometimes, lack of textbooks, corporal punishment, uncomfortable classes, discouragement from teachers, fear of some teachers, a lot of homework, lack of school fees money and poor sanitary facilities. Recommendations suggested by head teachers to enhance job motivation among teachers in public primary schools were sensitize PTA to share teacher problem and employ more private teachers, encourage teachers through self

esteem, increase token, have well defined roles to avoid role conflicts and appreciate well performing teachers.

CHAPTER FIVE:

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to evaluate institutional factors that affect motivation among teachers in public primary schools in Kirinyaga West district.

5.2 Summary of the Study

Salmond (2006) motivation works as the propelling force behind the growth and development of an individual. Motivational factors are mostly related to the job itself or to job content. These include achievement, recognition, advancement, possibility of growth and responsibility. . The purpose of the study was to investigate the institutional factors that affect motivation among teachers in public primary schools in Kirinyaga West district. The study aimed at establishing the institutional factors that affect motivation among teachers in public primary schools in the District. Specifically it aimed at examining how participation in decision making affects motivation among teachers; determine the extent in which role conflict reduction affects motivation of teachers; examine the relationship between working conditions and teachers' motivation and determine how monetary rewards affect motivation among teachers in public primary school. The following were the research questions; to what extent does participation in decision making affect motivation among teachers in public primary schools? to what extent does role conflict motivation of teachers in public primary schools?, how does working conditions affect

motivation among teachers in public primary schools? And how does a monetary reward affect motivation among teachers in public primary schools?

This study was based on the theory of motivation as espoused by Maslow (1943) which highlight the psychological basis of motivated that employees have five levels of needs: Physiological, safety, social, ego self –actualizing. The physiological needs include food, clothing and shelter. The teachers argument on motivation is in line with Maslow is need-hierarchy theory (1943) because the theory depicts that teacher's motivation increases with better/advanced working conditions, a regularly reviewed salary scheme, provision of food during working hours. Teachers would prefer an environment where they are accepted, loved and respected. Also the theory calls for a fair balance to be struck between employees input (hard work, skill levels, tolerance and enthusiasm) and employees outputs (salary, benefits and intangibles such as recognition). The theory is built on the belief that employees become demotivated, both in relation to their job and their employee, if they feel as though their inputs are greater than the outputs.

The target of population for this study included the 41 public primary schools in Kirinyaga West District with a population of 41 head teachers, 533 teachers and 2050 students. The sample size for head teacher was also 25. The researcher also considered sampling 20% of teachers (Filax, 2003) giving 106 teachers and 216 students. The sample size for this study thus added up to 347 respondents.

The main tool of data collection for this study was a questionnaire for head teachers and teachers and students. These were open-ended and close-ended questionnaires. Questionnaire for the head teachers assisted the researcher to gather information on head teachers' opinion on motivation among teachers while that of teacher enabled the

researcher get opinion on how head teachers are involved in facilitating their motivation. Structured closed ended questionnaires were used in students' questionnaire, because it is easy to compare response given to different items (Mugenda & Mugenda 1999).

A pilot study was conducted in 5 schools to determine instrument validity of the questionnaire. The 5 schools were not included in the final study. The researcher ascertained instruments validity by comparing the pilot study responses to the expected responses. The content validity of the instrument was determined by discussing the items in the instrument with supervisors. From the findings the determined correlation coefficients for teachers' head teachers and pupils were 0.703, 0.792 and 0.82 respectively. According to Mugenda and Mugenda (1999), reliability coefficient above + 0.6 is satisfactory. Therefore based on these results, the tools used in data collection were deemed highly reliable. Data collection procedures included the activity of gathering facts or information about a subject in a research study. The researcher visited schools to make appointments with head teachers. The researcher administered the questionnaire to the head teachers and teachers in the selected schools on agreed dates. The respondents were assured of the confidentiality of the information they gave.

Once the questionnaires were collected from the respondents, the researcher checked for incompleteness error. Analysis was done using statistical package for social sciences (SPSS) version 17.0 statistical package by encoding responses from questionnaires. Descriptive statistics such as percentages, means and frequencies were used to report the data. The mean was used as the most efficient measure of central tendency. Data was presented in summary form using frequency tables, bar graphs and pie-charts. Qualitative data analysis for open ended questions was done using content analysis.

Influence of Participation in Decision Making on motivation among teachers in public primary schools

The study found that the teachers were rarely allowed to participate in major decision making and rarely felt as part of leadership. Teachers were sometimes allocated supervisory role. The teachers had not in the course of their duties experienced unsupportive supervisor. Previous research studies confirm that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision making (Filak, 2003).

Influence of role conflict on motivation among teachers in public primary schools

The study found that sometimes every teacher had their roles well defined and allocation of subjects is done based on competence. The teachers had not experienced conflict between what the head teachers expect them to do, and what they felt they should do in the course of their duties. Bennette (1997) role conflict occurs when a person does not behave in accordance with expectations attached to a role to do so would place to great a strain on that person.

Influence of working conditions on motivation among teachers in public primary schools

The study found that the teachers' personal needs were not well catered for like day offs. The working environment was not conducive. There was no biasness in allocation of duties and responsibilities. In a research carried out by Nzuve (1999) it was found out that there are several human resources (HR) practices that determine and influence motivation.

They include making the workers feel valued by regularly monitoring their works, recognizing their achievement proper communication, trust between workers and the management.

Influence Monetary Rewards on motivation among teachers in public primary schools

The study found that sometimes there were monetary appreciations to teachers to motivate them. There were adequate monetary rewards for every teacher sometimes. Teachers were not rewarded best on their performance. Teachers were not appreciated for their good job. Some teachers are motivated by the money rewards , others motivated by the appreciation they will receive and for some it could simply be the motivation of getting back home early Kombo, (2006).

5.3 Conclusions

From the findings, the study concludes that teachers were rarely involved in leadership of a school, thus were less motivated and thus not satisfied with their job. The head teachers sometimes allow teachers to participate in major decision making, delegate duties to each teacher to make them feel as part of leadership as well as allocating supervisory role to each teacher.

On role conflict, the study concluded that majority of the teachers had not experienced conflict between what the head teachers expect them to do, and what they felt they should do in the course of their duties. However, every teacher had their roles rarely defined and allocation of subjects is rarely done based on competence. Some teachers experienced role ambiguity due to inadequate knowledge on job description details, performance standards, job objectives and strategies for meeting the standard.

Based on the working conditions, the study concluded that majority of teachers had not in the course of their duties experienced unsupportive supervisor. However some teachers in schools in Kirinyaga west District are demotivated thus reducing the amount of work produced, based on the fact that they experience unsupportive supervisors. Sometimes there is no biasness in allocation of duties and responsibilities. In addition teacher's personal needs are rarely well catered for like day offs as well as rare conducive working environment.

The study concludes that there are rarely monetary appreciations to teachers to motivate them teachers are rarely rewarded best on their performance. In conclusion, sometimes teachers are adequately considered for their personal needs like duty offs and often teachers are allocated subjects based on competence. In conclusion, although teachers in Kirinyaga District are rarely motivated they attend to their duty of teaching and marking books.

5.4 Recommendations

This study recommends that the Ministry of Education should come up with ways of assisting the teachers to advance in their education. Upgrading their education level would help them to perform better at their work, have more skills, have more job opportunities, increase their salaries and other benefits. All these are geared towards increasing the level of motivation.

It is important for the government to reconsider the salaries of teachers. This is because the people with similar academic qualifications in other professions earn double or even triple of what teachers earn. This makes people go into teaching due to lack of options. Satisfied teachers will concentrate on teaching and improving learners' academic performance.

Teacher training colleges in Kenya such as Murang'a, Igoji, Nakuru Meru, Machakos, Baringo, among others should revise their curriculum to enhance more teaching on conflict and management. This will improve the understanding of learners on various conflict resolution methods as well as enhancing a better understanding of their roles once they are deployed as primary school teachers. The training should also encompass creation of knowledge to teachers on proper working conditions and adaptability in order to enhance development motivation and growth in productivity and performance. The Kenya Educational Staff Institute (KESI) should design training courses suitable in addressing motivation. This will benefit public schools primary teachers in gaining knowledge on various levels of motivation suitable in enhancing their performance in the teaching field.

The study recommends that the head teachers should practice participatory leadership because a lot of knowledge and facts are gathered since the teachers will have a broader perspective. This will also make teachers more satisfied with the decision they have collectively made. The study recommends the head teachers to clearly state the roles of each teacher and always allocate subjects based on competence. The job demands should be discussed with teachers to ensure that the duties of the teachers are in line with what they expect. Head teachers and school board of governors should improve the physical surroundings of the schools and cater well for personal needs of teachers. This will make the teachers more satisfied thus motivated. Monetary appreciations should be used by the BoG to motivate teachers. Schools should involve teachers in decisions about policies and practices and acknowledge their expertise. This will help to sustain teacher morale. Through organized workshops and training by the MOE, the heads should be empowered to utilize sufficient funds for motivating teachers and students. A special training course

may be arranged for educational managers, administrators and supervisors for achieving competency in motivation techniques.

5.5 Recommendations for further studies

The following recommendations are made;

- i. A similar study in other parts of the country as well as private schools in order to investigate the validity of the findings.
- ii. A further study is recommended on other factors such as the individual factors (for example age, gender, level of education) and their influence on motivation among teachers.
- iii. The impact of teacher motivation should be further studied and method designed to bring out the best in teachers. Lack of motivation may lead to stress which eventually may translate to ineffective classroom management and poor academic achievement by learners.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi,

P.O. Box 30197,

Nairobi.

2nd may, 2012

The Head teacher,

Dear Sir/Madam,

REF: INVITATION TO PARTICIPATE IN RESEARCH IN YOUR INSTITUTION

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

Currently, I am carrying out a research on **Institutional factors that affect motivation among teachers in public primary schools in Kirinyaga West District**. As part of my Master of Education Course, I am required to collect data and write a project. I request your co-operation to enable me to collect the requisite data by giving honest response to the items.

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

Yours sincerely,

Catherine Wanjiku Kiritu

APPENDIX II

HEAD TEACHER'S QUESTIONNAIRE

This questionnaire is designed to gather information on institutional factors that affect motivation among teachers in public primary schools in Kirinyaga West District. Please indicate by putting a tick (✓) on the responses that applied to you. Do not write your name or name of your school anywhere on this questionnaire. The information is for research purpose only. Your identity will be treated as confidential.

Part 1: Background information

1)What is your gender? Male [] Female []

2)What is your level of education?

M.Ed [] B.Ed []

Diploma in Ed [] BA/BSc []

Others (specify) _____

3)How long have you been in headship?

Less than 3 years [] 8 to 12 years []

to 7 years [] 13 yrs and above []

4)What is the type of your school?

Boys boarding [] Boys Day [] Girls Boarding []

Girls Day [] Mixed Boarding []

Mixed Boarding/Day [] Mixed Day []

Part 2: Other Information

The table below presents some aspects of school administration that may be sources of motivation to public school teachers.

Please tick (✓) each factor on column "1" to "5". For example, "1" is given to those factors that are never experienced and "2" is given to the ones which are rarely experienced by your teachers.

1=Never 2=Rarely 3 = Sometimes 4= often 5=very often

Influence of motivation		1	2	3	4	5
5. Participation in leadership	I allow teachers to participate in major decision making					
	I have delegated duties to each teacher to make them feel as part of leadership.					
	I have allocated supervisory role to each teacher					
6. Role conflict	Every teacher had their roles well defined.					
	Allocation of roles is done on competence.					
7. Appreciation	Teachers who perform well are appreciated and recommended to TSC to motivate them.					
8. Working conditions	Teachers are adequately considered for their personal needs like duty offs.					
	Teachers are allocated subjects based on competence					
9. Monetary rewards	There is adequate monetary rewards for every teacher					

10. What are the institutional challenges do you face when enhancing job motivation among teachers?

11. What recommendations would you give to enhance job motivation among teachers in public primary schools?

Thanks for your cooperation.

APPENDIX III

TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on institutional factors that affect motivation among teachers in public primary schools in Kikuyu District. Do not write your name anywhere on this questionnaire as your identity will be kept confidential. You are requested to provide answers to the questions, as honestly as possible. The information you give will be used for academic purposes only. Please tick where appropriate (✓).

Par 1: Background information

1. What is your gender? Male [] female []

2. What is your level of education? Med [] D.Ed []

Diploma in Ed. []

BA/BSC []

Others (specify) _____

3. How long have you been a teacher? _____ years.

Part 2: Other Information

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

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

	Influence of motivation	1	2	3	4	5
4. Participation in leadership	I am allowed to participate in major decision making					
	I have been delegated duty to each teacher to make them feel as part of leadership					
	I have been allocated supervisory role					
5. Role conflict	Every teacher had their roles well defined.					
	Allocation of subjects is done based on competence.					
6. Monetary rewards	There are monetary appreciations to teachers to motivate them.					
	There is adequate monetary rewards for every teacher					
	Teachers are rewarded best on their performance.					
7. Working conditions	Teachers' personal needs are well catered for like day offs.					
	Working environment is conducive					
	There is no biasness in allocation of duties and responsibilities					

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

Yes [] No []

If yes, please explain what it was _____

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

Yes [] No []

If yes, please explain what it was _____

APPENDIX IV

STUDENTS QUESTIONNAIRE

I kindly request you to answer the questions below as honestly as you can be. The study is for academic purpose only. Your name will not appear anywhere in this study.

Thanks.

Kindly tick (✓) the correct response.

1. What is your gender? Male [] Female []
2. What was your total subject scores at the end of class seven last year?
 Below 200 [] Between 200 and 250 []
 Between 250 and 300 [] Above 300 []
3. Do teachers come for lessons in time?
 Sometimes [] Always [] Never []
4. How regularly do the teachers mark your books?
 Sometimes [] Always [] Never []
5. What are the main problems that you face while at school?

APPENDIX V
RESEARCH PERMIT

PAGE 2

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

Kirinyaga West
Central

Location
District
Province

on the topic: Institutional factors influencing
motivation among teachers in public primary
schools in Kirinyaga West District

for a period ending: 31st August, 2012.

PAGE 3

Research Permit No. NCST/RCD/14/012/858
Date of issue 29th June, 2012
Fee received KSH. 1,000



Catherine Wanjiku Kiritu
Applicant's
Signature

[Signature]
Secretary
National Council for
Science & Technology



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349

254-020-310571, 2213123, 2219470

Fax: 254-020-318245, 318249

When replying please quote

secretary@ncst.go.ke

P.O. Box 30629-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/858**

Date: **29th June 2012**

Catherine Wanjiku Kiritu
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional factors influencing motivation among teachers in public primary schools in Kirinyaga West District,*" I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga West District** for a period ending **31st August, 2012**.

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

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

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, Ph.D, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kirinyaga West District.