

**INFLUENCE OF SCHOOL MANAGEMENT COMMITTEES'
PRACTICES ON TEACHERS' MOTIVATION IN PUBLIC
PRIMARY SCHOOLS IN GANZE DISTRICT, KENYA**

Muthami George Mwalimu

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DECLARATION

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




Muthami George Mwalimu
E55/66061/2011

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



Dr. Jeremiah M. Kalai
Lecturer
Department of Educational Administration and Planning
University of Nairobi



Dr. Mari Nelson
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This work is dedicated to my wife Joyce Muthami, daughters Mary Kambua and Joyce Mulee, and my lovely son John Muthami.

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ABBREVIATIONS AND ACRONYMS

EFA	Education For All
KEMI	Kenya Education Management Institute
KNUT	Kenya National Union of Teachers
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NGO's	Non-Governmental Organizations
SPSS	Statistical Package for Social Sciences
TSC	Teachers' Service Commission
UNESCO	United Nations Scientific and Cultural Organizations
VSO	Voluntary Service Organization
SIMSC	School Instructional Material Selection Committee

ABSTRACT

The purpose of this study was to investigate the influence of school management committees' practices on teacher motivation in public primary schools in Ganze district. The problem of pupils' low achievement in academic work was attributed to teacher motivation. The research objectives sought to establish the extent to which involvement of teachers in decision making by the school management committee, recognition of teachers' effort, working conditions provided by the school management committees and supervision by the headteacher influences motivation among public primary school teachers in Ganze district. The study used the Maslow's theory of motivation which is suitable in that it captures different hierarchies of needs which could be among teachers in public primary schools. A descriptive survey design was used to investigate the influence of school management committees' practices in relation to teachers' motivation. The target population was all 123 public primary school headteachers and 947 teachers in Ganze district (District Education Office Ganze, 2014). The sample size of the study was 36 headteachers and 161 teachers. Thirty two out of thirty six headteachers participated in the study. On the other hand 142 out of 161 teachers filled in and returned the questionnaires. Nineteen teachers did not return the instruments and could not be reached due to shortage of time. From the findings, headteachers and teachers dominated the research participation, 88.89 percent and 88.20 percent respectively. Motivational practices were both extrinsic and intrinsic. In very few schools, teachers were rated to be highly and moderately satisfied with the school motivation practices. On the other hand more than a half of the teacher respondents generally indicated that they were slightly satisfied and moderately dissatisfied with the motivation practices in their schools. The researcher reached the conclusion that, where teacher motivation practices were provided for adequately, the teachers were satisfied with their job and they posted high pupil academic performance and vice-versa. The study recommends that there is need for school management committees in Ganze district to provide teachers' motivational schemes which when applied in the schools will lead to conducive working environment hence improved pupils' performance. Lastly, the researcher suggested that further research studies to be done on teachers' involvement in decision making, relationship between teacher motivation and pupils' academic achievement as well as the reasons behind so many teachers still holding P1 qualification in the district despite the many chances of academic advancement.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is viewed as the main contributing factor to individual and socio-economic development the world over (UNESCO, 2004) as quoted by Masengo (2010). This development can only be realized when a society has education programmes that are handled by motivated teachers or instructors.

According to Armstrong (2006), motivation is concerned with the factors that influence people behaviour in certain ways. He further points out that motivating people is about getting them to move in the direction you want them to go in order to achieve a result. Cole (2005) argues that motivation is an important aspect of management that requires human behaviour manipulated in order to harmonize individual's goals with those of the organization. He says it is an important tool of management in practice. Motivation of teachers has become a global concern. According to International Institute for Educational Planning (IIEP, 2004) teacher motivation is a global problem. The problem exists in developed countries such as United Kingdom and United States of America (Mwei, 2013). The status of teachers in these countries has declined greatly during the last five years. This is because of limited incentives provided to teachers to improve

their practice and develop as professionals, not being involved in decision making and little teacher compensation.

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 the management, job security (permanent or contract jobs), higher pay, a sense of control over one's work were identified as important factors underlying motivation. Bennell (2003) undertook a study on 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 teachers' motivation and job satisfaction.

Rodgers (2002) as quoted by Mwei (2013) 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 & Desimone,

2006). A study in Zimbabwe found that self-appraisals and role clarity factors emerged as the major predictors of overall job motivation among teachers' supervisors. This could indicate that supervisors are not well informed about the inner feelings, experiences and perceptions of an employee as they assume (Nhundu, 1994) in Wanjiku (2012). A study done in Lesotho found that factors such as compensation, recognition, institutional policies and practices, working conditions, supervision and human relations were significantly associated with job dissatisfaction (Pii, 2003).

In Kenya a study on motivation among teachers in public secondary schools in Machakos District indicates the main issues of concerns for teachers as; headteachers' administrative styles, work load, status and recognition in society, available promotional opportunities and relationship with employer (Matheka, 2005). In this regard, the problem of high turnover of teachers in Kenyan public schools can largely be attributed to low morale or lack of satisfaction at work and the issue has been debated in numerous forums such as trade union meetings, seminars, conferences and public commissions. The teacher being an instrument of success requires the physical, psychological, economical and social comfort. Okemwa (2003) asserts that every organization if it has to succeed must have contented workers. According to Olando (2003), one of the signs of deteriorating conditions in an organization is low job motivation. It leads to strikes, slow downs, absenteeism and high turnover. It may lead to low productivity, disciplinary and organizational

difficulties. The working conditions and environment in which the teacher works may be a source of low motivation. Okemwa (2003), notes that teachers working in rural centres are more disadvantaged compared to their urban counterparts due to the underdevelopment in schools. According to Wasonga (2004) working conditions include teaching materials and equipment. The school management committee should therefore ensure that there is adequate provision of teaching materials such as textbooks and writing material for teachers to easily perform their core duty of teaching. Various motivational programmes motivate different teachers and motivation leads to job satisfaction.

The ideal incentives are those tailored for the specific individual and are flexible over time hence the needs of employees should be well understood so that appropriate stimuli may be used to gradually motivate teachers. Incentives like provision of organized transport for teachers for easier accessibility of schools that are situated a distance from the main road and provision of tea and lunch may go a long way in motivating teachers leading to improved job satisfaction. Teachers' involvement in decision making improves the internal efficiency of the education system. Involving teachers in decision making is an incentive used by head teachers to induce teachers to identify with as well as put their efforts towards achieving the schools' objectives.

There has been a considerable increase in teachers' strike activities in Africa in recent years. These strikes have been precipitated by the failure of

governments to implement agreement with teachers' unions, a good example being Kenya and Burundi (Mingat, 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). The teaching profession is facing problems related to the 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, consumption of cheap illicit brew and inadequate infrastructure (Ngecu, 2006).

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

In Ganze district, there are many signs of lack of motivation to teachers. These included sign of stress, absence from work, alcoholism and truancy (DEO, 2012). There have also been a few suicide cases of primary school teachers in the district (DEO, 2012). In the year 2012, 54 teachers were transferred to other schools within the district. The main reasons for the transfers were absenteeism, negligence of duty, alcohol abuse, insubordination, incitement

among others (DEO, 2012). All these are signs of lack of motivation. Studies on motivation have not been exhaustively done. Andiva (2007), Wasonga (2004) and Osibwoga (2008), recommended for a study on motivation of teachers in general. This study will therefore assess motivational variables such as decision making, recognition, working conditions and supervision and their influence on teachers' motivation.

1.2 Statement of the problem

Public primary schools in Ganze District, Kilifi County, have been performing below average for the last four years.

Table 1.1 K.C.P.E performance trends in Ganze district

Year	2009	2010	2011	2012	2013
Mean Score	259.27	237.08	242.50	234.68	232.85

Source: District Education Office, Ganze (2014).

Data from District Education Office indicates low academic achievement trend in KCPE performance in the last four years as shown in table 1.1. 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. This clearly

indicates that, despite the government effort in providing 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.

Researchers such as Harrison (2003) and Graffin (2004) have explored the general factors influencing teacher motivation. Others such as Mueni (2003) has done research on effects of motivation among secondary school teachers in Kilome division, Makueni District while Mwei (2013) carried out a research on influence of headteachers' management practices in teacher motivation and job satisfaction in public primary schools in Kinango District. However, none has explored the school management committees' practices influencing motivation among teachers' in Ganze district. This study sets out to fill this gap.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of school management committees' practices on teachers' motivation in public primary schools in Ganze District.

1.4 Objectives of the study

The study sought to fulfill the following objectives:

- i. To establish the extent to which involvement of teachers in decision making by the school management committee influences teachers' motivation in public primary schools in Ganze district.

- ii. To determine the extent to which recognition of teachers' effort by the school management committee influences teachers' motivation in public primary schools in Ganze district.
- iii. To determine the extent to which working conditions provided by the school management committee influences motivation among teachers in public primary schools in Ganze district.
- iv. To establish the extent to which supervision by the headteacher influences motivation among public primary school teachers in Ganze district.

1.5 Research questions

The study sought to answer the following questions:

- i. To what extent does involvement of teachers in decision making by the school management committee influence teachers' motivation in public primary schools in Ganze district?
- ii. To what extent does recognition of teachers' effort by the school management committee influence teachers' motivation in public primary schools in Ganze district?
- iii. To what extent do working conditions provided by the school management committee influence teachers' motivation in public primary schools in Ganze district?
- iv. To what extent does supervision by the headteacher influence teachers' motivation in public primary schools in Ganze district?

1.6 Significance of the Study

The findings may benefit the school management, Parents' Association and the headteachers in formulation and implementation of internal policies on motivation. It may give an insight to the Ministry of Education, TSC, school managers and NGOs on issues influencing motivation among teachers in the country. The Kenya Education Management Institute (KEMI) may use the findings in designing training courses suitable in addressing motivation among teachers in Kenya. The Ministry of Education (MoE) may intensify supervision of teachers and thereby give guidance to teachers on issues related to their work. The findings may also sensitize other researchers in the area of motivation.

1.7 Limitations of the study

Limitation is an aspect of research that may influence the results negatively, but over which the researcher has no control (Mugenda & Mugenda, 2003). There was a possibility of some headteachers giving minimal cooperation, fearing that the study would detect their administrative incompetence. It was also possible that some teachers would not give honest information for fear that they would be exposing negative qualities of their managers. To avoid this researcher assured them confidentiality of their identity and held a discussion with them before the exercise.

1.8 Delimitations of the study

The study confined itself to public primary schools in Ganze District. Public primary schools are deliberately selected since they operate under the same

guidelines given by the Ministry of Education as opposed to private primary schools which operate under different management guidelines. The study involved only public primary school headteachers and teachers.

1.9 Basic assumptions of the study

The study was based on the following assumptions:

- (i) That teachers' participation in decision making, recognition of teachers' effort, good working conditions and proper supervision increase teachers' motivation.
- (ii) That the respondents would be willing to respond to all questions in the questionnaire.
- (iii) That responses provided to the items in the questionnaire would be truthful and honest.

1.10 Definition of significant terms

Decision making refers to the thought process of selecting a logical choice from the available options by the school management committees.

Job dissatisfaction refers to a negative feelings and beliefs with which teachers view their work.

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

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

Recognition of teachers' efforts refers to means by which teaching excellence by the teachers can be acknowledged and rewarded by the school management committee through incentives.

School Management Committee refers to a group of people employed to be in charge or control of the school (Republic of Kenya, 2013).

Supervision refers to management by overseeing the performance or operation of teachers by primary school head teacher.

Working conditions refer to the working environment and all existing circumstances affecting teaching in the school.

1.11 Organization of the study

The study was organized into five chapters. Chapter one consists of the introduction of the study. It captures the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study and finally definition of significant terms. Chapter two outlines the literature of the previous studies by other researchers on motivation, theoretical and conceptual framework. Chapter three consists of research methodology. The researcher indicated the research design, target population, sample size and sampling procedure, research instruments, validity and reliability, data collection procedures and data analysis. Chapter four presents data analysis, interpretation and discussion of research findings. Chapter five focuses on the summary of the findings, conclusions and recommendations.

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 the concept of motivation; effects of teachers' involvement in decision making on motivation of teachers; effects of recognition of teachers' efforts on motivation; effects of working conditions on motivation of teachers and effects of supervision on teachers' motivation; summary of literature review; theoretical framework and conceptual framework on school management committees' practices influencing teachers' motivation.

2.2 The concept of employee motivation

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 behaviour or drive that is aimed at a goal or incentive (Okumbe, 1998) in Wanjiku (2012). 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), suggest 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 inducing 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 factor are 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).

The relevance of teacher motivation is very crucial to the long term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, centre competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and centre competencies occur when one feels effective in ones 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 the other sectors of the economy have bigger salary structure 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. There is a wide range of views about teacher motivation in Africa, most of which are county specific. However, they 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 Involvement in decision making and employee motivation

School operations can be explained by organizational theory. Most educational organization theories are concerned with people aggregated into departments, and organizations with 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. Participation in decision making is recommended because a lot of knowledge and facts are gathered since a group has a broader perspective. Individuals who participate are more satisfied with the decision they have collectively made (Okumbe, 1998). According to Mangal (2005) managers can boost morale and motivate their 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).

Previous studies in the area of school effectiveness confirm that majority of school managers cited three policies that effectively improved morale and

motivated their teachers; 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 school managers (Bloom, 1982).

However, the concept of 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).

Managers of effective schools do not exercise educational leadership alone. Such leadership is often the collective efforts of the head teacher along with the other members of the school. Teachers' participation can also create problems. Decisions take too long to be made due to the long deliberation before a consensus is reached. Some teachers may not want to be involved in the decision making aspects of job.

2.4 Employee recognition and motivation

According to Cole (1996) recognition is a reality despite one's age and educational levels. He stressed that recognition must be sincere, and need to be based on above average performance. Recognition is also accompanied by

responsibility and power. This implies that people with responsibility need to work hard for their efforts to be seen and respected. Fry and Tweedie (2003) noted that low teacher morale threatened the achievement of EFA goals in Malawi Papua, New Guinea and Zambia since teachers were increasingly showing less respect. In Kenya the same scenario was also noted from a survey done about teachers' pay that there was less satisfaction with the procedures for recruitment and recognition of work well done. (Daily Nation, 21st July 2009).

Karanja (1984) pointed out that promotion and recognition for work performed as well as lack of chances for advancement among teachers caused dissatisfaction making some of them to resign. Halliday (1999) noted that teachers still seek public recognition of their professional status, indicating that teachers were not given an opportunity to contribute to the policies and practices of teaching profession therefore they felt dissatisfied. Workers would like to be respected and appreciated in whatever task they undertake in their jobs. Murage (2000) noted that recognizing the teachers' efforts through promotions and other incentives which are comparable to workers in other professions can help reduce teachers' dissatisfaction.

2.5 Working conditions and employee motivation

Working conditions in a school set up may also be referred to as teaching environment. Teachers' levels of job motivation is influenced by working conditions such as administrative support, school atmosphere and student

behaviour. The school management committee plays an important role when it comes to motivating teachers. It is the duty of the school management committee to create a conducive environment and setting. Adequate physical facilities and stationery is the key motivators to teachers (Sergiovanni, 2003). According to Chen and Luo (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.

Andiva (2007) in her study on the effects of motivation on teachers' performance and its impact on K.C.S.E results in Tiriki district Kenya, noted that 10 per cent of her respondents were happy with the working conditions, while Osibwoga (2008), on his study on the factors that affect mathematics teachers' motivation level in public secondary schools in Nyamusi division, Nyamira district Kenya, observed that 50 per cent of the teachers were dissatisfied with various school facilities leading to low morale towards work. Sogomo (1993) in Kimeli (2002) noted that the working environment and quality of life of the Kenyan school administrator need to be improved. He stated that this can be done by directing efforts to reduce causes of demotivation at work, such as school facilities, lack of recognition and stagnation in the same job group for a long time.

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.

2.6 Supervision and employee motivation

Supervision is a term used to describe a variety of behaviour carried out by a diverse group of people within the context of school system. It is generally conceptualized in two ways; overseeing and helping (Wanga, 1984). The overseeing aspect is task oriented and involves directing, controlling, reporting and coordinating. The 'helping' aspects are person oriented. It involves supporting staff and students to grow academically, professionally and ethically. This function is more directly related to the line function in administrative and management practices and involves activities of the teachers.

Chiemela (1982) defines instructional supervision as those activities concerned with maintaining and increasing effectiveness in teaching by working with teachers. Workers have different perceptions of supervision. While a supervisor may see it as a positive force for programme improvement, one teacher may see it as a threat to his individuality, while another teacher may think it as a source of assistance and support. Supervision is therefore concerned with the simulation of professional growth and development of teachers, the selection and revision of educational programmes, material for instruction and methods of teaching in addition to the evaluation of instruction. The head teacher is responsible for all school programmes and promotion of teachers' growth and effectiveness.

The head teacher's effectiveness in supervision practices always influences the teachers' attitude towards the job practices hence improving motivation amongst the teachers.

Olembo, Wanga and Karagu (1992) identified major functions of school teachers to establish problems and need of students, building strong group morale and securing effective team work among teachers. Head teachers as managers should therefore possess specialized skills in supervisory management to enable them play their role satisfactorily. Studies carried out observe that Kenya primary school managers are lacking supervisory skills hence demotivating the teachers leading to job dissatisfaction.

2.7 Summary of Literature Review

The literature review shows that extrinsic motivation plays a critical part in teacher motivation. 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 involvement in decision making, recognition, conducive working environment and supervision.

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 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

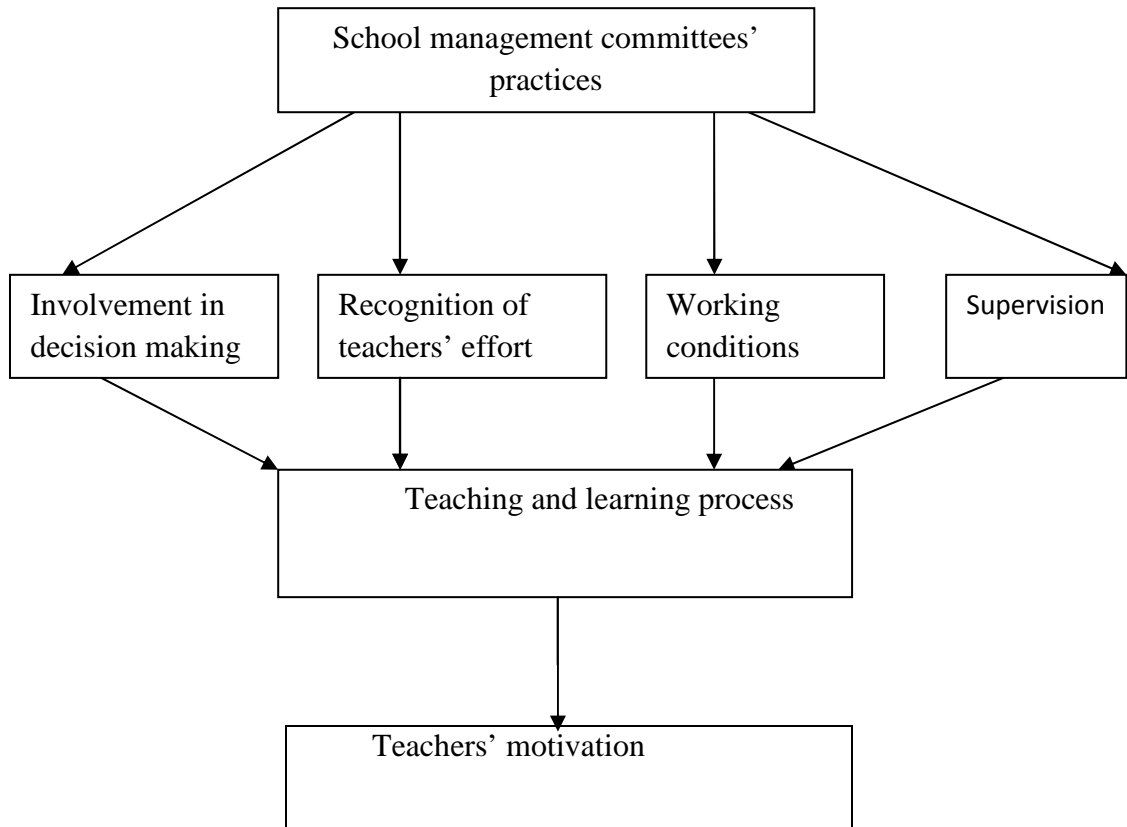
This study will be based on the theory of motivation as espoused by Maslow (1943) in Mwei (2013) which highlights the psychological basis of motivation that employees have five levels of needs: physiological, safety, social, ego and self-actualizing. The physiological needs include food, clothing and shelter. The safety needs include the need for security, fair treatment, protection against threats and job security. Affiliation needs include the need of being accepted and loved. Esteemed (ego) needs include the need for respect, achievement, independence and autonomy. Self-actualization needs include realizing one's full potential or self-development. The teachers' argument on motivation is in line with Maslow's need hierarchy theory (1943) in Mwei (2013) because the theory depicts that teachers' motivation increases with better working conditions, regularly reviewed salary scheme, provision of food during working hours. Again security is of paramount importance to the teacher. 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 employer, if they feel as though their inputs are greater than the outputs.

2.9 Conceptual Framework

The following variables will form the basis of the research conceptual framework for this study; participation in decision making, recognition of teachers' efforts, working conditions and supervision while the dependent variable is teachers' motivation.

Figure 1.1 School management committees' practices influencing teachers' motivation.



The conceptual framework shows the school management committees' practices that influence teachers' motivation. They include involvement in decision making, recognition of teachers' efforts, working conditions and supervision. These practices influence teachers' motivation as illustrated in figure 1.1.

According to the Maslow's theory of motivation, the psychological basis of motivation is that, employees have five levels of needs; physiological, safety, social, ego and 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' inputs (hard work, skill levels, tolerance and enthusiasm) and employees' outputs (salary, benefits and intangibles such as recognition).

This increases teachers' motivation depicted as commitment for example completion of syllabus in good time, punctuality for example teachers reporting to school in good time, preparedness indicated by teachers preparation of schemes of work, lesson plans and lesson notes and teamwork where teachers cooperate especially in co-curricula activities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods the researcher used in carrying out the study. It was organized under the following sub-headings; research design, target population, sample size and sampling procedures, research instruments, instrument reliability, data collection procedures and finally data analysis techniques.

3.2 Research design

The study used the Descriptive Survey research design. Mugenda and Mugenda (2003) defined survey as an attempt to collect data from members of the population in order to determine the status of that population with respect to one or more variables.

3.3 Target population

The target population for this study was all public primary schools in Ganze district. According to an updated list of all public primary schools from the District Education Office (2013), there are 123 public primary schools in Ganze district with a total population of 123 headteachers and 947 teachers.

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003) sampling is a careful selection of sub group from the accessible population so as to be a representative of the

whole population with relevant characteristics. By selecting some of the elements in the population, conclusion about the entire population can be drawn. According to Mugenda and Mugenda (2003) about 10 percent of the target population is enough for a descriptive study but according to Best and Kahn (2011), the best sample population is that which covers at least 30 percent of the total population.

The research therefore targeted 36 (30%) headteachers and 161 (17%) teachers since the larger the sample the higher the reliability. Stratified sampling technique was used to select the types of respondents in schools. The target group was stratified into two categories that is, headteachers and teachers. The method was aimed at ensuring the researcher obtains opinion about teacher motivation and its impact from both headteachers and teachers within the three zones in district.

Table 1.2 Target population and sample size: Primary school headteachers and teachers

Zone	Headteachers	Teachers
Bamba	11	48
Ganze	13	50
Vitengeni	12	63
Total	36	161

3.5 Research instruments

A questionnaire formed the major data collecting tool. Orodho (2004) notes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Two sets of questionnaires were used, one meant for the head teachers and the other for the teachers. The headteachers' questionnaire was divided into two parts. Part one contained questions focusing on headteachers' demographic background information. Part two contained six questions, each with sub sections and focused on roles played by a headteacher to promote teachers' motivation in the school.

The teachers' questionnaire was divided into three parts. Part one contained the teachers' demographic information; part two contained four sections. Part two section one drew the teachers' opinions on the level of involvement in decision making in the school by the headteacher on different management tasks. The last three sections contained statements indicating headteachers' management roles to enhance teacher motivation in the school. Teachers were required to indicate their level of satisfaction or dissatisfaction using a five point Likert scale. Part three consisted of six open ended questions for the respondents to give their views.

3.6 Instrument validity

Mugenda and Mugenda (2003), note that validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. The validity of an instrument represents the degree

to which a test measures what it purports to measure (Best & Kahn, 2002). To enhance content validity, the research instrument was appraised by two lecturers who are experts in the field of Educational Administration and Planning. The comments which were made were strictly put into consideration and the supervisors of this study who are experts were closely consulted to enhance the validity of the study. A pilot study was conducted prior to the actual research to improve face validity and content of the instruments. The item(s) found to be ambiguous were discarded altogether or improved to meet the standards.

3.7 Instrument reliability

Orodho (2004) describes reliability as the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept. Bryman and Gorard (2001) suggest that there is need to conduct a pilot study before the actual research in order to ensure that all the research instruments function well. The pilot study was thus undertaken to ascertain the reliability of the main research instruments, the questionnaire, and also to familiarize with the research situation. This was done by administering the questionnaires twice to fifteen teachers from the target population; that is five teachers in one school in the three zones of Ganze district. Pearson's product moment formula of the test re-test was employed to compute correlation coefficient. Then a retest was done after two weeks.

$$R = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where;

N_X = the number of scores in X distribution (pretest)

N_Y = the number of scores in Y distribution (re-test)

$\sum X^2$ = the sum of squared scores in X^2 distribution

$\sum Y^2$ = the sum of squared scores in Y^2 distribution

$\sum XY$ = the sum of products of paired X and Y scores

The correlation coefficient obtained was 0.78 and hence the instrument was accepted as suitable for the study.

3.8 Data collection procedures

After the appraisal of the research, a research permit was obtained from the National Council of Science, Technology and Innovation. The researcher reported to Deputy County Commissioner Ganze, DEO's office for clearance. The researcher then headed to the sampled schools, got permission from the headteachers, informed the respondents about the study and held a discussion with them on how to fill in the questionnaires and the collection date after five days.

3.9 Data analysis techniques

Data analysis is the process of bringing order, structure and meaning to the mass of information collected. It involves data coding, data entry and other statistical procedures (Orodho, 2008).

Both qualitative and quantitative data was analyzed. The results were tabulated to facilitate the summary of the items and detection of errors and omissions. After every table a summary of findings was shown. The quantitative data was analyzed using descriptive statistics formulae using the statistical package for social sciences (SPSS). The information was presented in form of frequencies, percentages, bar graphs and pie charts. Qualitative data was organized into themes and then assigned for each item and the frequencies of occurrence computed.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

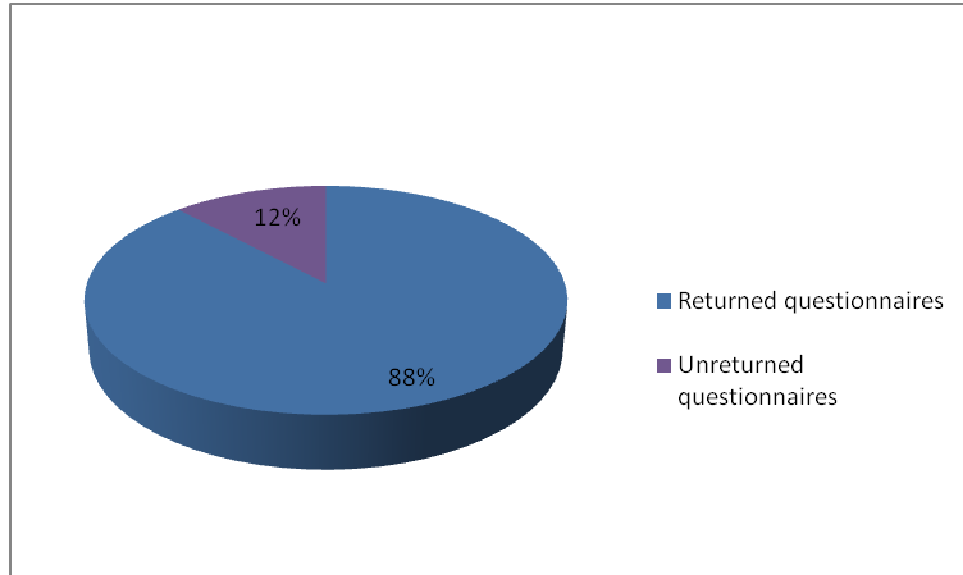
4.1 Introduction

The main focus of this chapter is the presentation, analysis and interpretation of the results of the data. Data obtained was analyzed to establish the influence of the school management committees' practices on teachers' motivation in public primary schools in Ganze district, Kenya. Data was collected from 32 headteachers and 142 teachers. Descriptive statistics such as frequencies, tables, graphs, percentages and pie charts were used to analyze responses to various items in the questionnaire. The chapter provides the questionnaire return rate for the respondents, demographic information of respondents and findings based on the answers provided on the questions of the research.

4.2 Questionnaire return rate

The researcher had targeted 36 headteachers for the study out of which 32 participated forming 88.89 percent return rate. In the case of the teachers, the researcher targeted 161, whereby 142 participated making 88.20 percent return rate. Hartman and Headborn (1979) state that 50 percent is adequate, 60 percent is good, and 70 percent or more is very good.

Figure 1.2 Questionnaire return rate



4.3 Demographic information of the respondents

The study inquired about the demographic information of the respondents (headteachers and teachers) in terms of their gender, age, academic qualification, duration in their present schools and responsibilities in their schools.

4.3.1 Gender of the respondents

With development and modernization, gender balance has turned out to be an important consideration in almost all spheres of life. As a result it was necessary for the study to establish the gender balance in the teaching fraternity in the district. This was guided by the logic that many psychologists argue that males and females perceive and interpret things differently even though they may be exposed to the same kind of

environment. Of importance to the researcher was to find out whether there was gender bias in the teaching staff in the area of study.

To determine the gender distribution, the headteachers and teachers were asked to indicate their gender. Their responses were as shown in Table 1.4.

Table 1.3 Distributions of headteachers and teachers by gender

Gender	Headteachers'		Teachers'	
	Frequency	Percent	Frequency	Percent
Male	24	75	121	85
Female	8	25	21	15
Total	32	100	142	100

Table 1.3 shows that the majority of the respondents were male headteachers and teachers. Generally the male headteachers and teachers dominate the public primary schools in Ganze district. This is a true indication that gender sensitivity has not been put into consideration in the district. Gender of the headteacher may affect job satisfaction because teachers of same gender may feel more satisfied working under the headship of the preferred gender. Female headteachers may influence the motivation of female teachers and girl child as they would like to emulate their female headteachers in building confidence in them on seeing their fellow gender in leadership.

4.3.2 Age of headteachers and teachers

The issue of the age of the respondents was of importance since the researcher sought to establish whether the age of the respondents had any influence in the job motivation levels. For the case of the headteachers, the researcher wanted to find out whether age had any influence in both teaching and their management roles. The age factor influences motivation in one way or another. Younger teachers have more conflicting issues and have more diverse aspirations than older teachers who may have settled in their jobs due to age. The older teachers may have a high job satisfaction than the young ones: this is in line with Okumbe (2003) that younger employees give higher expectations and aspirations, which may not be met by the organization. Results on the age distribution of headteachers and teachers were tabulated in table 1.4

Table 1.4 Age distribution of headteachers and teachers

Age Bracket	Headteachers'		Teachers'	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Below 30 years			28	20
31 – 35			53	37
36 – 40	2	6	44	31
41 - 45	16	50	11	8
46 and above	14	44	6	4
Total	32	100	142	100

The findings showed that most headteachers (50%) were aged between 41 – 45 years. The data also indicated that none of the headteachers were below 35 years of age. The lowest number of teachers was recorded in the 46 and above years' age bracket. The table also indicated most of the teachers (37%) in Ganze district public schools are between 31 – 35 years of age. The data indicated that the lowest percentages of the teachers (4%) are of age 46 and above. This is an indication that most of the headteachers and teachers are in their active years of their life hence can be entrusted in taking their professional duties.

4.3.3 Distribution of headteachers and teachers marital status

Table 1.5 Respondents' marital status

Status	Headteachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Married	32	100	125	88
Single			17	12
Total	32	100	142	100

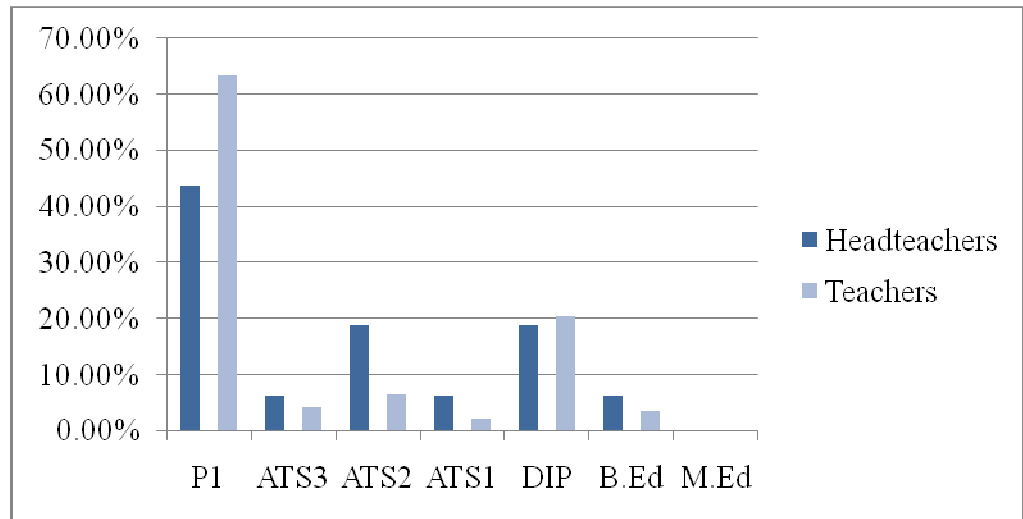
Table 1.5 is a representation of the marital status of the respondents where all headteachers are married, 88 percent of the teachers are married and the rest are single. The fact that 88 percent are married indicates that most of them are stable in their job because marriage comes with its own responsibilities.

There is an implication that married teachers are more stable and this could contribute to their motivation and enhanced job satisfaction.

4.3.4 Academic qualifications for headteachers and teachers

The study sought information on respondents' academic qualifications. Level of education of teachers is imperative for the teachers to embrace the relevant roles, reward and recognition, a factor that largely determines job motivation of teachers. This is in line with Okumbe (1992) that the professional variables showed some significant influence in workers' motivation and job satisfaction.

Figure 1.3 Academic qualifications for headteachers and teachers



The data in figure 1.3 show that most of headteachers (43.75%) and teachers (63.38%) were P1 holders. This shows that majority of public primary school teachers in Ganze district have only attained the minimum qualification in

the teaching profession. Both groups should be encouraged to join colleges for the attainment of higher education qualifications.

Table 1.7 Headteachers’ and teachers’ subject work load per week

The study sought to find out the number of lessons taught by both headteachers and teachers in various schools. This would assist in assessing whether the subject work load has any influence in teachers’ motivation.

Table 1.6 Headteachers’ and teachers’ weekly subject work load

Number of lessons	Headteachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
1 – 10	4	12.5		
11 – 20	22	68.75	14	9.86
21 – 30	6	18.75	124	87.32
30 and above			4	2.82
Total	32	100	142	100

From the findings, most headteachers (68.75%) teach 11 – 20 lessons per week while most teachers (87.32%) teach 21 – 30 lessons per week. The subject work load for a headteacher or a teacher can affect his/her motivation either positively or negatively. Six (6) teachers out of 142 who participated in

the study expressed fear of leaving the job in future due to heavy work load and low remuneration.

4.3.5 Teachers' teaching experience

In part 1 of the teachers' questionnaire, teachers were requested to indicate their teaching experience. This information was of great help to this study in that , teachers who had taught for many years were able to compare large classes with small ones and were able to tell their level of motivation. Table 1.7 below indicates the findings.

Table 1.7 Teachers' teaching experience

Years of teaching	Frequency (f)	Percent (%)
10 years and below	62	44
11 – 20 years	51	36
21 – 30 years	16	11
31 years and above	13	9
Total	142	100

Most of teachers, 44 percent had a teaching experience of 10 years and below while 36 percent of them had experience of between 11-20 years. The remaining teachers representing 20 percent had taught for twenty-one years and above. The findings concur with Gakuru (1982) that those teachers who had stayed in the schools for longer periods of time were in a position to give

information on how free primary education had affected their level of job motivation.

4.3.6 Positions of responsibility

The study sought to find out the distribution of teachers' responsibilities in schools. This would assist in assessing teachers' involvement in managerial tasks which will motivate them as they are authorized to carry out their jobs specified to them. Table 1.8 represents the findings;

Table 1.8 Teachers' responsibilities

Responsibility	Frequency (f)	Percent (%)
Deputy headteacher	1	0.70
Senior teacher	3	2.11
Panel head	11	7.75
Class teacher	50	35.21
Subject teacher	77	54.23
Total	142	100.00

The findings revealed that most of the teachers in Ganze district are subject teachers (54.23%) and class teachers (35.21%). There is a very small fraction of teachers who are panel heads. This is an implication that most of the teachers in the district are not involved in school management leading to low level of motivation.

4.3.7 Distribution of headteachers by years of headship

The headteachers were asked to indicate the number of years they had served in the position. Period of service demonstrates experience in undertaking the duty. This data would assist in relating management performance of headteachers and teacher motivation in the district. The findings were represented in table 1.9 below.

Table 1.9 Distribution of headteachers' years of headship

Years of headship	Frequency (f)	Percent (%)
0 - 1	2	6.25
2 - 3	4	12.50
4 - 5	6	18.75
6 - 7	14	43.75
8 - 9		
10 and above	6	18.75
Total	32	100.00

From the table, data findings indicated that most of the headteachers (43.35%) had been heading schools for a period of between six and seven years. It further revealed that the lowest category had served as headteachers (6.25%) only for one year. This implies that the district commands an experienced teachers' management force. Experience has a direct link to

management practices and motivation due to mastered skills and competencies.

4.3.8 School pupil enrolment

The study sought to establish the school pupils enrolment in the schools sampled in the study. Table 1.10 presents the findings;

Table 1.10 School enrolment

Enrolment	Frequency (f)	Percent (%)
Below 100	0	0
101 - 200	2	6.25
Over 200	30	93.75
Total	32	100.00

It was revealed that no school among the study sample had 100 pupils and below. Two schools had an enrolment of between 101-200 pupils while 30 schools had an enrolment of over 200 pupils. The findings indicate that there were large numbers of pupils in the classes. The large numbers of pupils in classes affected teachers' motivation in that teachers were not able to attend to pupils individually which in turn brought about low grades in pupils. Teachers were not able to mark assignments which made them ineffective since they were not able to evaluate the pupils' progress. These findings are in line with Matheka (2005) who found out that frequent checking of assignments was one way of assisting pupils to learn.

4.4 Headteacher's management practices on teacher motivation

This section sought to establish headteacher's management practices on teacher motivation in the school. To accomplish this, the researcher asked the headteachers to respond to statements in part two of their questionnaires.

The findings revealed that headteachers consulted their teachers on decisions pertaining to the school on rare cases and especially on duties which required the teachers to take part in the implementation. This concurs with the teachers' opinion on decision making involvement. It also emerged that headteachers supervised their teachers' class work but the frequency varied from school to school. Instructional supervision is quite critical to educational institutions and indeed a useful vehicle which drives the education towards the achievement of the desired goals with the need of obtaining useful outcomes MOEST (2004). The researcher tends to think that what matters in Ganze district are the styles used by the headteachers because most of the teachers expressed slight satisfaction and dissatisfaction of the management of supervision in their schools. This means the situation is influencing teacher motivation negatively and obviously resulting to poor performance.

The study also revealed that schools have functional school instructional materials selection committees which are updated on their roles by the headteachers on termly basis. This concurs with table 1.16 which reveals that teachers are involved in ordering instructional materials for their schools.

This confirms that schools in Ganze district have adequate teaching and learning materials making the failure in academic achievement in the district to be attributed to other factors.

Further findings revealed that all the schools have rewarding systems for good performance to teachers which is organized by headteachers, teachers and parents. This is a confirmation that teacher's effort is recognized in Ganze district but in a minimal degree. Mwei (2013) states that a manager can motivate his employees by recognizing achievement through praise, material rewards and even holding meetings to monitor and counsel individual in regard to the organization progress.

KCPE performance trend 2009 - 2013

Table 1.11 below presents the findings from the headteachers on KCPE performance trend over the last five years.

Table 1.11 KCPE Performance trend

Performance Grid	Frequency (f)	Percent (%)
Excellent	0	0
Good	2	6.25
Average	22	68.75
Poor	8	25.00
Total	32	100.00

Majority of the headteachers (68.75%) indicated that the KCPE performance trend for the last five years was rated as average performance. A very small percentage (6.25%) was rated good. The rest of the findings (25%) indicated poor performance.

4.5 Teachers' levels of satisfaction with specific headteachers' management practices

In this section, the study sought to identify headteachers' specific management practices employed and the relationship between them and teacher motivation.

4.5.1 Decision making as a determinant of teacher motivation

It was important to find out how motivated the teachers were with their involvement in decision making. The research question sought information on teacher participation in decision making in the school on matters pertaining the management of the school. To establish whether involvement of teachers in decision making had any influence in their motivation. The researcher asked the teachers to indicate their opinion on the frequency of involvement by their headteachers. Data findings were presented in table 1.12.

Table 1.12 Teachers' perceptions on their involvement in decision making

Decision/Managerial task		A	F	O	R	N
Teachers' involvement in school						
Budgeting.	f			3	33	106
	%			2.11	23.24	74.65
Teachers' involvement in school purchases.						
	f				119	23
	%				83.80	16.20
Teachers' involvement drawing school programmes.						
	f				108	34
	%				76.06	23.94
Teachers' involvement in pupils admission.						
	f			2	131	9
	%			1.41	92.25	6.34
Teachers' involvement in support staff recruitment.						
	f				33	109
	%				23.24	76.76
Teachers' involvement in pupils' discipline cases.						
	f	12	16	81	24	9
	%	8.45	11.27	57.04	16.90	6.34
Teachers' involvement in subject allocation.						
	f	127	15			
	%	89.44	10.56			
Teachers' involvement in ordering of school instructional materials.						
	f	3	14	121	4	
	%	2.11	9.86	85.21	2.82	

The findings from the study indicate that teacher involvement in school budgeting, school purchases, drawing of school programmes, admission of new pupils and recruitment of support staff is below average. More than fifty percent of the teachers indicated that they were never involved in school budgeting. This is also evidenced in recruitment of support staff where 76.76 percent of the teachers indicated that they were not involved. Involvement in decision making is important in teachers' motivation because teachers are able to give their views, interact and share ideas.

Okumbe (1998) notes that making decisions is one of the prime functions of educational management. Generally more than half of the involvement items in decision making are below fifty percent satisfaction apart from subject allocation (89.44%) and ordering of school instructional materials. This is an indication that teachers are dissatisfied with the level of involvement in decision making in Ganze district. Matheka (2005) concurs with these findings that headteachers did not involve teachers in decision making on matters affecting the school and this led to their low morale. However, Kageha (2004) found that teachers who are entrusted with decision making were very happy to perform their job as they felt they were in control of their classes.

Therefore, the researcher concluded that teachers in Ganze district are not adequately involved in decision making by their headteachers leading to low motivation levels and this could be the cause of the decline in academic achievement in the district.

4.5.2 Recognition as a determinant of teachers' motivation

The research questions sought information on recognition of teachers' effort on duties performed. The researcher asked the respondent teachers to indicate how satisfied they were with the recognition of their performance using three items that is, recognition of teachers whose subjects perform best, recognition of teachers who perform well in co-curricular activities and recognition of the most committed teachers. The findings are presented on table 1.13 below.

Table 1.13 Satisfaction with recognition by teacher respondents

Levels of satisfaction	HS	MS	SS	MD	HD
Statement	(f) (%)	(f)(%)	(f) (%)	(f) (%)	(f) (%)
Recognition of teachers whose subject performs best.			45 31.69	69 48.59	28 19.72
Recognition of the most committed teachers.			55 38.73	73 51.41	14 9.86
Recognition of teachers who perform well in co-curricular activities.			59 41.55	79 55.63	4 2.82

It emerged from the study that, general recognition of teachers' effort in Ganze district is below average. This is because over 50 percent of the teacher respondent expressed dissatisfaction with all the three variables used in the study. Although most of the headteachers when responding to their

questionnaire had indicated that they have rewarding systems for good performance in their schools. It is evident that the expectations of the teachers in the district are yet to be addressed. Wasonga (2004) stated that with ideal incentives tailored to the specific individuals and flexible over time leads to well understood working relation that is appropriate to stimulate gradual achievement of job satisfaction hence motivation.

Lack of recognition for work well done can lead to negative repercussion to teachers' motivation levels. This could be the case of Ganze district KCPE performance. The study had a clear indication that teachers work in Ganze district is not appreciated to the maximum making them demotivated. These findings do not concur with Mueni (2003) who found out that teachers in Makueni District were given tokens as a way of appreciating them which in turn boosted their morale to perform better in their duties.

4.5.3 Working conditions as a determinant of teacher motivation

Another aspect of teacher motivation which the headteacher has a role to play is working conditions. The research questions sought information on the extent to which working conditions in the school influenced teacher motivation. The findings were presented in table 1.14 below.

Table 1.14 teachers' satisfaction with the working conditions

Level of satisfaction	HS	MS	SS	MD	HD
	(f) (%)	(f) (%)	(f) (%)	(f) (%)	(f) (%)
Staffroom facilities in the school.		12 8.45	100 70.00	16 11.27	14 9.86
Tea break		5 3.52	102 71.83	14 9.86	21 14.79
Availability of teaching and learning materials.	28 19.72	99 69.72	15 10.56		
Classrooms in the school.	23 16.20	106 74.65	13 9.15		
General cleanliness of the school.	13 9.15	111 78.17	18 12.68		
The school surroundings.	19 13.38	93 65.49	18 12.68	12 8.45	
Maintenance of school facilities.		14 9.86	116 81.69	12 8.45	

Majority of the teachers expressed slight satisfaction with the staffroom facilities in the schools. However, no respondent expressed high satisfaction on the same. A very small fraction (19.72%) of the teachers in the district expressed high satisfaction in teaching and learning materials, classrooms in

the school (16.20%), general cleanliness of the school (9.15%) and the school surroundings (13.38%).

The findings also indicated that there was no any teacher who expressed high satisfaction in tea break and maintenance of school facilities. Most teachers (69.72%) expressed moderate satisfaction with teaching and learning materials, classrooms in the school (74.65%), general cleanliness (78.17%) and the school surroundings (65.49%). The satisfaction of the availability of teaching and learning materials concurs with the fact that most headteachers had indicated that they have functional SIMSC's which are updated on their roles on termly basis. A fraction of the teachers (9.86%) also expressed dissatisfaction with staffroom facilities, (14.79%) tea break, (8.25%) school surroundings and (8.25%) maintenance of school facilities. Generally the descriptive data on working conditions rated satisfaction of teachers at 45.07 percent against dissatisfaction at 54.93 percent. This level of job satisfaction among the teachers might be affecting the KCPE performance negatively. Musila (2010) quoted that once teachers are satisfied with the working conditions, they get motivated and consequently pupils' achievement in KCPE improves.

4.5.4 Supervision as a determinant of teacher motivation

As one of the aspects of teacher motivation, the research question sought information on supervision of teachers' duties in the school. The researcher asked the respondent teachers to indicate the level of satisfaction with the

management of teacher supervision by their headteachers. The findings were presented in table 1.15.

Table 1.15 Satisfaction with supervision by teachers’ respondents

Level of satisfaction	HS	MS	SS	MD	HD
	(f) (%)	(f) (%)	(f) (%)	(f) (%)	(f) (%)
Relationship with headteacher	2 1.41	63 44.37	72 50.70	5 3.52	
Duties assigned everyday		5 3.52	58 40.85	65 45.77	14 9.86
Style of supervision		3 2.11	38 26.76	87 61.27	14 9.86
Classroom instruction		7 4.93	73 51.41	54 38.03	8 5.63
Pupils’ discipline		4 2.82	65 45.77	42 29.58	31 21.83

Satisfaction with the above variable was assessed using the five items on table 1.15. The findings revealed that most teachers were slightly satisfied and dissatisfied with most aspects of supervision management. This is because the outcome of the items assessed portrays well that 44.37 percent of the teachers were slightly satisfied with the teacher-headteacher relationship against 50.70 percent who were moderately dissatisfied with the same aspect. The rest of the teachers were rated at highly and moderately dissatisfied. Generally the study portrays a general dissatisfaction with teacher-headteacher relationship. On the supervision of the duties assigned everyday by the headteacher, the same trend was observed. That is, the outcome deviated to dissatisfaction. Only 3.52 percent were rated to be moderately

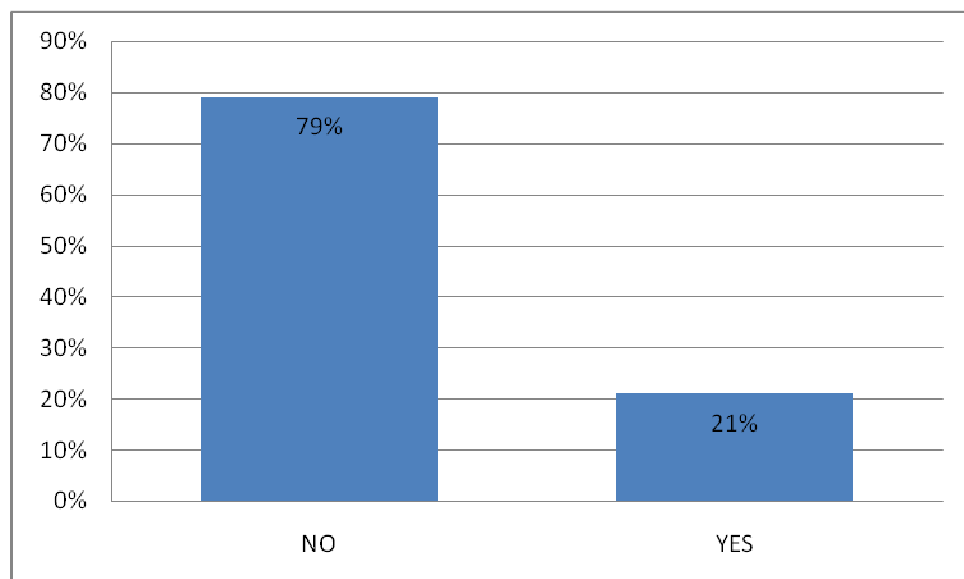
satisfied with the management of the variables. Generally, satisfaction level in all items assessed was below average hence, a call for improvement.

According to Robins (1998) the quality of the supervisor-subordinate relationship influences the employees overall job satisfaction hence motivation. Cordial relationship in the work place is important as it enhances good work climate. This brings the openness and trust in the work place as one is able to express his or her ideas freely and comparison can be made to come up with the best ideologies for implementation.

4.5.5 Personal assessment on change of job as a determinant of teacher motivation

Having established the teacher respondents levels of satisfaction with various motivation variables, the study sought to find out from the respondents whether they would be ready to change their current job as teachers.

Figure 1.4 Teachers' opinion on change of their job



According to the findings, it emerged that majority of the respondents, seventy nine percent, were not ready to change their current job against twenty one percent who were ready to change to another job. The study sought to further establish the reasons as to why the respondent teachers would be ready to leave their current job as teachers for other jobs. According to the findings, majority of the respondents were of the opinion that teaching has poor terms of payment compared to other professions of similar qualification leading to a lot of dissatisfaction among the teachers.

4.6 Teaching aspects that dissatisfy teachers at their schools

The study sought to establish the aspect of the teaching job which made the teachers dissatisfied in their schools. Table 1.16 presents the findings.

Table 1.16 Teaching aspects that dissatisfy teachers in their schools

Aspects	Frequency (f)	Percent (%)
Blame for poor performance	86	60.56
Headteacher's dictatorship	74	52.11
Too much work load	64	45.07
Pupils' indiscipline	58	40.85
Pupils' dropping out of school	84	59.15
Monotonous routine	56	39.44
Non involvement in decision making	115	80.99
Lack of parents' support	74	52.11
Lack of decent rental houses	97	68.31

As per the findings, a significant majority of the respondents were dissatisfied with not being involved in decision making in their schools, with 68.31 percent citing lack of rental houses as a source of dissatisfaction. Lack of parents' support 52.11 percent, pupils drop out 59.19 percent, blame for poor academic performance 60.56 percent and headteacher's dictatorship (52.11%) were also condemned for teacher dissatisfaction. This shows that a significant majority of teacher respondents are not happy with the working conditions in their schools in Ganze district.

4.7 Improving levels of job motivation in Ganze district public primary schools

The study sought to establish the best possible ways the headteachers could employ to improve levels of job motivation at school. Table 1.17 presents the findings.

Table 1.17 Ways of improving levels of job motivation at school

How to improve job motivation	Frequency (f)	Percent (%)
Recognize teachers for work done	102	71.83
Improve working environment	93	65.49
Involve teachers in decision making	110	77.64
Employ more PTA teachers	86	60.56
Improve pupils discipline	71	50.00
Headteacher to accept criticism	67	41.18
Provide teachers with meals	79	55.63
Improve team work spirit	73	51.41
Provide adequate teaching and learning materials	71	50.00

Table 1.17 indicates that the most preferred way of improving levels of job motivation in the schools is involving teachers in decision making (77.64%)

followed by recognizing teachers for work done (71.83%). Improving working environment (65.49%) and employment of PTA teachers (60.56%) came third and fourth respectively, while the least preferred way is headteacher's acceptance to criticism. This reveals that headteachers have a lot to do in improving teacher motivation at school level in Ganze district.

4.8 Teachers' overall assessment of job motivation

The study sought to establish the overall assessment of teachers' job motivation. Table 1.18 presents the findings.

Table 1.18 Teachers' overall assessment of job motivation

Statement	Frequency (f)	Percent (%)
Non respondents	7	4.93
Highly satisfied		
Moderately satisfied	14	9.86
Slightly satisfied	93	65.49
Moderately dissatisfied	28	19.72
Highly dissatisfied		
Total	142	100.00

From the table above 65.49 percent of the respondents were slightly satisfied with their job, while 19.72 percent were moderately dissatisfied with their job. This shows that though the teachers are performing their duties of teaching they are not convinced that is the best they could offer.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the areas covered, a summary of research findings and conclusions of the research study. It also gives recommendations and suggestions for further research.

5.2 Summary of the study

The objective of the study was to investigate the influence of school management committees' practices on motivation of teachers in public primary schools in Ganze district.

The study was aimed at achieving the following specific objectives; to establish the extent to which involvement of teachers in decision making by the school management committee influences teachers' motivation in public primary schools in Ganze district, to determine the extent to which recognition of teachers' effort by the school management committee influences teachers' motivation in public primary schools in Ganze district, to determine how working conditions provided by the school management committees influences the levels of motivation among teachers in public primary schools in Ganze district and to establish the extent to which supervision by the headteacher influences levels of motivation among public primary school teachers in Ganze district.

The variables of the study were involvement of teachers in decision making, recognition of teachers' effort, working conditions and supervision.

The literature review was organized under the following sub headings; introduction, employee motivation, involvement in decision making and employee motivation, employee recognition and motivation, working condition and employee motivation, supervision and employee motivation, summary of literature review, theoretical framework and conceptual framework.

The conceptual framework of the study was based on the theory of motivation as espoused by Maslow (1943) which highlights the psychological basis of motivation that employees have five levels of needs; physiological, safety, social, ego and self-actualizing which are important ingredients in the motivation of workers.

The study used a descriptive survey design and the target population consisted of 123 headteachers and 947 teachers. The sampled respondents were 36 headteachers and 161 teachers. From the sample, 32 headteachers and 142 teachers participated in the study. To achieve the purpose of the study, two different sets of questionnaires for the headteachers and teachers were used as instruments for data collection.

To determine the reliability of the instruments, a test-re-test method was used. This assisted the researcher in making corrections where necessary for

example, increase space especially on the headteachers questionnaires, deleting question items which are not useful in achieving the stated objectives and use of large prints for respondents to read without difficulties.

Chapter four entailed data analysis, presentation and interpretation. The raw data from the field was edited and coded. The coded data was analyzed using SPSS where descriptive statistics such as percentages and frequencies were used to describe data. The findings of the study was interpreted and discussed in relation to the findings from relevant empirical literature.

The headteachers pointed out that their managerial work had clearly spelt tasks, more than 80 percent consulted their teachers on decision making in the school as well as supervising the work of their teachers. The research also indicated that the headteachers rewarded their teachers for good performance, got feedback from their teachers on delegated duties and also confirmed that their relationship with their teachers was cordial. The research findings also confirmed that headteachers hold staff meetings mostly on monthly and termly basis. The schools also have active SIMSCs and the KCPE performance trend for the last five years was mainly rated at slightly below average performance with a very small fraction deviating to good.

Findings on the first research question on teachers' participation in decision making revealed that teacher involvement in budgeting, purchases, drawing school programmes, admission of new pupils and recruitment of support staff was below average. For example teachers' opinion on school budgeting non

involvement was rated at 74.65 percent while recruitment of support staff was at 76.76 percent. It was only in subject allocation where teachers (89.44%) felt that they were adequately involved in decision making. The study also indicated that there was minimal involvement of teachers in pupils' admission, pupils' discipline and ordering of school instructional materials.

Findings on the second research question which sought to establish the extent to which recognition of teachers' effort influences motivation indicated that most of the teacher respondents were moderately dissatisfied with recognition of teachers whose subjects performs best. Fifty three percent which formed more than half the respondents also expressed dissatisfaction with the recognition of the most committed teachers in the school. Karanja (1984) pointed that lack of recognition for work well performed by teachers caused dissatisfaction making some of them to resign. This is likely to be the reason behind teacher motivation leading to low levels of job satisfaction hence affecting the pupils' academic achievement negatively as it is portrayed in the KCPE performance analysis (2009-2013).

Findings on the third research question on the extent to which working conditions influenced teacher motivation levels revealed that majority of the teachers in the district expressed dissatisfaction with the working conditions (55.17%) against a minority of (44.83%) who expressed satisfaction. It is in this context the study concludes that with more improvement on the working

conditions for the teachers in the district, teachers motivation may be improved leading to high levels of motivation.

Findings on the fourth research question that sought to establish the extent to which supervision influences teacher motivation revealed that teachers in the district were slightly satisfied and dissatisfied with the supervision management in the schools. The study generally portrayed a general satisfaction with the headteacher-teacher relationship. Masika (2010) quotes that although excessive supervision of people at work could indicate an attitude of lack of trust for workers, lack of supervision would mean that the supervisor leaves everything to the worker which is a poor management practice. It is for this reason, the research concludes that headteachers should employ better supervision styles to improve motivation among the teachers.

5.3 Conclusions

Based on the findings through research questions, the researcher concluded that minimal motivation practices are available for teachers in Ganze district. This include involvement of teachers in making decision affecting the school evidenced in issues like subject allocation, pupils' discipline and acquisition of instructional materials. In those schools where teachers were adequately involved in any managerial tasks, they felt motivated and satisfied leading to improved results in pupils' academic work. Generally from the study it can be concluded that teacher motivation is essential when it comes to effective performance of not only teachers but also the excellence of pupils and

learning institutions as a whole. The study also established that by providing effective working conditions, involvement of teachers in decision making by the headteachers has immense benefits and to ignore it is detrimental in the management and achievement of teachers' job satisfaction and pupils' achievement.

The study also conclude that the school management through the headteachers in Ganze district need to work towards embracing guidelines and policies that promote teacher motivation in their daily management, supervision and running of the teaching profession. It has largely confirmed Maslow's theory of motivation that satisfaction levels are largely and squarely related to performance of teachers in their work.

5.4 Recommendations

In reference to the findings and conclusion of the study the researcher would like to make the following recommendations:

- i) Among other factors, teacher motivation should be included as part of working resources in the education system. Given the importance, teachers play an important role in moulding learners' character, values and morals, it is important to see teachers as skilled workers rather than 'cheap' labour to achieve educational goals.

- ii) Apart from extrinsic motivators, intrinsic motivators should be embraced by school headteachers on teachers, as they are long term motivators.
- iii) The working conditions of teachers need improvement by school management committees, parents and the government.
- iv) Recognition and support of teachers by the headteachers as immediate managers of the school should be enhanced so as to motivate and encourage them to put more effort in their job.

5.4.1 Suggestions for further research

Further research needs to be conducted on the following areas;

- i) Reasons as to why stakeholders in the education sector (TSC, MOE, principals and headteachers) do not fully involve teachers in decision making.
- ii) The impact of teacher motivation should be further studied in relation to pupils' academic performance especially in Ganze district.
- iii) Thirdly, a study to investigate the reasons as to why there are so many teachers in Ganze still holding P1 qualifications while the opportunities for higher education are now at the county level in every part of the country.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Department of Education Administration and planning,

University of Nairobi,

P.O.Box 30197-00100

Nairobi.

The Head teacher,

Dear Sir/Madam,

RE: PARTICIPATION IN MY RESEARCH PROJECT STUDY

I am a post graduate student in the college of Education and External Studies, Department of Educational Administration and Planning, University of Nairobi.

As part of my Masters in Education Course, I am currently carrying out a research on the “Influence of school management committees’ practices on teachers’ motivation in public primary schools in Ganze district, Kenya”.

I request your cooperation to enable me collect the requisite data.

Yours faithfully,

Muthami George Mwalimu

M.Ed. Student

APPENDIX II

QUESTIONNAIRE FOR THE HEADTEACHERS

Part I

Please indicate by ticking [✓] on the correct option, or fill appropriately in the blank(s) provided as applicable to you.

1. What is your gender? (a) Male [] (b) Female []

2. What is your age category?

(i) Below 30 years [] (ii) 31 – 35 []

(iii) 36 – 40 [] (iv) 41 – 50 []

(v) 46 and above []

3. What is your marital status?

a) Married [] b) Single []

4. What is your highest professional qualification?

(i) P I [] (ii) ATS 3 [] (iii) ATS 2 []

(iv) ATS 1 [] (v) Diploma [] (vi) B.Ed. []

(vii) M.Ed []

5. How many years have you served as a headteacher? _____ years.

6. How many lessons do you teach per week? _____.

7. What is your school enrolment?

- (a) Below 50 [] (b) 50 –100 []
(c) 101 –200 [] (d) Over 200 []

Part II

Below is a list of roles played by a headteacher in a school to promote teachers' motivation in the school. Please tick [] the correct option or fill information where required.

8. How often do you consult your teachers while making decisions?

- (i) Always [] (ii) Some of the time []
(iii) Not at all []

9. (a) Do you ever supervise your teachers' class work?

- (i) Yes [] (ii) No []

(b) If yes, how often?

- (i) Once per year [] (ii) Once per term []
(iii) More than twice a term []

(c) Does your school have a rewarding system for good performance to teachers?

- (i) Yes [] (ii) No []

(d) If yes, who organizes for the rewards?

- (i) Headteacher []

- (ii) Teachers []

(iii) Headteacher and teachers []

(iv) Headteacher, teachers and parents []

10. (a) Do you get feedback from your teachers on delegated duties promptly?

(i) Yes [] (ii) No []

(b) How is your relationship between you and your teachers?

(i) Excellent [] (ii) Good []

(iii) Fair [] (iv) Poor []

11. Do you hold staff meetings?

(i) Yes [] (ii) No []

(c) If yes, how frequent?

(i) Termly [] (ii) Monthly [] (iii) Yearly []

12. (a) Does your school have a school instructional material selection committee?

(i) Yes [] (ii) No []

(b) If yes, is it functional?

(i) Yes [] (ii) No []

13. How can you rate the trend in your K.C.P.E performance over the last five years?

(i) Excellent [] (ii) Good [] (iii) Average [] (iv) Poor []

Thank you for your cooperation and participation.

APPENDIX III

QUESTIONNAIRE FOR THE TEACHERS

Part I

Please indicate by putting a tick [] on the correct option or fill in appropriately blank(s) provided as applicable to you.

1. What is your gender? (a) Male [] (b) Female []

2. What is your age category?

(i) Below 30 years [] (ii) 31-35 [] (iii) 36-40 []

(iv) 41-45 [] (v) 46 and above []

3. What is your marital status?

(a) Married [] (b) Single []

4. What is your present highest professional qualification?

(i) P I [] (ii) ATS 3 []

(iii) ATS 2 [] (iv) ATS 1 []

(v) Diploma [] (vi) B.Ed. []

(vii) M.Ed. []

5. How many years have you served as a teacher? _____ years.

6. What position do you hold in your current school?

(i) Teacher []

(ii) Class teacher []

(iii) Panel head []

(iv) Senior teacher []

(v) Deputy headteacher []

7. How many lessons do you teach per week? _____

8. (a) Are you ready to change your job?

(i) Yes []

(ii) No []

(b) If yes, give three reasons.

Part II

In this part you are provided with different statements indicating headteacher's management roles. Use the key below to indicate your opinion.

Put a tick (✓) in the column that best describes your opinion.

Key

AL- Always

F- Frequently

OC- Occasionally

R- Rarely

N- Never

9.

D

DECISION MAKING

Management task		OPINION				
		AL	F	OC	R	N
a)	Headteacher consults teachers in preparation of the school budget					
b)	Headteacher involves teachers in school purchases					
c)	Headteacher involves teachers in drawing school programmes					
d)	Headteacher involves teachers in admitting new pupils					
e)	Headteacher involves teachers in recruitment of support staff.					
f)	Headteacher involves teachers when dealing with discipline cases.					

g)	Headteacher involves teachers in subject allocation.					
h)	Headteacher involves teachers in ordering for school instructional materials					

In this part you are provided with different statements indicating headteachers' management roles. Kindly indicate your level of satisfaction with each of the following statements in each variable by means of a tick (√).

Level	Score
Highly satisfied (HS)	5
Moderately satisfied (MS)	4
Slightly satisfied (SS)	3
Moderately dissatisfied (MD)	2
Highly dissatisfied (HD)	1

NO	VARIABLE/STATEMENT	HS	MS	SS	MD	HD
10.	RECOGNITION					
a)	Recognition of teachers whose subjects performs best.					
b)	Recognition of the most committed teachers.					
c)	Recognition of teachers who perform					

	well in co-curricula activities.					
11.	WORKING CONDITIONS					
a)	Staff room facilities in your school					
b)	Tea break					
c)	Availability of teaching and learning materials					
d)	Classrooms in your school.					
e)	General cleanliness of your school.					
f)	The school surroundings.					
g)	Maintenance of school facilities.					
12.	SUPERVISION					
a)	Relation with the headteacher					
b)	Duties assigned every day					
c)	Style of supervision					
d)	Classroom instruction					
e)	Pupils' discipline					

PART III

Please write your responses in the spaces provided.

13. Should teachers be involved in decision making?

14. What gives you satisfaction in your job at your school?

15. Suggest two specific ways in which your school headteacher can employ to improve levels of job satisfaction in your school.

(i) _____

(ii) _____

16. Please indicate your overall level of satisfaction in your job by ticking in the appropriate place.

(i) Highly satisfied []

(ii) Moderately satisfied []

(iii) Slightly satisfied []

(iv) Moderately satisfied []

(v) Highly dissatisfied []

Thank you for your cooperation.

APPENDIX IV

LETTER OF RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

22nd July, 2014

NACOSTI/P/14/9121/2320

George Mwalimu Muthami
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of school management committees practices on teachers motivation in public primary schools in Ganze District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kilifi County** for a period ending **31st December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Kilifi County** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner ✓
The County Director of Education
Kilifi County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VI

MAP OF GANZE DISTRICT

