

**INFLUENCE OF TYPES OF PARENTS' ASSOCIATIONS SUPPORT ON
TEACHER MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN
MWINGI CENTRAL DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

This research project report is dedicated to my wife; Theresiah Nduku and my daughter; Sharon Nthenya for their emotional support and prayers. God bless them.

ACKNOWLEDGEMENT

I would like to thank the almighty God for the gift of health and sobriety that enabled me to work on this project. Special thanks to my supervisors Dr. Lucy Njagi and Mr. Edward Kanori who always marked my work and gave timely feedback. I would also like to thank my wife Theresiah, my daughter Sharon and all those who encouraged me to work hard in my studies. May God bless.

ABSTRACT

The purpose of this study was to investigate the influence of types of parents' associations support on teacher motivation in public secondary schools in Mwingi Central District. The objectives of the study were to determine the extent to which provision of physical facilities by Parents Associations influence teacher motivation; the extent to which provision of financial rewards by Parents Associations influence teacher motivation; the extent to which educational tours organized by Parents Associations influence teacher motivation; the extent to which parent-teacher relatedness influences teacher motivation; the extent to which educational workshops financed by Parents Associations influence teacher motivation. Descriptive survey design was used to conduct the study. The study targeted 30 principals in the 30 public secondary schools, 200 teachers employed by the Teachers' Service Commission, 210 members of the executive committees of Parents Associations in the public secondary schools, one District Education Officer and one Teachers Service Commission sub county director. The sample consisted of 15 principals, 100 teachers, 120 executive members of Parents Associations, 1 District Education Officer and 1 Teachers Service Commission Sub County Director. The questionnaires were administered to the principals, teachers and executive committee members of Parents Associations and then collected immediately after they were filled in. The researcher also used an interview guide for the District Education Officer. Descriptive statistics such as frequencies and percentages was used to analyze data which was assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) programs which generated frequency tables, percentages and graphs. Inferential statistics such as regression. Taking all other independent variables at constant, a unit increase in physical facilities would lead to a +0.54 increase in the teacher motivation in public secondary schools. Overall, financial rewards had the least effect on teacher motivation at in public secondary schools +0.142 while physical facilities had the highest effect. The study established that all these types of parents associations support were vital in enhancing teacher motivation in public secondary schools. The study reveals that most Parents Associations did not give teachers money as a reward to motivate them. Financial rewards influenced teachers' motivation. Educational workshops enhanced teacher motivation. Physical facilities had the highest effect on teacher motivation in public secondary schools. The study reveals that the parents' associations need to support teacher motivation. Ministry of Education Science and Technology and the Teachers Service Commission need to formulate policies aimed at enhancing teacher motivation with a view of reducing the rate at which teachers exit the teaching profession. The Boards of Management and the Parents Associations in public secondary schools should prioritize development of physical infrastructure such as libraries in order to enhance both student and teacher motivation.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
EFA	Education for All
DEO	District Education Officer
FPE	Free Primary Education
KCSE	Kenya Certificate of Secondary Education
MOEST	Ministry of Education, Science and Technology
MDG	Millennium Development Goals
PAs	Parents Associations
SSS	Secondary School Subsidy
TSC	Teachers Service Commission
UDHR	Universal Declaration on Human Rights
WEF	World Education Forum

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Kenya is a signatory to the Education for All (EFA) convention whose commitment is to provide quality basic education for all children, youth and adults. One of the goals of EFA is to improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills. The Universal Declaration on Human Rights (1948) emphasizes education as one of the rights that is entitled to all humans. It is through recognition of education as a human right that various governments have put in place measures to ensure provision of education to all people.

Some of the measures that the Kenya government has put in place to ensure provision of education to all its citizens include provision of Free Primary Education (FPE) and Secondary School Subsidy (SSS). According to the Taskforce Report (2012) on the realignment of the education sector to the constitution of Kenya 2010, the Kenya government pledges to commit itself to the provision of quality education. Although quality education and training is one of the key sectors in the social pillar of Kenya's vision 2030, such may not be attained if the teachers are not motivated

Motivation is the processes that account for an individual's intensity, direction and persistence of effort towards achieving a goal. It is the force that triggers individuals to act in such a way so as to achieve certain goals. Ofoegbu (2004) defines motivation as any force that reduces tension, stress, worries and frustration arising from a problematic situation in a person's life. Motivation is unobservable and differs from one individual to another; what motivates individual X may not be a motivating factor to individual Y. Factors such as individual characteristics, prior life experiences, self-perception and factors within the environment affect motivation (Banett, Hutchinson & Nagoshi, 2005).

There are two types of motivation namely; intrinsic motivation and extrinsic motivation (Duy, 2011). Intrinsic motivation refers to the motivation that comes from inside an individual rather than from any external rewards (Bainbridge, 2015). This type of motivation comes from within an individual out of will and interest. Extrinsic motivation refers to the type of motivation that comes from the expectation of a reward. A teacher who is extrinsically motivated will commit himself/herself to preparing learners for academic success because he/she would in return be rewarded with money and promotion. However, an intrinsically motivated teacher will prepare learners for success out of will and interest and not because of expectation of an external reward. In order for an external reward to result to motivation, the anticipated reward ought to be of value to the individual, otherwise the reward will not result in motivation (Ryan and Deci, 2000)

For example, a newly employed teacher may attach great value to a reward in form of promotion. If such a teacher is promised a good retirement perk, he/she may not be motivated. Teachers play a pivotal role in implementation of educational programs and are thus the most critical variable in the teaching/learning matrix; therefore lack of motivation on their part may result in provision of quality education being nothing more than a pipe dream. They can tailor lessons to suit learners needs, monitor student understanding and provide timely feedback to students (Pressley and Mohan, 2008). Both intrinsic and extrinsic motivations are believed to be two conflicting types of motivation (Hidi and Harackiewicz, 2000)

Article 248 of the constitution of Kenya (2010), provided for the establishment of the Teachers Service Commission as an independent commission tasked with the responsibility of regulating the teaching service in the country. In exercise of its mandate, the commission introduced performance contracting for all teachers in public schools with effect from January 2016. According to the TSC, introduction of performance contracts and teacher appraisal was aimed at ensuring quality teaching in all public schools, by improving service delivery in an approach that was measureable and time bound. However, it is worth noting that quality education would remain a pipe dream if teachers are demotivated, since the extent of student achievement to a great extent depends on the extent of teacher motivation and performance.

Parents associations are organizations formed by the parents of students in a particular school to promote the welfare of their children in the school. Before the Basic Education Act in was enacted in Kenya in 2013, parents associations were informal organizations that were given little or no attention at all by the government when making decisions on education matters and the management of schools was a preserve of the Boards of Management. However due to the realization of the fact that parents are key stakeholders in education and that their contribution could not be wished away, the Kenya government through the parliament enacted a statute known as the Basic Education Act 2013 which provided for the establishment of parents associations as legitimate entities in all institutions of basic education.

According to Basic Education Act (2013), Parents' Associations are tasked with the responsibility of motivating teachers. Other functions of the Parents' Associations as per the Act include: discussing, exploring and advising the parents on ways to raise funds for physical infrastructure development and maintenance; maintaining good working relationships between teachers and parents; undertaking and overseeing projects on behalf of all the parents; promoting quality care and health status of the students; discussing and recommending measures that promote the welfare of staff and students and working with the Board of Management to ensure availability of guidance and counseling services to all students.

Parents associations' support may influence teacher motivation in a number of ways. Some of the common ways that PAs use include: provision of physical facilities, provision of financial rewards, organizing educational tours for teachers, sponsoring teachers to attend capacity building workshops and establishing connections with teachers.

Provision of appropriate physical facilities may enhance teacher motivation. Inadequate physical facilities kill the morale of teachers resulting in increase in students' grade repetition rates and dropout rates thus amounting to wastage in education (Shiundu, 1999). A Study conducted by Harrison and Hanusheck (2003) concurs with Shiundu (1999) that there is a significant increase in the level of students' academic achievement when physical facilities are increased. Poor physical facilities lead to low teacher motivation (Chimambe, 2011)

Parents may also provide financial rewards to teachers with an aim of increasing their motivation. After a review of many research findings, Simmons and Alexander (1986) concluded that an external reward such as cash reward given to a teacher tends to have a positive influence on academic achievement of his/her students. Although external rewards may enhance teacher motivation it is worth noting that the external reward given to the teacher should be of value to the teacher, otherwise the reward may not result in motivation.

Parents associations also organize educational tours for the teachers. This mostly happens after release of results for national examinations. For example, in Kenya, it is a common phenomenon to see teachers flocking the coastal town of Mombasa or the lakeside city of Kisumu after release of KCSE results to “discuss the results and the way forward” courtesy of the PAs. Teacher motivation is a set of beliefs that drive and sustain behavior of teachers (Wetzel, 2012). It is the process of encouraging teachers to develop behaviors and attitudes that result in attainment of educational goals.

Butler (2007) noted that whereas so much had been done on student motivation, little had been done on teacher motivation. Nyakundi (2012) noted that job satisfaction, fairness in promotion, reward system and better working conditions had a positive influence on teacher motivation while job dissatisfaction and stress have a negative influence on motivation (Dai & Sternberg, 2004). A survey conducted by the National Union of Workers in Japan on 330 foreign teachers in 2005 found that 25 percent of the teachers felt that they were being mistreated by being denied autonomy and the opportunity to establish connections with others and these led to dissatisfaction and demotivation.

Motivated teachers have the potential to offer quality instruction thus fostering a learning environment that is responsive to the needs of the students. Such an environment supports students’ cognitive and emotional needs (Eccles & Roeser, 2011). Nyamu (2012) cited low teacher motivation as one of the factors that led to

high teacher labor turnover in public secondary schools in Mwingi central District. This coupled with poor student performance in KCSE by schools in Mwingi Central District necessitated this study.

The studies conducted on teacher motivation cite job satisfaction, proper working conditions and good pay as some of the factors that impact positively on teacher motivation. However none of these studies was focused on establishing the influence of parents' associations support on teacher motivation thus necessitating this study. The influence of the parents' associations support was the independent variable while teacher motivation was the dependent variable.

1.2 Statement of the problem

According to Muli (2015), one of the causes of wastage in education was low teacher motivation. Demotivated teachers exhibit poor job performance resulting in decline of education standards. The World Bank Report (2015) cited low salaries, insufficient professional development programs as some of the factors that contributed to low teacher motivation. The Report also cited low teacher motivation as one of the causes of teacher absenteeism.

Low teacher motivation resulted to poor job performance evidenced by poor student achievement and high student dropout rates (Muli, 2015). Teachers are an important ingredient in any education system and it is thus important to study

their sources of motivation (Nesrin, 2013). Whereas so much had been done on student motivation, little has been done on teacher motivation (Butler, 2007).

A study conducted by Nyamu (2012) found that the teacher labor turn over in public secondary schools in Mwingi Central District was on the rise and cited low teacher motivation as one of the factors that made teachers to exit the teaching profession. Koma (2013) noted that in Mwingi Central District, there were secondary schools that consistently performed poorly. Data obtained from the DEOs office shows only one public secondary school had a mean score of more than 5.000 in 2013 KCSE in Mwingi Central District. This is a low performance compared to the performance of schools in the neighboring Migwani District in which 15 public secondary schools had a mean score of more than 5.000.

Due to the immense influence that teachers have on student academic achievement, it is worth noting that the performance of the students and the performance of the teacher are inseparable. The extent of teachers' performance is to a large extent dependent on the level of teacher motivation. Low teacher motivation results in low students' academic performance and therefore it was logical to attribute poor KCSE performance by schools in Mwingi Central District to low levels of teacher motivation among other factors because all these public secondary schools are provided with qualified teachers by the TSC.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of types of parents' associations support on teacher motivation in public secondary schools in Mwingi Central District.

1.4 Objectives of the study

The objectives of the study were:

1. To determine the extent to which provision of physical facilities by Parents Associations influence teacher motivation in public secondary schools in Mwingi Central District.
2. To determine the extent to which provision of financial rewards by Parents Associations influence teacher motivation in public secondary schools in Mwingi Central District.
3. To establish the extent to which educational tours organized by Parents Associations influence teacher motivation in public secondary schools in Mwingi Central District.
4. To determine the extent to which parent-teacher relatedness influences teacher motivation.

5. To determine the extent to which educational workshops financed by Parents Associations influence teacher motivation in public secondary schools in Mwingi Central District.

1.5 Research questions

The study was guided by the following questions:

1. To what extent does provision of physical facilities by PAs influence teacher motivation in public secondary schools in Mwingi Central District?
2. To what extent does provision of financial rewards by PAs influence teacher motivation in public secondary schools in Mwingi Central District?
3. To what extent do educational tours funded by PAs influence teacher motivation in public secondary schools in Mwingi Central District?
4. To what extent does parent-teacher relatedness influence teacher motivation?
5. To what extent do educational workshops influence teacher motivation in Mwingi Central District?

1.6 Significance of the study

The study sought to establish the influence that types of parents' associations support have on teacher motivation. The study may provide greater insight to educational administrators on the extent to which types of parents associations'

support influence teacher motivation. The findings of the study may be used as basis for supporting PAs through funding. Such findings may be used to initiate the transfer of teacher motivation function to another entity if parents associations' support is found to have insignificant influence on teacher motivation. The findings of the study may also be used by the Ministry of Education Science and Technology and the TSC in formulating policies aimed at enhancing teacher motivation with a view of improving teaching standards in public secondary schools.

1.7 Limitations of the study

Respondents tend to overrate themselves on positive traits (Nyamu, 2012); however in an attempt to overcome this, the researcher looked for any contradicting data among the responses given and discarded it. Some public secondary schools in Mwingi Central District may not have realigned their PA's with the Basic Education Act 2013 by the time the study was carried out.

1.8 Delimitations of the study

The study was only focused on the influence of parents associations on teacher motivation in public secondary schools in Mwingi Central District. It involved a sample of public secondary schools and did not include private secondary schools.

1.9 Assumptions of the study

The study was based on the following assumptions:

- i. Low teacher motivation contributes to poor academic performance.
- ii. The respondents were honest when responding to the questions asked.
- iii. Parents associations existed in all public secondary schools and had been constituted in accordance with the guidelines laid down in the Basic Education Act 2013.

1.10 Definition of significant terms

The following are the significant terms that were used during the study

Basic Education Act 2013 refers to a statute that was enacted by the Kenya national assembly to guide the operations of basic education institutions.

Motivation refers to the process that initiates, guides and maintains goal-oriented behaviors.

Parents Associations refers to associations that are formed by parents of students in public secondary schools.

Parent-teacher relatedness refers to the mutual sense of belonging that develops between parents and teachers of a particular school as result of working closely to promote the welfare of the students.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter presents the concept of motivation, physical facilities and teacher motivation, financial rewards and teacher motivation. The chapter also presents educational tours and teacher motivation, capacity building workshops and teacher motivation and provides a summary of literature review. The theoretical framework and conceptual framework are also presented in this section.

2.2 The concept of motivation

Motivation refers to the processes that account for an individual's intensity, direction and persistence of effort towards achieving a goal. It is the force that triggers individuals act in such a way so as to achieve certain goals. Ofoegbu (2004) defined motivation as any force that reduces tension, stress, worries and frustration arising from a problematic situation in a person's life. Motivation is unobservable and differs from one individual to another; what motivates individual A may not be a motivating factor to individual B.

Factors such as individual characteristics, prior life experiences, self-perception and factors within the environment affect motivation (Bennett, Hutchinson & Nagoshi, 2005). According to Duy (2011), these factors can be classified as either intrinsic or extrinsic. Intrinsic motivation refers to the motivation that comes from

inside an individual rather than from any external rewards (Bainbridge, 2015). Extrinsic motivation refers to the motivation that comes from outside an individual (Carol Bainbridge, 2015). Teacher motivation is important so as to prevent burnout and thus make teachers more productive. Girgin (2010) defined burnout as “an emotional and physiological depleting situation that is notably observed in jobs that require personal direct communication with humans.” Since the teaching profession requires substantive contact time, it is more likely to be problematic for teachers with lower motivation levels (Nesrin, 2013).

2.3 Physical facilities and teacher motivation

Presence of physical facilities is an important source of motivation for teachers. When teachers are provided with adequate physical facilities, execution of their duties becomes easier and enjoyable. For example, provision of laboratories could be a potential source of motivation for science teachers while availability of libraries could be a motivating factor to language teachers.

Chimambe (2011) conducted a study on the effect of school environment on teacher motivation and found that poor physical facilities led to low teacher motivation. Inadequate physical facilities kill the morale of teachers resulting in increase in grade repetition rates and dropout rates thus amounting to wastage in education (Shiundu, 1999). Limuli (2009) noted that provision of adequate and appropriate physical facilities enhances quality and relevance in the instructional process when imparting knowledge and skills to learners. According to Ofoegbu

(2004), teacher motivation plays a pivotal role in enhancing classroom effectiveness.

2.4 Financial rewards and teacher motivation

External rewards such as financial incentives have increasingly become a popular method of motivating teachers with a view of improving student performance. However according to Holmstrong & Milgron (1991) and Jacob and Levitt (2003) the incentives given to teachers with a view of motivating them could have a negative impact on students' academic performance. Firestone & Pennell (1993) suggested that incentives may be counterproductive and may thus result in significant decrease in the level of teachers' intrinsic motivation.

Financial rewards may be an important motivating factor for most teachers in developing countries. This is because teachers in developing countries are relatively under paid when compared to their counter parts in developed countries. Thus teachers in developing countries may see external rewards such as cash rewards as a supplement to augment their meager pay. Deci (1999) also noted that tangible rewards could negatively affect intrinsic motivation. Administration of external rewards may make the teachers become dependent on the rewards and may thus exhibit the desired behavior only when the reward is given. This means that the teachers morale automatically dies when the reward is not given, resulting in non-attainment of educational goals and general fall of education standards amounting to wastage. In Kenya, the responsibility of paying teachers teaching in

public secondary schools is the mandate of the TSC, however after release of KCSE results PAs are known to give financial rewards to teachers based on the number of high quality grades that students score in their subjects.

2.5 Educational tours and teacher motivation

When teachers are taken out for educational tours they return to the classrooms with new experiences and new ideas that could also be useful for the learners. During such tours, teachers also have an opportunity to discuss various issues in their schools that could be hindering good performance. Such trips help teachers to steam off and relief job related stress associated with being within the work environment. Educational tours help teachers in benchmarking and team building. Through educational tours, teachers are exposed to best practices that other schools that perform well have put in place to ensure academic success of the learners. Teachers can thus copy and implement such best practices when they return to their schools.

2.6 Parent-teacher relatedness and teacher motivation

MC Hugh (2013) noted that individuals have a need for relatedness. Teachers just like other individuals have the need to establish connections with others. In order to increase an individual's level of motivation, the individual should be provided with appropriate opportunities that meet their needs. Since teachers have a desire for connectedness establishment of a sense of relatedness between parents and

teachers has the potential to promote the level of teacher motivation because this would provide an opportunity for teachers to fulfill their desire for relatedness and a sense of belonging.

Eccles and Roeser (2011) noted that establishment of relationships that were grounded on care and connectedness between teachers and students was an important contributor to responsive teaching. Thus when individuals establish connections, they stand a high chance of achieving a common goal. Establishment of cordial relationships between teachers and parents may prove important in ensuring student success.

According to Falout (2010), lack of an opportunity to express oneself and establish connections with others can lead to dissatisfaction and demotivation. Relatedness is one of the factors that enable people to cope during times of difficulty (Skinner & Edge, 2002)

2.7 Workshops and teacher motivation

Characteristics that are related with quality of teachers include teacher motivation and qualification among others (Bishop, 1989). When teachers attend subject workshops and seminars they are exposed to current instructional trends and pedagogical skills. Such workshops help in capacity building of teachers and this has a positive influence on teacher motivation. A study carried out by Ngala and Odebero (2010) in former Rift Valley and Nyanza provinces in Kenya showed

that schools that were high performing had teachers who frequently took part in staff development programs compared to schools that performed poorly. Staff development programs serve as an important source of motivation for teachers and thus an important ingredient in performing schools (Porter, 2000).

2.8 Summary of literature review.

Several studies conducted on teacher motivation unanimously agree that it is important to motivate teachers in order to enhance their productivity. One such study was conducted by Nesrin (2013) on the role of altruism in the motivation of English language teachers in Turkey and concluded that efforts should be made to increase morale of teachers since such would not only benefit the teachers but also students, parents and school administrators as well. Another conclusion drawn by Nesrin (2013) from the study was that extrinsic motivation played an important role in people's lives and is an important factor that influenced people's behavior.

Lack of motivation on the part of teachers has the potential to cause a vicious cycle of increasing stress resulting in less effective classroom management and thus amounting to general fall of standards in educational institutions (Nesrin, 2013). Although the study by Nesrin (2013) emphasizes that teacher motivation was a key factor in enhancing classroom practices and improving educational standards, the researcher did not zero down to determining whether parents associations had any influence on teacher motivation. Another study conducted by

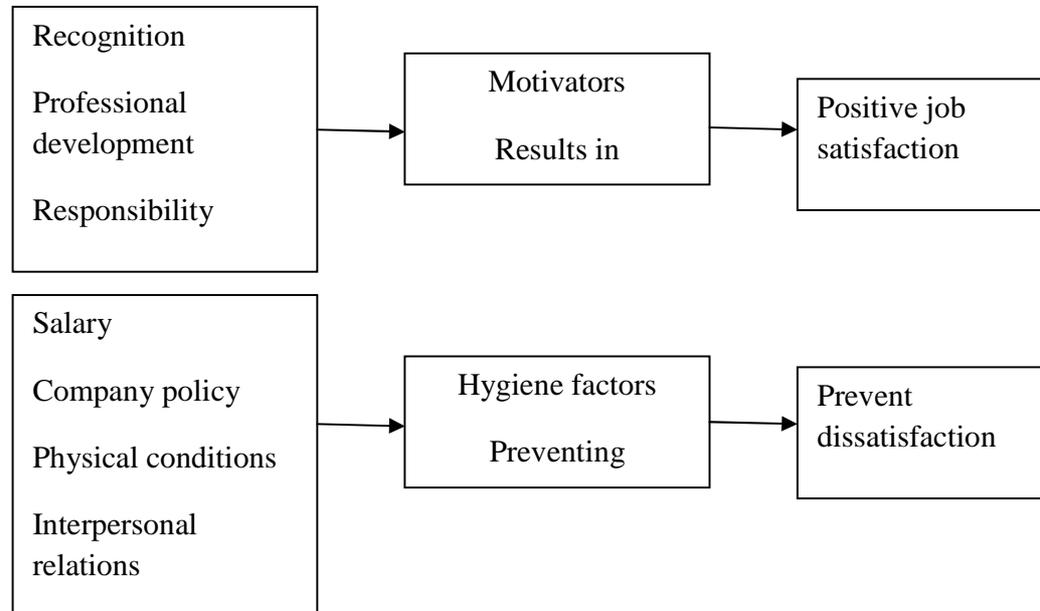
Yildirim (2012) on teacher support, motivation, learning strategy use and achievement found that enhancing teacher-student relationships would be useful for student learning. The study also concluded that provision of sufficient resources would be important in enhancing student motivation however the study doesn't state whether sufficient resources had any influence on teacher motivation.

Studies conducted on teacher motivation found that factors such as job satisfaction, availability of physical facilities, perceived fairness of reward systems, professional development and work situational factors influence teacher motivation. However none of the studies was aimed at determining the influence of parents associations on teacher motivation thus necessitating this study.

2.9 Theoretical framework

The study adopted the two factor theory by Herzberg (1959) which is also known as the hygiene motivation theory. The theory argues that satisfaction and dissatisfaction are independent of each other. The theory highlights two categories of job factors namely; motivators and hygienes. Motivators consists of factors that yield positive satisfaction that is inherent in work while hygiene factors consists of job factors that are essential for existence of motivation at work place.

Figure 2.1: Herzbergs' view of satisfaction and dissatisfaction



According to the two factor theory, satisfaction and dissatisfaction are not antonyms but rather two different aspects. The theory argues that factors such as being praised, professional development, responsibility and meaningfulness of work result in motivation and thus satisfy an individual's psychological needs. The theory classifies salary, company policy, physical working conditions, interpersonal relations and job security as hygienes whose function is fulfill the physiological needs of an individual and thus to prevent individuals from feeling bad about their jobs.

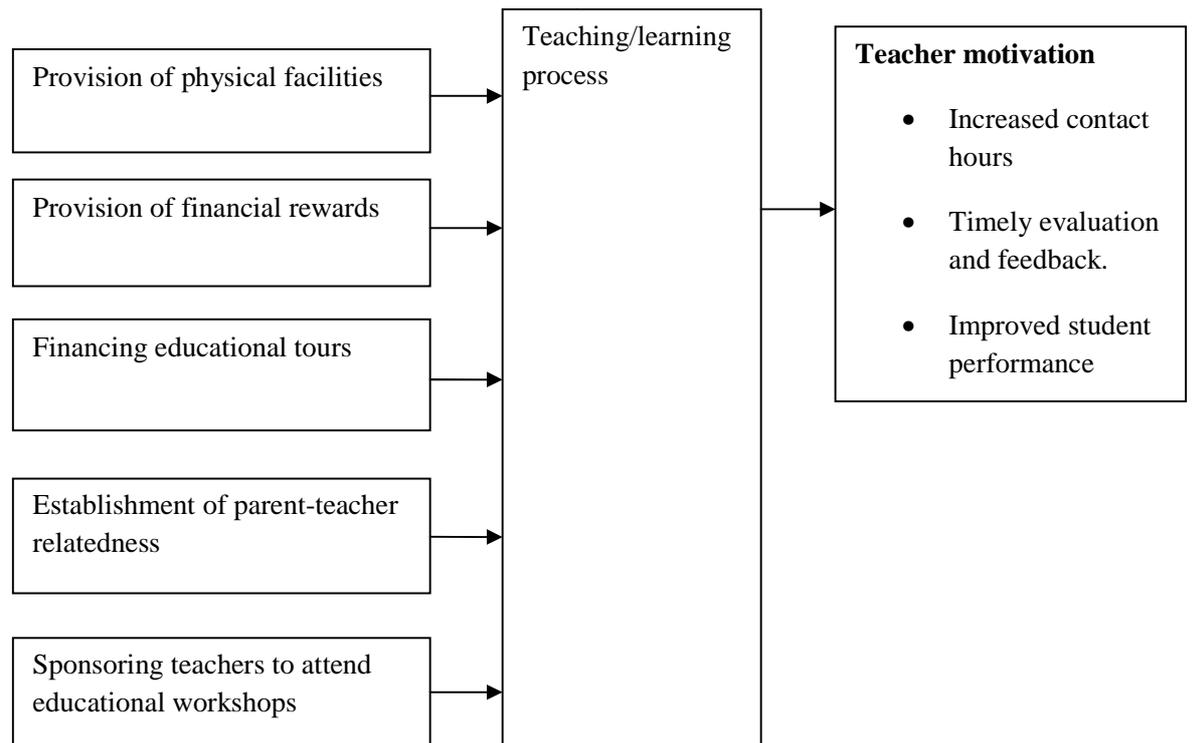
Okumbe (1998) argues that motivators are intrinsic factors that are associated with the job itself while hygienes are extrinsic factors that are associated with the environment surrounding the job. Okumbe (1998) noted that hygienes service to prevent dissatisfaction and their purpose is to bring motivation to a theoretical zero. Dissatisfaction among teachers can be prevented by providing hygienes such as fair remuneration that is commensurate to their work, providing adequate and appropriate physical facilities, establishment of close connections with parents and provision of financial rewards. These hygienes help meet teachers' physiological needs.

Satisfaction among teachers can be enhanced through motivators such as; assigning teachers relatively challenging tasks to help them develop meaningfulness of work, sponsoring teachers to attend in-service courses that enhance professional development, praising teachers for good results that they post in their teaching subjects. The motivators help teachers to meet their psychological needs.

2.10 Conceptual framework

Conceptual framework summarized the independent and the dependent variables

Figure 2.2: Conceptual framework



The conceptual framework shows how inputs by Parents Associations such as provision of physical facilities, external rewards, educational tours, capacity building workshops and parent-teacher relatedness affect the teaching/ learning process and thus are expected to influence teacher motivation and student academic achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights research design, target population, sample size and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedure, data analysis techniques and ethical considerations.

3.2 Research design

The study adopted a descriptive survey research design. This research design entailed describing a phenomenon as it is, without influencing it in any way. This research design was ideal for the study because during the study, the researcher sought to obtain firsthand data without influencing the respondents to alter their responses in any way. The researcher conducted a field survey and administered questionnaires and interview schedules to obtain both qualitative and quantitative data. Descriptive survey research design was suitable for use because both qualitative and quantitative data were required (Pollard, 2005)

3.3 Target population

According to Mugenda and Mugenda (2007), target population is the entire group of individuals, events or objects that have common observable characteristics. In

Mwingi Central District, there are 2 schools categorized by MOEST as county schools while the rest (28 schools) have been categorized by MOEST as sub county schools. All the county schools were selected while random sampling was used to select 13 schools from those categorized as Sub County schools. The two principals from the two county schools were selected to participate in the study while 13 principals from the randomly selected Sub County schools also participated in the study. The executive committee members of the parents associations in all the public secondary schools were selected to participate in the study. The DEO and the TSC sub county director were purposively sampled to participate in the study. The study targeted the 30 principals in the 30 public secondary schools in Mwingi Central Sub County, 200 teachers employed by the Teachers' Service Commission, 210 members of the executive committees of Parents Associations in the public secondary schools in Mwingi Central Sub County as well as the DEO and the TSC sub county director. Therefore the target population was 442 cases.

3.4 Sample size and sampling procedure

Sampling is the process of selecting a number of individuals or objects from a population which contains characteristics found in the entire group (Orodho & Kombo, 2002). The general formula for the margin of error for a sample proportions (if certain conditions are met) is:

$$Z^* \sqrt{\frac{p(1-p)}{n}}$$

Where;

P is the sample proportion

n is the sample size

z* is the desired level of confidence.

Table 3.1

Sample size

Category of respondents	Target population	Sample size	percentage
Principals	30	15	50.00
Teachers	200	100	50.00
Executive members of PAs	210	120	57.14
DEO	1	1	100.00
TSC Sub county director	1	1	100.00
Total	442	237	53.61

Stratified sampling was used to select 15 public secondary schools. Gay (1992) recommended that a sample size of 10% of the target population is acceptable.

3.5 Research instruments

The study made use of questionnaires and interview schedules. The research used the questionnaire because it was easy to administer (Kiess & Bloomquist, 1985). According to Gay (1976) the questionnaire gives room for respondents to express their opinions as well as make suggestions. Using a questionnaire made data collection easier because a large sample of the given population could be contacted at relatively low cost. The fact that data obtained using questionnaires could be easily quantified by either the researcher or by use of software package made questionnaires the most commonly used research instruments in social science research. (Mugenda & Mugenda, 1999).

The interview schedule for DEO saved time since the researcher intended to conduct a face to face interview with these officers. The questionnaire for teachers had the following sections; the first section collected personal data, the second section had statements based on motivation that teachers were required to respond to, section three gathered data on the methods that PAs use to motivate them and how often the PAs motivate them. The questionnaire for principals had the following sections; section one collected personal data of the principals such as age, gender, length of service. Section two had statements that the principals were required responding to by means of ticking. Section three had open ended questions for the principals.

The questionnaire for executive members of PAs had the following sections: section one gathered personal data of the members while section two had statements that the members were required to respond to. Section three obtained the views of the members on several issues touching on teacher motivation. The interview guide was used to conduct face to face interview with the DEO. During the interview; the researcher gathered the views of these officers on whether the parents associations had any influence on teacher motivation.

3.6 Validity of research instruments

Bryman and Cramer (1997), defines validity as a measure of the extent to which results obtained from the analysis of the data represents the phenomenon under study. Validity may also be defined as the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. Two types of validity were tested during the study namely; face validity and content validity. Whereas face validity refers to the likelihood that questions in an instrument were misunderstood, content validity is a measure of whether the instrument provides adequate coverage of the topic. During the study, face validity was improved by use of open-ended questions.

3.7 Reliability of research instruments

Mugenda and Mugenda (2003) noted that an instrument that produces consistent results is reliable. In other words; reliability can be thought of as consistency. In order to understand reliability, the key question that the researcher asked was whether the instrument consistently measures what it is supposed to measure.

In order to ascertain the reliability of the instruments, the researcher did a pretest on the instruments by Cronbach's alpha test using the formula:

$$\text{Coefficient of reliability} = \frac{N \cdot \bar{C}}{\bar{V} + (N-1) \cdot \bar{C}}$$

Where; N is equal to the number of items.

\bar{C} is the average inter-item covariance among the items.

\bar{V} is the average variance.

If a coefficient of reliability value of 0.7 and above is obtained after running the Cronbach test on SPSS 21, the instruments was deemed reliable.

3.8 Data collection procedure

Primary data was collected using the questionnaires and interview schedules. The researcher obtained an introduction letter from the University of Nairobi, and then obtained a permit from the National Commission for Science and Technology in

order to be allowed to collect data. The researcher then notified the DEO and the TSC Sub county director about the study. The researcher then made prior arrangement with the principals of the respective schools where the questionnaires was administered by writing to them, questionnaires then distributed and collected after one week.

3.9 Data analysis techniques

After data collection, the researcher scrutinized the data in order to identify incomplete or unreasonable data and then discard it. The rest of the data was then fed into the computer for analysis. Quantitative data was analyzed using descriptive (Kombo, 2006) while qualitative data was represented in prose in subheadings that are consistent with the research objectives.

3.10 Ethical considerations

The researcher respected the opinions of the respondents. The researcher sought the consent of the respondents before administering the questionnaires and also explained the purpose of the study. The researcher also assured the respondents of utmost confidentiality and instructed the respondents not to indicate their names or names of their schools.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis data analysis presentation and conclusion. It consists of questionnaire return rate, demographic characteristics of respondents, presentation and analysis of the questions and regression analysis.

4.2 Questionnaire return rate

The questionnaire return rate results are shown in Table 4.1.

Table 4.1

Response rate

Respondents	Expected Response	Actual Response	Percentage
Principals	15	15	100
Teachers	100	100	100
Executive members of PAs	120	120	100
DEO	1	1	100
TSC Sub County director	1	0	0
Total	237	236	95.58

The principals' response rate was 100 percent, teachers' response rate was 100 percent, executive members of parents association response rate was 100 percent, DEO response rate was 100 percent and TSC Sub county director response rate was 0 percent. This reasonable response rate was achieved after the researcher made physical visits to remind the respondent to fill-in and return the questionnaires.

4.3 Demographic characteristics of respondents

This section presents background information on the demographic data of the principals, teachers and executive members of parents association highlighting basic characteristics of the target population in the study. It provides a summary concerning gender of the respondents, their age, the number of years served by the principals, teachers and executive members of parents association.

4.3.1 Age of respondents

Principals, teachers and executive members of parents association were requested to state their age and Table 4.2 indicates the age distribution of the principals, teachers and executive members of parents association in the district.

Table4.2

Age of the respondents

	Principals		Teachers		Executive members of PA	
	F	%	F	%	F	%
26 – 30 years			4	4	8	6.67
31 - 35 years	1	6.67	21	21	21	17.50
36 - 40 years	3	20.00	30	30	35	29.17
Over 40 years	11	73.33	45	45	56	46.67
Total	15	100.00	100	100	120	100.00

The data in Table 4.2 indicated that 73.33 percent of the principals were aged over 40 years. In addition, 45 percent of the teachers were aged over 40 years. Moreover, 46.67 percent of the executive members of parents association were aged over 40 years. This is an ideal age by which the principals have already

gained a wealth of experience in the profession. Most teachers gain experience with age in the teaching profession.

4.3.2 Gender of the respondents

Gender refers to the basic and general distribution of the principals, teachers and executive members of parents association in the district. The respondents were requested to state their gender and they gave the results as presented in Table 4.3.

Table 4.3

Gender of the respondents

	Principals		Teachers	
	Frequency	percentage	Frequency	percentage
Male	10	66.67	48	48
Female	5	33.33	52	52
Total	15	100.00	100	100

The findings in Table 4.3 indicate that 66.67 percent of the principals were male. In addition, 52 percent of the teachers were female. The analysis correlates the findings by Kimu (2012) who stated that the rural areas have higher concentration of female than male teachers.

4.3.3 Principals' teaching experience

Principals were asked to state the number of years they had had served as teachers before becoming principals and the results are shown on Table 4.4.

Table 4.4

Teaching experience of the principals

	Frequency	percentage
Between 5-10 years	6	40.00
Over 10 years	9	60.00
Total	15	100.00

The results in Table 4.4 indicated that 60 percent of the principals had served for over 10 years as teachers before becoming principals. This was enough time for them to have developed a teaching and school culture, which has a direct influence on teacher motivation.

4.3.4 Period the respondents had served as principals

Principals were asked to state the number of years they had served as principals and the results are shown on Table 4.5.

Table 4.5

Period of service as principals

	Frequency	percentage
Less than 3 years	2	13.33
Between 3-6 year	8	53.33
Over 6 years	5	33.33
Total	15	100.00

The results in Table 4.5 indicated that 53.33 percent of the principals had served as principals for 3-6 years. This was enough time to know how parents association's support influenced teacher motivation.

4.3.5 Period the teachers had been in service

The teachers were requested to state the period they had been in service and they gave the results as presented in Table 4.6.

Table 4.6

Period the teachers had been in service

	Frequency	percentage
Below 5 years	4	4
5-10 years	38	38
Over 10 years	58	58
Total	100	100

The data in Table 4.6 indicated that 58 percent of the teachers had been in service for over 10 years. This was enough time for them to be well motivated and to know what motivated them most.

4.3.6 Category of the school

Teachers were asked to state the category of the school and the results are shown on Table 4.7.

Table 4.7

Category of the school

	Frequency	percentage
County school	37	37
Sub county school	63	63
Total	100	100

The findings in Table 4.7 indicate that 63 percent of the schools were sub county schools.

4.3.7 Period the parents had been members of the parents association in the school

The parents were requested to state the period they had been members of the parents association in the school and they gave the results as presented in Table 4.8.

Table 4.8

Period the parents had been members of the parents association in the school

	Frequency	percentage
2 years	55	45.83
Over 3 years	65	54.17
Total	120	100.00

The results in Table 4.8 indicated that 54.17 percent of the parents had been members of the parents association in the school for over 3 years. This shows that the respondents were familiar with the activities in the school.

4.4 Presentation and analysis of the questions

The data analysis on the influence of types of parents' associations support on teachers' motivation in public secondary schools in Mwingi Central District is presented in this section. It presents the responses of the principals, teachers, and

executive members of parents association and DEO on the influence of provision of physical facilities, provision of financial rewards, educational tours organized, parent-teacher relatedness and educational workshops financed by Parents Associations on teacher motivation in public secondary schools in Mwingi Central District.

4.4.1 Existence of legitimately constituted Parents Associations in public secondary schools in Mwingi Central District

A question was posed to the DEO to state whether there existed legitimately constituted parents associations in Mwingi Central District and the response was that all public secondary schools in Mwingi Central District had legitimate Parents Associations that had been formed in compliance with the provisions of the Basic Education Act 2013. The response cleared any doubts that some public secondary schools had not realigned their Parents Associations with the provisions of the Basic Education Act 2013 by the time the study was being carried out.

4.4.2 Parents Associations' and financing construction of physical facilities in public secondary schools

A question was posed to the DEO to state whether or not the Parents Associations in Mwingi Central District were involved in financing the construction of physical infrastructure such as libraries and laboratories. The response from the DEO was

that the Parents Associations financed the construction of such facilities. The response implied that the PAs in Mwingi Central District were aware of their role in developing and maintaining physical infrastructure in schools as spelt out in the Basic Education Act 2013. The DEO also pointed out that in addition to what the PAs were doing, the Constituency Development Fund (CDF) played an instrumental role in putting up physical infrastructure in the public secondary schools in Mwingi Central District.

4.4.3 MOEST and organization of capacity building workshops for teachers

A question aimed at finding out whether the Ministry of Education, Science and Technology organized capacity building workshops for teachers was posed to the DEO. The response from the DEO was that MOEST was already partnering with Japan International Cooperation Agency (JICA) and organizing SMASSE insets for teachers in the District. The DEO also indicated that MOEST was partnering with KNEC and organizing subject workshops. The responses implied that teachers in public secondary schools were presented with opportunities to attend such capacity building workshops, sharpen their skills and competences and boost their morale.

4.4.4 Influence of provision of physical facilities by Parents Associations on teacher motivation

This section answers the question on the influence of provision of physical facilities by Parents Associations on teacher motivation in public secondary schools in Mwingi Central District.

4.4.4.1 Science laboratory in the school

The question sought from the principals' information on whether the school had a science laboratory. The responses are shown on Table 4.9.

Table 4.9

Science laboratory in the schools

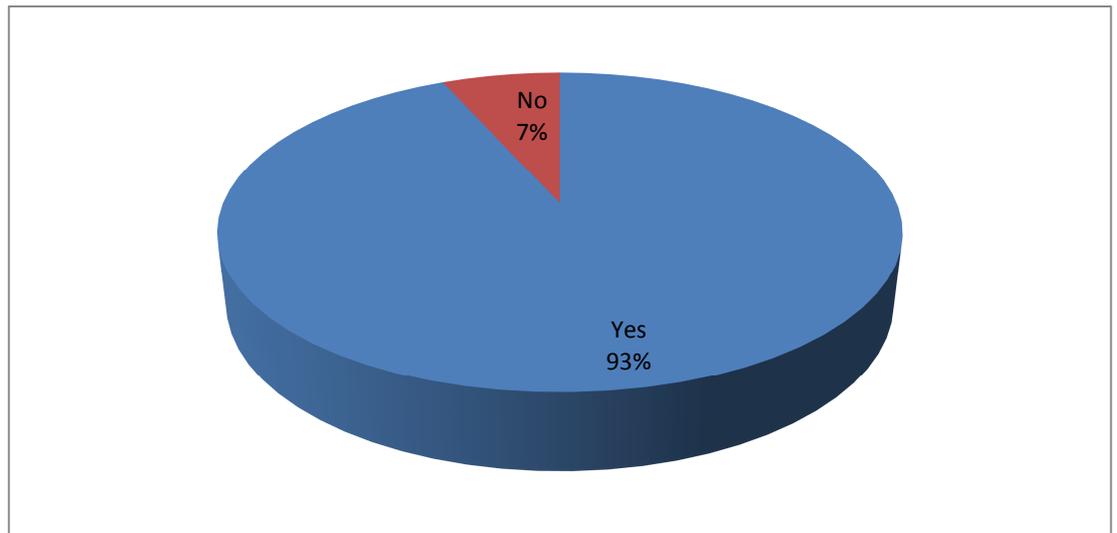
	Frequency	percentage
Yes	13	86.67
No	2	13.33
Total	15	100.00

The data in Table 4.9 indicated that 86.67 percent of the schools had a science laboratory. This implies that most of the public secondary schools in Mwingi Central District had science laboratories. Chimambe (2011) conducted a study on the effect of school environment on teacher motivation and found that poor physical facilities led to low teacher motivation.

4.4.4.2 Influence of science laboratory on the motivation of science teachers in the school

The question aimed at finding out whether presence of science laboratory influenced motivation of science teachers in the school. The responses are shown in Figure 4.1.

Figure4.1: Influence of science laboratory on the motivation of science teachers in the school



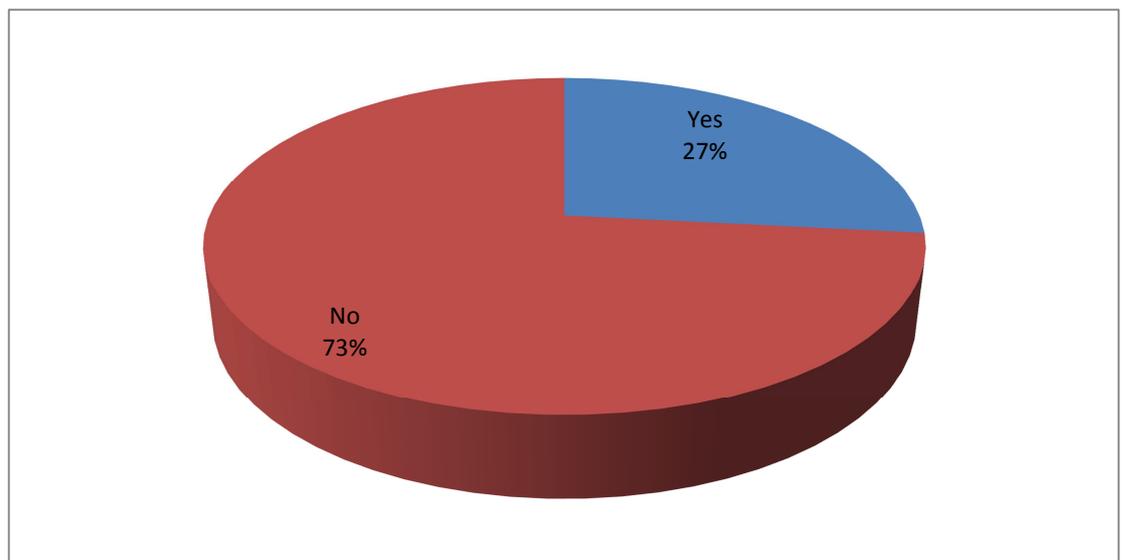
The findings on Figure 4.1 shows that 93 percent of principals indicated that presence or absence of science laboratory influenced motivation of science teachers in the school. This implies that science laboratory contributed to motivation of teachers. Inadequate physical facilities kill the morale of teachers

resulting in increase in grade repetition rates and dropout rates thus amounting to wastage in education (Shiundu, 1999).

4.4.4.3 Library in the schools

The question sought from the principals' information on whether there was a library in the school. The responses are shown in Figure 4.2.

Figure 4.2: If the schools had libraries

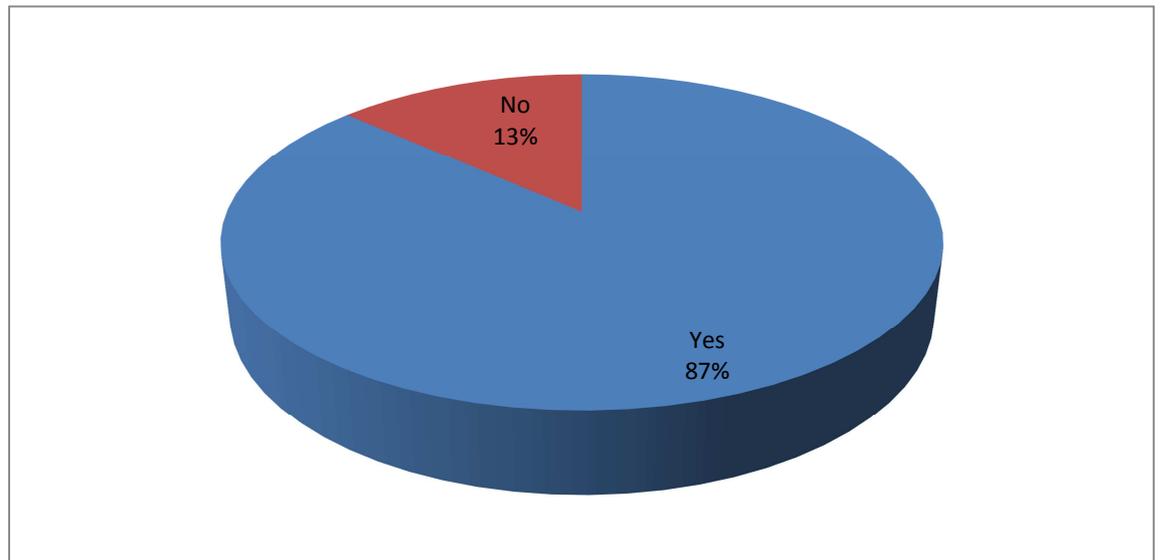


The findings on Figure 4.2 indicated that 73 percent of the schools did not have libraries. This implies that most of the public secondary schools in the district did not have libraries.

4.4.4.4 Effect of library on teacher motivation in the schools

The question aimed at finding out whether availability or unavailability of a library had any effect on teacher motivation in the schools. The responses are shown in Figure 4.3.

Figure 4.3: Availability of library and its influence on teacher motivation



The data in Figure 4.3 shows that 86 percent of the teachers indicated that availability or unavailability of a library had effect on teacher motivation in the schools. This implies that a library was important in motivating teachers. Limuli (2009) noted that provision of adequate and appropriate physical facilities enhances quality and relevance in the instructional process when imparting knowledge and skills to learners.

The DEO indicated that provision of physical facilities by PAs to a large extent influenced teacher motivation in public secondary schools in Mwingi Central District.

4.4.5 Influence of provision of financial rewards by Parents Associations on teacher motivation

This section answers the question on the influence of provision of financial rewards by Parents Associations on teacher motivation in public secondary schools in Mwingi Central District.

4.4.5.1 Provision of financial rewards by Parents Associations

When the question aimed at finding out from the principals and executive of parents association, whether the parents association in the school provided financial rewards to teachers was posed, the responses were as shown on Table 4.10.

Table 4.10

Provision of financial rewards to teachers

The finding on Table 4.10 shows that 60 percent of the principals indicated that the parents association in the school did not provide financial rewards to teachers.

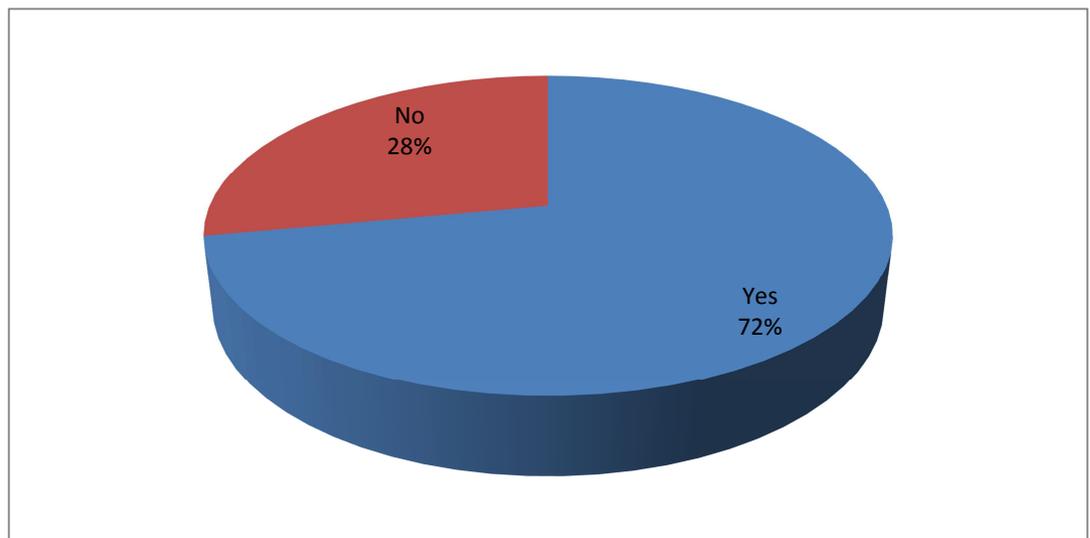
	Principals		Executive of parents association	
	Frequency	percentage	Frequency	percentage
Yes	6	40.00	14	14
No	9	60.00	86	86
Total	15	100.00	100	100

In addition, 86 percent of the executive of parents association indicated that the parents association in the school did not provide financial rewards to teachers. This implies that most parents associations did not give teachers money as a reward to motivate them. Firestone and Pennell (1993) suggested that incentives may be counterproductive and may thus result in significant decrease in the level of teachers' intrinsic motivation.

4.4.5.2 Provision of financial rewards and its influence on teacher motivation

The question sought from the teachers' information on whether provision of financial rewards influenced teachers' motivation. The responses are shown in Figure 4.4.

Figure 4.4: Provision of financial rewards and its influence on teacher motivation



The data in Figure 4.4 shows that 72 percent of the teachers indicated that provision of financial rewards influenced teachers' motivation. This implies that monetary reward can be used to motivate teachers. This disagrees with Holmstrong and Milgron (1991) and Jacob and Levitt (2003) who found that the incentives given to teachers with a view of motivating them could have a negative impact on students' academic performance.

The DEO indicated that provision of provision of financial rewards by PAs to a moderate extent influenced teacher motivation in public secondary schools in Mwingi Central District.

4.4.6 Influence of educational tours organized by Parents Associations on teacher motivation

This section answers the question on the influence of educational tours organized by Parents Associations on teacher motivation in public secondary schools in Mwingi Central District.

4.4.3.1 Extent that educational tours organized by Parents Associations influenced teacher motivation in the school

The question aimed at finding out from the principals and teachers, the extent that educational tours organized by Parents Associations influenced teacher motivation in the school as shown on Table 4.11.

Table4.11

Extent that educational tours organized by Parents Associations influenced teacher motivation in the school

	Principals		Teachers	
	Frequency	percentage	Frequency	percentage
Moderately	12	80.00	40	40
large extent	3	20.00	60	60
Total	15	100.00	100	100

The finding on Table 4.11 shows that 80 percent of the principals indicated that educational tours organized by Parents Associations moderately influenced teacher motivation in the school. In addition, 60 percent of the teachers indicated that educational tours organized by Parents Associations to a large extent influenced teacher motivation in the school. This implies that educational tours organized by Parents Associations influenced teacher motivation. Educational tours help teachers in benchmarking and team building (Deci, 1999).

The DEO indicated that educational tours organized by PAs to a large extent influenced teacher motivation in public secondary schools in Mwingi Central District.

4.4.7 Influence of parent-teacher relatedness on teacher motivation

This section answers the question on the influence of parent-teacher relatedness on teacher motivation in public secondary schools in Mwingi Central District.

4.4.7.1 The frequency by which parents visited the school to meet the teachers and know the wellbeing of their children

The question sought from respondents' information on how often parents visited the school to meet the teachers and know the wellbeing of their children. The responses are shown in Table 4.12.

Table4.12

Frequency with which parents visited the school to meet the teachers and know the wellbeing of their children

	Principals		Teachers		Executive of parent association	
	F	%	F	%	F	%
Regularly			7	7	4	3.33
Occasionally	13	86.67	35	35	26	21.67
Rarely	2	13.33	58	58	90	75.00
Total	15	100.00	100	100	120	100.00

The data in Table 4.12 shows that 86.67 percent of the principals indicated that parents occasionally visited the school to meet the teachers and know the wellbeing of their children. In addition, 58 percent of the teachers indicated that parents rarely visited the school to meet the teachers and know the wellbeing of their children. Moreover, 75 percent of the executives of parent association indicated that parents rarely visited the school to meet the teachers and know the wellbeing of their children. This implies that very few parents visited the school to meet the teachers and know the wellbeing of their children. According to Falout (2010), lack of an opportunity to express oneself and establish connections with others can lead to dissatisfaction and demotivation.

4.4.8 Influence of educational workshops financed by Parents Associations on teacher motivation

This section answers the question on the influence of educational workshops financed by Parents Associations on teacher motivation in public secondary schools in Mwingi Central District.

4.4.8.1 How often the PA in the school facilitated teachers to attend educational workshops

The question aimed at finding out from the principals, teachers and executive of parent association, how often the PA in the school facilitated teachers to attend educational workshops as shown on Table 4.13.

Table 4.13

How often the PAs in the school facilitated teachers to attend educational workshops

	Principals		Teachers		Executive of parent association	
	F	%	F	%	F	%
Regularly	2	13.33	26	26	26	21.67
Occasionally	13	86.67	74	74	94	78.33
Total	15	100.00	100	100	120	100.00

The finding on Table 4.13 shows that 86.67 percent of the principals indicated that the PA in the school occasionally facilitated teachers to attend educational workshops. In addition, 74 percent of the teachers indicated that the PA in the school occasionally facilitated teachers to attend educational workshops. Moreover, 78.33 percent of the executives of parent association indicated that the PA in the school occasionally facilitated teachers to attend educational workshops. This implies that the PA in the school facilitated teachers to attend educational workshops. A study carried out by Ngala and Odebero (2010) in former Rift Valley and Nyanza provinces in Kenya showed that schools that were high performing had teachers who frequently took part in staff development programs compared to schools that performed poorly.

The DEO indicated that educational workshops organized by PAs to a large extent influenced teacher motivation in public secondary schools in Mwingi Central District.

4.4.9 Factors influencing teacher motivation

This section answers the question on the factors influencing teacher motivation in public secondary schools in Mwingi Central District.

Table 4.14

Extent that principals, teachers and executive parent association agreed with the teacher motivation statements

	Strongly disagree		Disagree		Agree		Strongly agree	
	F	%	F	%	F	%	F	%
Provision of physical facilities influence teacher motivation	5	2	9	4	165	70	56	24
Financial rewards influence teacher motivation	2	1	5	2	188	80	40	17
Educational tours enhance teacher motivation	16	7	24	10	176	75	19	8
Parent-teacher relatedness enhances teacher motivation	24	10	71	30	136	58	5	2
Educational workshops enhance teacher motivation	12	5	19	8	146	62	59	25

The finding on Table 4.14 shows that 70 percent of the respondents agreed that provision of physical facilities influenced teacher motivation. In addition, 80 percent of the respondents agreed that financial rewards influenced teacher motivation. Moreover, 75 percent of the respondents agreed that educational tours

enhanced teacher motivation. To add to that, 58 percent of the respondents agreed that parent-teacher relatedness enhanced teacher motivation. Finally, 62 percent of the respondents agreed that educational workshops enhanced teacher motivation. This implies that types of parents' associations support influenced teacher motivation in public secondary schools in Mwingi Central District. Although the study by Nesrin (2013) emphasizes that teacher motivation was a key factor in enhancing classroom practices and improving educational standards, the researcher did not zero down to determining whether parents associations had any influence on teacher motivation.

4.5 Regression analysis

Multiple regression analysis was conducted to test the influence among the predictor variables.

Table 4.15

Results of multiple regression on teacher motivation and the combined effects of the selected predictors

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793	.726	.678	.2076

a. Predictors: (Constant), physical facilities, financial rewards, educational tours, parent-teacher relatedness, educational workshops.

The data in Table 4.15 indicates that R-Square (coefficient of determination) is a commonly used statistic to evaluate model fit. R-square is 1 minus the ratio of residual variability. The adjusted R^2 of 0.678 is the percent of variance in the dependent explained uniquely or jointly by the independent variables. 67.8% of the changes on teacher motivation in public secondary schools in Mwingi Central District variables could be attributed to the combined effect of the predictor variables.

Table4.16

ANOVA results of teacher motivation and the types of Parents Associations support

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.223	4	3.112	3.971	.001
	Residual	92.876	66	.641		
	Total	115.099	70			

a. Predictors: physical facilities, financial rewards, educational tours, parent-teacher relatedness, educational workshops.

b. Dependent Variable: teacher motivation in public secondary schools.

Table 4.16 indicated that a probability value of 0.001 meaning that the regression relationship was highly significant in predicting how physical facilities, financial rewards, educational tours, parent-teacher relatedness, educational workshops financed by Parents Associations influenced teacher motivation in public secondary schools. The F critical at 5% level of significance was 3.971 Since F calculated is greater than the F critical (value = 2.830), this shows that the overall model was significant.

Table 4.17

Regression coefficients of the between teacher motivation in public secondary schools and the five predictive variables

Model		Unstandardized		Standardized		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.770	0.451		4.307	0.000
	Parent-teacher relatedness	+0.332	0.121	0.122	3.242	0.025
	Educational tours	+0.433	0.079	0.146	3.333	0.025
	Educational workshops	+0.248	0.073	0.104	3.029	0.032
	Physical facilities	+0.538	0.0841	0.172	3.425	0.004
	Financial rewards	+0.142	0.073	0.045	3.015	0.021

a. Dependent Variable: teacher motivation in public secondary schools

The regression equation in Table 4.21 shows that taking all factors into account (physical facilities, financial rewards, educational tours, parent-teacher relatedness, and educational workshops) at constant teacher motivation in public secondary schools will be 2.77. The findings presented also show that taking all other independent variables at zero, a unit increase in physical facilities would

lead to a 0.54 increase in the teacher motivation in public secondary schools. Further, the findings shows that a unit increases in educational tours would lead to a 0.43 increase in teacher motivation in public secondary schools. In addition, the findings show that a unit increase in parent-teacher relatedness would lead to a 0.33 increase in teacher motivation in public secondary schools. Moreover, a unit increase in educational workshops would lead to a 0.248 increase in teacher motivation in public secondary schools. The study also found that a unit increase in financial rewards would lead to a 0.142 increase in teacher motivation in public secondary schools. Overall, financial rewards had the least effect on teacher motivation in public secondary schools and physical facilities had the highest effect.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the entire study. It consists of summary of the study, conclusion, recommendations and suggestions for further studies.

5.2 Summary of the study

The purpose of this research study was to investigate the influence of types of parents' associations support on teacher motivation in public secondary schools in Mwingi Central District. The objectives of the study were to determine the extent to which provision of physical facilities by Parents Associations influence teacher motivation; the extent to which provision of financial rewards by Parents Associations influence teacher motivation; the extent to which educational tours organized by Parents Associations influence teacher motivation; the extent to which parent-teacher relatedness influences teacher motivation; the extent to which educational workshops financed by Parents Associations influence teacher motivation in public secondary schools in Mwingi Central District. Responses from the objectives guiding the study were presented to show background information. Descriptive survey design was used to conduct the study.

The study targeted the 30 principals in the 30 public secondary schools in Mwingi Central District, 200 teachers employed by the Teachers' Service Commission, 210 members of the executive committees of Parents Associations in the public secondary schools in Mwingi Central Sub County as well as the DEO and the TSC sub county director. Therefore the target population was 442 participants. The sample consisted of 15 principals, 100 teachers, 120 executive members of Pas, 1 DEO and 1 TSC Sub county Director. The researcher made use of questionnaires. The questionnaires were administered to the respondents, and then collected immediately after they are filled in. The researcher also used an interview guide for the DEO. Descriptive statistics was used to analyze data which was assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) programs which generated frequency tables, percentages and graphs.

The findings suggest that types of parents' associations support have influence on teacher motivation in public secondary schools in Mwingi Central District. Focusing on the influence of types of parents' associations support, provision of physical facilities by Parents Associations, provision of financial rewards by Parents Associations, educational tours organized by Parents Associations, parent-teacher relatedness and educational workshops financed by Parents Associations; the study found that all these types of parents associations support were vital in

enhancing teacher motivation in public secondary schools in Mwingi Central District.

The researcher found that 86.67 percent of the schools had a science laboratory. In addition, 93 percent of principals indicated that presence or absence of science laboratory influenced motivation of science teachers in the school. Moreover, 73 percent of the schools did not have libraries. Finally, 86 percent of the teachers indicated that availability or unavailability of a library had effect on teacher motivation in the schools. The DEO indicated that provision of physical facilities by PAs to a large extent influenced teacher motivation in public secondary schools in Mwingi Central District. Taking all other independent variables at zero, a unit increase in physical facilities would lead to a 0.538 increase in the teacher motivation in public secondary schools.

The study established that 60 percent of the principals indicated that the parents association in the school did not provide financial rewards to teachers. In addition, 72 percent of the teachers indicated that of financial rewards influenced teachers' motivation. The DEO indicated that provision of provision of financial rewards by PAs to a moderate extent influenced teacher motivation in public secondary schools in Mwingi Central District. A unit increase in financial rewards would lead to a 0.142 increase in teacher motivation in public secondary schools.

The study found that 80 percent of the principals indicated that educational tours organized by Parents Associations moderately influenced teacher motivation in the school. In addition, 60 percent of the teachers indicated that educational tours organized by Parents Associations to a large extent influenced teacher motivation in the school. The DEO indicated that educational tours organized by PAs to a large extent influenced teacher motivation in public secondary schools in Mwingi Central District. The researcher established that 86.67 percent of the principals indicated that parents occasionally visited the school to meet the teachers and know the wellbeing of their children. A unit increase in educational tours would lead to a 0.433 increase in teacher motivation in public secondary schools.

The study found that 86.67 percent of the principals indicated that the PA in the school occasionally facilitated teachers to attend educational workshops. The DEO indicated that educational workshops organized by PAs to a large extent influenced teacher motivation in public secondary schools in Mwingi Central District. A unit increase in educational workshops would lead to a 0.248 increase in teacher motivation in public secondary schools.

5.3 Conclusion

On the question, the influence of provision of physical facilities by Parents Associations on teacher motivation in public secondary schools in Mwingi Central District, this research concludes that most of the public secondary schools

in Mwingi Central District had science laboratories. Presence or absence of science laboratory influenced motivation of science teachers. Most of the public secondary schools in the district did not have libraries. Availability or unavailability of a library had effect on teacher motivation in the schools. Physical facilities had the highest effect on teacher motivation in public secondary schools.

On the question, the influence of provision of financial rewards by Parents Associations on teacher motivation in public secondary schools in Mwingi Central District, most parents associations did not give teachers money as a reward to motivate them. Financial rewards influenced teachers' motivation. Financial rewards had the least effect on teacher motivation in public secondary schools.

On the question, the influence of educational tours organized by Parents Associations on teacher motivation in public secondary schools in Mwingi Central District, this study concludes that educational tours organized by Parents Associations influenced teacher motivation.

On the question on the influence of parent-teacher relatedness on teacher motivation in public secondary schools in Mwingi Central District, the study revealed that very few parents visited the school to meet the teachers and know the wellbeing of their children. Nevertheless, respondents indicated that if parents

made regular visits to schools to meet teachers, such would be an important source of motivation for teachers.

On the question, the influence of educational workshops financed by Parents Associations on teacher motivation in public secondary schools in Mwingi Central District, the study reveals that the PA in the school facilitated teachers to attend educational workshops. Educational workshops enhanced teacher motivation.

5.4 Recommendations

1. Ministry of Education Science and Technology and the TSC need to formulate policies aimed at enhancing teacher motivation with a view of reducing the rate at which teachers exit the teaching profession.
2. The Boards of Management and the Parents Associations in public secondary schools should prioritize development of physical infrastructure such as libraries in order to enhance both student and teacher motivation.
3. The Teachers Service Commission should come up with fair remuneration that is commensurate to the teaching job in order to enhance retention and reduce teacher labor turnover.
4. The Ministry of Education, Science and Technology should consider organizing capacity building workshops for the executive committee members of

Parents Associations in order to educate the members on their roles in management of schools.

5. Boards of Management of public secondary schools should be allowed to allocate funds for financing educational tours for teachers during the school budget making process.

6. Parents should regularly visit schools to meet teachers, establish close connections with them and know the wellbeing of their children. This would be important in establishing a good working relation suitable in ensuring maximum productivity.

7. The media should carry out massive campaign to create awareness to the public on the unique nature of the teaching profession in order to motivate teachers and prevent them from exiting to other jobs that are perceived as more lucrative.

8. The Ministry of Education, Science and Technology and the TSC should organize more capacity building workshops for teachers in order to keep teachers up to date with the ever changing aspects in the teaching profession.

5.5 Suggestions for further studies

This section presents research areas related to this study that other researchers may carry out studies on.

1. Further research needs to be done on the influence of types of parents' associations support on teacher motivation in public secondary schools in the entire Kitui County.
2. Further studies should be done on the factors influencing teacher motivation in public primary schools in Mwingi Central District.
3. A study should be done on other factors other than parents' associations support influencing teacher motivation in public secondary schools.
4. A study should also be done to ascertain whether different types of Parents Associations support could account for differential performance of school in Mwingi Central District.

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Appendix A: Letter of introduction

UNIVERSITY OF NAIROBI

P O BOX 30197

NAIROBI

TO THE PRINCIPAL

_____ SECONDARY SCHOOL

Dear sir/madam,

RE: RESEARCH PROJECT

I am Master of Education student at the University of Nairobi. I am writing this letter to request for permission to conduct a research in your school. The title of the project is “the Influence of types of Parents’ Associations support on Teacher Motivation in public secondary schools in Mwingi Central District.

I promise that I will abide by all research ethics during the study.

Yours faithfully

Stephen Mulili Kyale

5. Does your school have a science laboratory?

Yes ()

No ()

6. Does the presence or absence of a science laboratory have any influence on the motivation of science teachers in your school?

Yes ()

No ()

7. Does your school have a library?

Yes ()

No ()

8. Does the availability or unavailability of a library have any effect on teacher motivation in your school?

Yes ()

No ()

9. Does the parents association in your school provide financial rewards to teachers?

Yes ()

No ()

10. How often does the PA in your school facilitate teachers to attend educational workshops?

Regularly ()

Occasionally ()

Never ()

11. How often do parents visit the school to meet the teachers and know the wellbeing of their children?

Regularly ()

Occasionally ()

Rarely ()

Never ()

12. Kindly tick as appropriate

1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

Statement	1	2	3	4
Provision of physical facilities influence teacher motivation				
Financial rewards influence teacher motivation				
Educational tours enhance teacher motivation				
Parent-teacher relatedness enhances teacher motivation				
Educational workshops enhance teacher motivation				

13. What strategies has the parents association in your school put in place to ensure that teachers are motivated?

.....
.....
.....
.....

14. To what extent does the parents associations' support influence teacher motivation in your school?

Not at all ()

Moderately ()

To a large extent ()

15. What do you think should be done to ensure teachers are motivated and committed to their work?

.....
.....
.....
.....

Appendix C: Questionnaire for teachers

You are kindly requested to respond to the items in the questionnaire as honestly as possible and do not indicate your name or the name of your school anywhere in the questionnaire.

Place a tick (✓) in the spaces provided where appropriate

1. What is:-

(a) Your age in years

Below 25 years ()

26 – 30 years ()

31 - 35 years ()

36 - 40 years ()

Over 40 years ()

(b) Your gender

Male ()

Female ()

2. For how many years have you been in service?

Below 5 years ()

5-10 years ()

Over 10 years ()

3. What is the category of your school?

County school ()

Sub county school ()

4. Does the availability or unavailability of physical facilities in your school influence your motivation as a teacher?

Yes ()

No ()

5. Does the parents association in your school provide financial rewards to teachers?

Yes ()

No ()

6. Does provision of financial rewards influence your motivation as a teacher?

Yes ()

No ()

7. How often does the PA in your school facilitate teachers to attend educational workshops?

Regularly ()

Occasionally ()

Never ()

8. How often do parents visit the school to meet the teachers and know the wellbeing of their children?

Regularly ()

Occasionally ()

Rarely ()

Never ()

9. put a tick under whichever is applicable in the following statements

1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

Statement	1	2	3	4
Provision of physical facilities influence teacher motivation				
Financial rewards influence teacher motivation				
Educational tours enhance teacher motivation				
Parent-teacher relatedness enhances teacher motivation				
Educational workshops enhance teacher motivation				

Appendix D: Questionnaire for executive members of parents associations

You are kindly requested to respond to the items in the questionnaire as honestly as possible. Do not write your name or the name of your school anywhere in the questionnaire.

Place a tick (✓) in the spaces provided where appropriate

What is your age?

Below 25 years ()

26-30 years ()

31-35 years ()

36-40 years ()

Over 40 years ()

1. For how long have you been a member of the parents association in your school?

1 Year ()

2 years ()

Over 3 years ()

2. Does the parents association in your school provide financial rewards to teachers?

Yes ()

No ()

3. How often does the PA in your school facilitate teachers to attend educational workshops?

Regularly ()

Occasionally ()

Never ()

4. How often do parents visit the school to meet the teachers and know the wellbeing of their children?

Regularly ()

Occasionally ()

Rarely ()

Never ()

5. Kindly respond to the statements in the table below:-

1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

Statement	1	2	3	4
Provision of physical facilities influence teacher motivation				
Financial rewards influence teacher motivation				
Educational tours enhance teacher motivation				
Parent-teacher relatedness enhances teacher motivation				
Educational workshops enhance teacher motivation				

6. What strategies has the parents' association in your school put in place to ensure teachers are motivated in their work?

.....
.....
.....
.....

7. To what extent does the parents' associations support influence the level of motivation among teachers in your school?

Not at all ()

Moderately ()

To a large extent ()

8. What do you think should be done to ensure teachers are motivated and committed to their work?

.....
.....
.....
.....

Appendix E: Interview guide for the DEO

Date of the interview_____

Introduction

I am Stephen Mulili Kyale, a Master of Education student at the University of Nairobi. I am conducting a study on “the influence of types of parents associations’ support on teacher motivation in public secondary schools in Mwingi Central District” and would like to conduct a face to face interview with you on the said topic. Kindly spare time out of your busy schedule and I will highly appreciate.

- 1. Do all the public secondary schools have legitimately constituted parents associations?

.....
.....
.....

2. Do parents associations in the district finance the construction of physical facilities such as laboratories and libraries in public secondary schools in the District?

.....
.....
.....

3. Do the Ministry of Education, science and Technology organize capacity building workshops for teachers in the District?

.....
.....
.....

4. To what extent do parents' associations support influence teacher motivation?

Not at all ()

Moderately ()

To a large extent ()

5. To what extent does provision of physical facilities by PAs influence teacher motivation in public secondary schools in Mwingi Central District?

Not at all ()

Moderately ()

To a large extent ()

6. To what extent does provision of financial rewards by PAs influence teacher motivation in public secondary schools in Mwingi Central District?

Not at all ()

Moderately ()

To a large extent ()

7. To what extent do educational tours funded by PAs influence teacher motivation in public secondary schools in Mwingi Central District?

Not at all ()

Moderately ()

To a large extent ()

8. To what extent do educational workshops influence teacher motivation?

Not at all ()

Moderately ()

To a large extent ()

Appendix F: Research authorization permit

THIS IS TO CERTIFY THAT:

MR. STEPHEN MULILIKYALE
of UNIVERSITY OF NAIROBI, 0-90400
MWINGI, has been permitted to conduct
research in Kitui County
on the topic: INFLUENCE OF TYPES OF
PARENTS ASSOCIATIONS SUPPORT ON
TEACHER MOTIVATION IN PUBLIC
SECONDARY SCHOOLS IN MWINGI
CENTRAL DISTRICT, KENYA
for the period ending:
20th June, 2017

Permit No. : NACOSTI/P/16/28185/11932
Date Of Issue : 21st June, 2016
Fee Received : ksh 1000


Applicant's Signature



Director General
National Commission for Science, Technology & Innovation



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/28185/11932

21st June, 2016

Stephen Mulili Kyale
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of types of parents associations support on teacher motivation in public secondary schools in Mwingi Central District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **20th June, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kitui 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.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.